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Career Ready or Rushed? Developing Career Exploration in CSCPs

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Georgia School Counselor Association

Connecting School Counselors...Supporting Students

Career Ready or Rushed?

Developing Career Exploration in CSCPs

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Georgia School Counselor Association

Connecting School Counselors...Supporting Students

Session Handout & Materials at:

@RichieKinz

#GSCA2015

<http://tinyurl.com/pofrfjs>

richardcleveland.me



Learning Outcomes/Goals

1. Describe student outcomes/benefits associated with PK-12 career exploration.
2. Align CSCP career exploration with professional learning standards (i.e., site, district, state, CCSS, ASCA, etc.).
3. Identify 3 potential career exploration interventions/activities; one for each RTI level.
4. Identify at least 1 assessment/data-collection tool for career exploration evaluation.

Agenda

- Career Exploration: Challenges & Opportunities
- Potential Problem with College/Career-Readiness:
Ready, but ready for what?
- Creating/Fostering Exploration in PK-12
So what might this look like?
- What Are Your Thoughts?
Your experiences, ideas, questions?

Definitional Matters

- On your paper, write out how you define “**post-secondary success**” for your students.

Career Exploration *Preface*

Towards CSCP creation, implementation, & advocacy...

- If you don't define your role, someone else will
- **Intentional** which PK-12 initiatives for CSCP alignment
- **Beliefs matter**

Career Exploration *Preface*

“We guide our boys and girls to some extent through school, then drop them into this complex world to sink or swim as the case may be. Yet there is no part of life where the need for guidance is more emphatic than in the transition from school to work - the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success.”

- *Frank Parsons (1909)*

Career Exploration *Preface*

- “Educators and employment experts currently use the word *crisis* to describe America’s present status with regard to generating a productive and relevant 21st Century workforce...” (Schmidt, Hardinge, & Rokutani, 2012)
- **New focus or *renewed* focus?**
 - Parsons (1908), Davis (1914), Progressive Movement in Education, 1980’s *A Nation at Risk*, NDEA, etc. (Gysbers, 2013; Gysbers, 2010)

Michelle Obama: Counselors build the bridge to college

Michelle Obama 5:32 p.m. EST February 2, 2015

Quality school counselors improve our children's chances of success and ensure our nation's future.



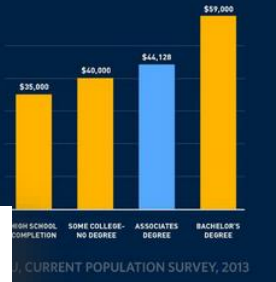
(Photo: Saul Loeb, AFI/Getty Images)

Growing up in an inner city, I know exactly a forgo college. Neith my neighbor while my folks brother Craig exactly sure h

I worked hard and got good grades, but I didn't get counseling in high school. Fortunately, Craig was the one who had managed to get himself into Princeton University. He was one school close to home, so I was able to get the process

ASCA retweeted
Cecilia Muñoz @Cecilia44 · Feb 2
 President Obama's #2016Budget would build on our progress to make college more affordable → go.wh.gov/education

PEOPLE WITH AN ASSOCIATE'S DEGREE EARN 25% MORE THAN PEOPLE WHO NEVER ATTENDED COLLEGE.



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The White House
 Office of the First Lady

October 19, 2015

FACT SHEET: The First Lady announces "Better Make Room" campaign

The First Lady's Reach Higher initiative brings together over 20 social media, business, and nonprofit partners to help launch **Better Make Room**, a campaign squarely directed at Generation Z (14-19 year olds)

The First Lady launched her **Reach Higher** initiative to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

That is why, as part of her Reach Higher initiative, the First Lady is announcing a new public awareness campaign, **Better Make Room**, to target Generation Z, or young people ages 14-19, to celebrate education, change the national conversation, and reach students directly where they are and give them a space to create content while also navigating the college-going process. This campaign will leverage traditional and new media platforms to celebrate student stories in the same way that we often celebrate celebrities and athletes. With partners in the business, philanthropic, media, and education realm, this campaign will stretch across the country to inspire students and give them the tools they need to reach higher for college.

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ASCA @ASCAtweets · Jan 30
 Submit a video re how you're getting FASFA completed at your school. Get @FLOTUS to your school. #ReachHigher #SCOY15

ASCA @ASCAtweets · Jan 30
 "Often America's school counselors are the deciding factor if students will attend college or not" says @FLOTUS #scoy15

ASCA @ASCAtweets · Jan 29
 .@DESCounseling: "It's critical to begin the conversation of college and career readiness at the elem school level" #scoy15

2015 GSCA Annual Conference

White House Convening

Measurement, Mobilization, Moving Forward: Strengthening School Counseling and College Advising

Announcing the 3rd...

When: November 2-4, 2015
Where: University of North Florida in Jacksonville
Who: 50 state teams committed to improving student postsecondary outcomes

Learn More and Get Involved

NCSCPS UNF UNIVERSITY OF NORTH FLORIDA

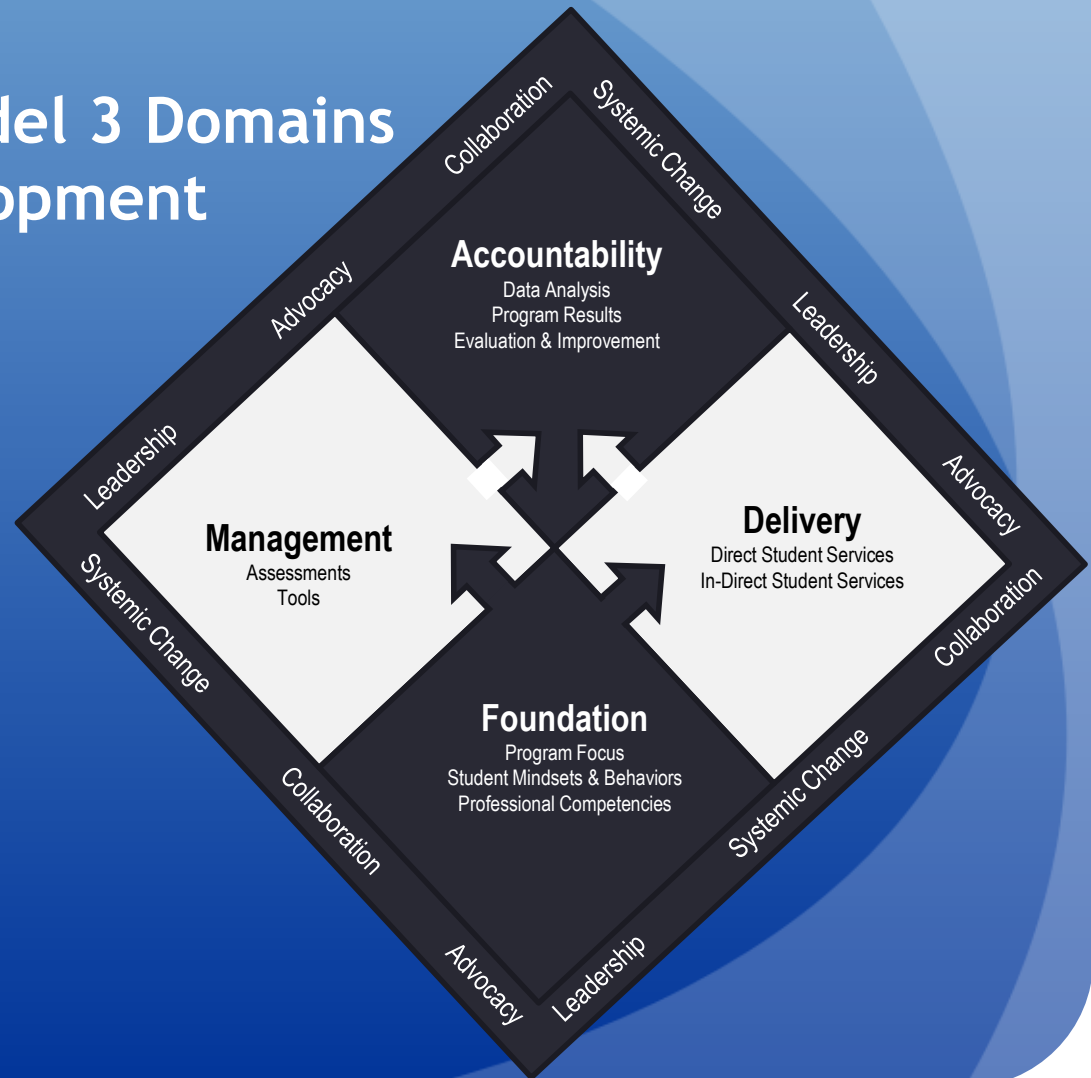
November 2 - 4, 2015

Career Exploration *Preface*

- ASCA National Model 3 Domains for Student Development
 - *Academic*
 - *Career*
 - *Social/Emotional*

ASCA National Model 3rd ed. (2012)

ASCA Mindsets & Behaviors (2014)



Career Exploration *Preface*

- **Comprehensive, developmental, outcome-based school counseling program**
 - *Comprehensive*: Serves ALL students
 - Intertwined with Academic & Social/Emotional Design & implement an integrated career development program
 - Curricular integration
 - *Developmental*: Sequential, longitudinal, builds on stages, connected
 - *Outcome-Based*: Identifying outcomes - aka standards

Dollarhide & Saginak (2012); Niles & Harris-Bowlsbey (2012)
Schneck et al. (2012); Thompson (2012)

Career Exploration

- Holistic, including life roles, settings, events, and the spectrum of diversity we each exhibit. (Gysbers, 2013; Niles & Harris-Bowlsbey, 2012)
 - “The content in all three [domains] is required to prepare students to become career ready.” (Gysbers, 2013)
- As part of CSCP, career exploration/development has an impact on student academic success (Lapan et al., 2012; Schmidt et al., 2012)
- This conceptualization being constricted by societal, economic, and political factors. (Schneck et al., 2012)

Career Exploration

Guiding Standards:

- Investigate world of work: *Initiate Curiosity*
- Identify aspirations & attainment: *Determine Goals*
- Relation of whole self to world of work: *Foster Meaning-Making*

National Standards for School Counseling Programs (Campbell & Dahir, 1997)

ASCA Student Standards (2004)

ASCA National Model (2012)

ASCA Mindsets & Behaviors (2014)

Guiding Theories:

- Holistic & Developmental
- Constructivist & Systemic
- Structured, Multi-Faceted, & Integrated with Academics

(Arthur & McMahon, 2005; Gibson, 2005; Hartung et al., 2008; Helwig, 2008; McMahon & Watson, 2005; 2008; Mittendorff et al., 2011; Super, 1990; Turner et al., 2004; Wood & Kaszubowski, 2008)

Challenges & Opportunities

Challenges to Career Exploration

- *Time, “Inappropriate” for level, No Structure in Place*
- *Lack of focus/resources, “discouraging school counselors”,
Lack of CCSS alignment* (College Board, 2012)

Opportunities for Career Exploration

- *STEM, STEAM, Dual-Enrollment*
- *\$472.1 Million for FY2015 Budget* (US Dept Ed, 2015)

College/Career-Readiness Storm:

Help or Hindrance?

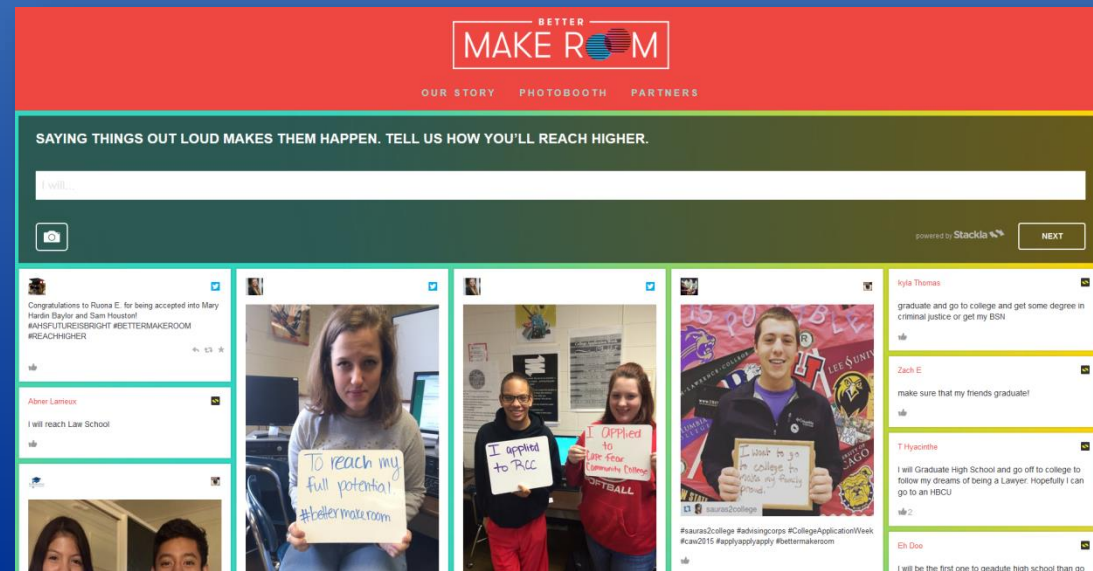
- **While college enrollment continues to rise, completion remains low** (Lee & Rawls, 2010)
- **College Completion: 33.3% (4yr) 54.5% (6yr)** (Chronicle of Higher Education/NCES, 2012)

College/Career-Readiness Storm:

Help or Hindrance?

- **Social/Cultural/Media emphasis: #BetterMakeRoom**

- “...the First Lady is announcing [...] Better Make Room, to target Generation Z, [...] celebrate education, change the national conversation, and reach students directly where they are and give them a space to create content *while also navigating the college-going process.*” (White House Fact Sheet, Oct. 19, 2015)
- “[re: FAFSA]...only time in your life you can spend to 29 minutes and have access to 150 billion dollars. So I don’t care how much money your family has, doesn’t have or your community; *if you want to work hard and go to college you can do it.*” (Arne Duncan, #BetterMakeRoom launch, White House, Oct. 19, 2015)

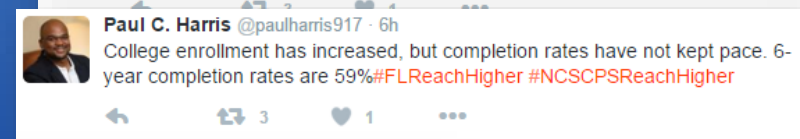
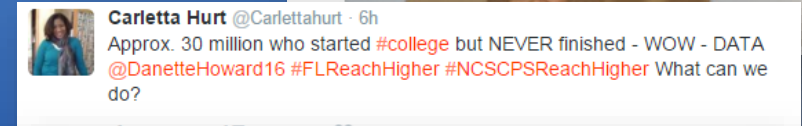


College/Career-Readiness Storm:

Help or Hindrance?

- National Consortium for School Counseling and Postsecondary Success (NCSCPS): 3rd White House Convening

#NCSCPSReachHigher Conversation [November 2 nd -3 rd]	
Twitter users	115
#NCSCPSReachHigher Tweets	500
Reach (followers)	121,855
Impressions (posts to followers)	661,517



College/Career-Readiness Storm:

Help or Hindrance?

- **School counselors not providing Career Counseling Domain services as often as Academic & Personal/Social** (Anctil et al., 2012; Osborn & Baggerly, 2004)
- **True in 2012, True in 2015** (Cleveland ASCA Webinar, 2015)

QUESTION	Anctil et al., 2012	Cleveland /ASCA Webinar, 2015
Site Level?	Majority MS and HS	Split ES and HS
Priority placed on Career?	<i>Moderate to Very High</i>	<i>Moderate</i>
Time spent on Career?	Majority less than 40%	Majority less than 20%

College/Career-Readiness Storm:

Help or Hindrance?

Preventing opportunities from becoming challenges....

- If you don't define your role, someone else will
- **Intentional** which PK-12 initiatives for CSCP alignment
- **Beliefs matter**

Pursuing Career Exploration

- **Alignment** (Foundation; ASCA, 2012)
 - *Intentionally integrating career in vision, mission, etc.*
 - *Identifying “Anchor Points” (CCSS, ASCA Mindsets & Behaviors)*
 - *Curricular integration, standards, blending, etc.*
- **Delivery** (Delivery; ASCA, 2012)
 - *Including career in our delivery services*
- **Evaluation** (Management & Accountability; ASCA, 2012)
 - *Monitoring & assessing*
 - *Starting with the end in mind* (McTighe, 2014)

Pursuing Career Exploration *Alignment*

- Curricular integration, blended standards, standards mapping, etc.
- Matching differing sets of standards for a unit/lesson/intervention
- Lesson Plan, Curriculum Plan (Management, pgs. 41-81)
- Results Reports (Accountability, pgs. 99-124)

ASCA National Model Activities Crosswalk (pgs.2-4) (ASCA National Model 3rd ed., 2012)		
Leadership Context (Bolman & Deal, 1997/2008)	School Counseling Leadership Activities (Dollarhide, 2003)	Leadership Components of the ASCA National Model
<i>Structural leadership:</i> Leadership in the building of viable organizations	<ol style="list-style-type: none"> 1. Building the foundation of an effective school counseling program. 2. Attain technical mastery of counseling and education. 3. Design strategies for growth of the school counseling program. 4. Implement an effective school counseling program. 	<ol style="list-style-type: none"> 1. Define program focus, select appropriate student competencies, and adhere to professional competencies. 2. Analyze results of school counselor competency assessment to inform areas of growth for professional development. 3. Analyze results of school counseling program assessment and design strategies to continue to improve the comprehensive school counseling program. 4. Analyze program results (curriculum, small-group, and closing-the-gap results reports), and consider implications about program effectiveness.

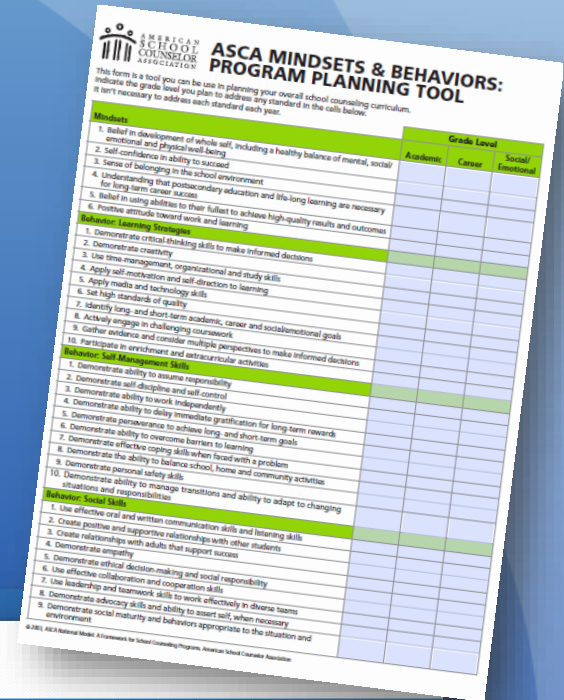
Pursuing Career Exploration *Alignment*

- Assessment: Starting with the end in mind... (McTighe, 2004)
- Time & Intention
- Battling Silo Mentalities
 - Formidable obstacle of lack of connections between various PK-12 educational initiatives
 - Integrating Career standards into strong foundation articulating the connections between these outcomes/competencies



Pursuing Career Exploration Alignment

- How to go about alignment?
 - ASCA schoolcounselor.org
 - Site SIP/Leadership Plan
 - District curriculum director/committee
 - CCSS corestandards.org



Video Map Search

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English Language Arts Standards

[DOWNLOAD THE STANDARDS](#) [PRINT THIS PAGE](#)

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged

Kindergarten-Grade 12

- Introduction
- Anchor Standards
- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking & Listening
- Language
- Standard 10: Range, Quality, & Complexity

Grades 6–12 Literacy in History/Social Studies, Science, & Technical

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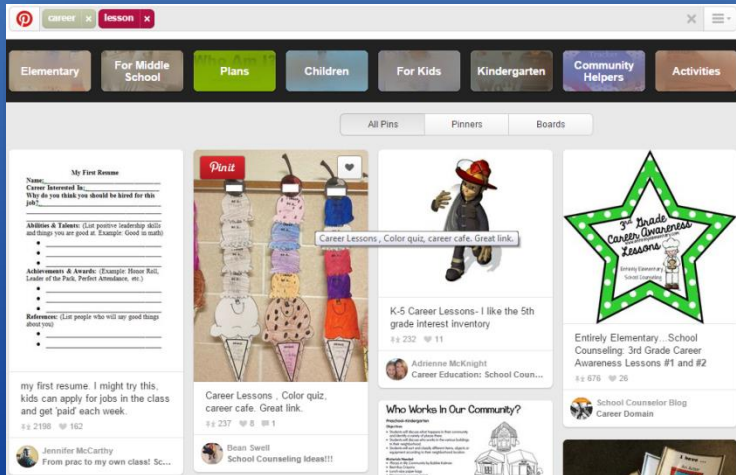
Pursuing Career Exploration *Alignment*

2013-14 SIP Goals

School Improvement Plan (SIP)	GA Best Soft Skill	ASCA Standards	Georgia Career Cluster
Goal 1 To decrease the 2012-13 special education discipline events by 30% for the 2013-2014 school year.	Character	C:A2.8, PS:A1.6, PS:A1.7, PS:A1.8, PS:C1.3, PS:C1.4	Government and Public Administration
	Discipline		Transportation, Distribution, and Logistics
	Attitude & Respect	A:A1.5, A:A3.1,C:A1.4C:A2.1, C:A2.7, C:C2.3, PS:A1.1, PS:A1.2, PS:A1.9, PS:A2.2, PS:A2.3, PS:A2.4, PS:B1.7	Law, Public Safety, Corrections, and Security
	Teamwork & Work Habits		
Goal 2 To decrease the 2012-13 general education discipline events by 30% for the 2013-2014 school year.	Character	C:A2.8, PS:A1.6, PS:A1.7, PS:A1.8, PS:C1.3, PS:C1.4	Government and Public Administration
	Discipline		Transportation, Distribution, and Logistics
	Attitude & Respect	A:A1.5, A:A3.1,C:A1.4C:A2.1, C:A2.7, C:C2.3, PS:A1.1, PS:A1.2, PS:A1.9, PS:A2.2, PS:A2.3, PS:A2.4, PS:B1.7	Law, Public Safety, Corrections, and Security
	Teamwork & Work Habits		
RATIONALE: To support planning and action to address discipline disproportionality at the school level and to decrease amount of time students are removed from the classroom environment.			

Pursuing Career Exploration *Delivery*

- Guidance Lessons, Activities, and Interventions
 - ASCA Scene, ASCA Resource Center
 - Social Media (*Pinterest, #scchat, etc.*)



Pursuing Career Exploration *Delivery*

- “Aligning” Delivery Framework

- CSCP & Multi-Tiered Systems of Support
- ASCA MTSS Position Statement (ASCA, 2014)

- “...used to make decisions about general, compensatory and special education...”
- “...meet the needs of all students and identify students who are at-risk...”
- “Providing all students with a standards-based school counseling core curriculum to address universal academic, career and personal/social development.” [bold emphasis mine]



Pursuing Career Exploration *Delivery*

Scenario #1

- Career domain activities present in my CSCP?
- Career present in each format of delivery?
 - Classroom Lesson(s)
 - Small-Group Focus
 - 1:1 Individual Sessions
- Required site/district Career outcomes and/or competencies addressed?

Scenario #2

- Career outcomes and/or competencies viewed within an RTI lens?
- Career domain as one part of the holistic student transcending an RTI label?
- Strengths-Based approach in and *with* Career?

Pursuing Career Exploration *Delivery*

- ASCA Closing-the-Gap Action Plan *ASCA National Model (3rd ed.), 2012*
- School Counseling Program Goal Plan *Making DATA Work (3rd ed.), 2013*

Design					Ask			Track	Announce
SMART GOAL	RTI Level	ASCA Mindsets & Behaviors	Site SIP Goal	CCSS	Existing Data	Actions Steps	Timeline	Measure Effectiveness	Share Data with Others
	3 Bottom Tier	Mindsets: 1, 5, 6. Behaviors: LS.9, SS.1, SS.8	SIP Goal #4: Incorporate GA Career Clusters into all grades.	ELA Reading #6: Distinguish own point of view from that of narrator or characters. ELA Writing #1: Write opinion piece supporting a point of view with reasons.	No existing data	Delvier classroom guidance lesson to all 3rd grade classrooms. Use texts <u>Jobs People Do</u> and <u>Amazing Grace</u> to discuss jobs they would like to do and gender stereotypes in careers. Students will role-play how they would advocate for Grace. Students will complete opinion piece writing assignment during week-long writing time in-class. Students will share final draft with peers.	Fall	<u>Process:</u> Weekly visits to all 5 3rd grade classrooms. Each session 30-40 minutes. Collaboration with teachers on writing pieces.	
								<u>Results/Outcome:</u> Graded opinion pieces written by students indicating students: (1) satisfied writing conventions necessary for CCSS, and (2) identified at least two jobs they are interested in.	
								<u>Perception:</u>	

Pursuing Career Exploration *Delivery*

Design				Ask			Track	Announce	
SMART GOAL	RTI Level	ASCA Mindsets & Behaviors	Site SIP Goal	CCSS	Existing Data	Actions Steps	Timeline	Measure Effectiveness	Share Data with Others
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								<u>Perception:</u>	

Pursuing Career Exploration *Evaluation*

- ASCA National Model (3rd ed.) (ASCA, 2012)
- Making DATA Work (3rd ed.) (Kaffenberger & Young, 2013)
- Evidence-Based School Counseling (Dimmitt, Carey & Hatch, 2007)
 - *Incorporating data collection & analysis into Career provides critical information for Closing-the-Gap activities*
 - *Data-infusion provides formative assessment while conducting interventions.*
 - *Contributes additional data to the picture of students' overall academic success.*

Pursuing Career Exploration *Evaluation*

RTI	ASCA M&S	CCSS	ACTION	DATA
Bottom Tier	Mindsets: 3, 4, 5. Behaviors: LS.1, LS.9, SS.1, SS.6	Reading Informational Text: 1, 4, 6, 7. Writing Standards: 1, 2, 3, 8.	<ul style="list-style-type: none"> ▪ Visit home room period and introduce topic of college/career. ▪ Have students review college brochures and analyze them. ▪ Working in groups students dissect the brochures and form an opinion about the college. ▪ Connect with teacher for writing assignment where students form an opinion on the brochure. 	<ul style="list-style-type: none"> ▪ Pre/Post survey of college/career awareness ▪ Demonstration of critical thinking skills and group skills ▪ Writing grades from assignment
Bottom Tier			<ul style="list-style-type: none"> ▪ Meet with all students on my caseload and chart out postsecondary plan. 	<ul style="list-style-type: none"> ▪ PS Plan

Pursuing Career Exploration *Evaluation*

RTI	ASCA M&S	CCSS	ACTION	DATA
Mid Tier	Mindsets: 1, 2, 3, 4. Behaviors: LS.1, LS.4, LS.7, SM.5, SM.6, SS.1, SS.6, SS.8		<ul style="list-style-type: none"> ▪ Using data from Bottom Tier intervention in classroom and 1:1 caseload meetings, identify students requiring additional assistance. ▪ Conduct small group on college/career plans and how that is a part of their holistic person. 	<ul style="list-style-type: none"> ▪ Pre/Post survey of college/career awareness AGAIN

What Might This Look Like?

Catherine Hammond, M.Ed. Candidate

Foundation

What is expected?

- 17 Career Cluster presentations
- Extra CCRPI point for 5th grade portfolios

Challenges

Developmentally appropriate?

- Brooke Creamer, M.Ed. Candidate Data-Based Intervention
 - 1st grade students received surveys pre/post career lessons
 - After receiving career cluster lessons, students' variability in career choice increased by 50+%

Enhance Exploration at the Elementary Level

- **Career Day**
 - “Career exploration experiences provide opportunities for children to confirm the knowledge and information obtained through career awareness experiences.” (Magnuson & Starr, 2000 pg. 92)
- **Make career lessons FUN!**
 - Arts, AV Technology, and Communications example

Enhance Exploration at the Elementary Level

- **Make lessons work for you (and everyone else!)**
 - Finance cluster using budgets
 - [CCSS.MATH.CONTENT.5.NBT.B.7](#)
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- **Breach tiers 2 and 3**
 - Tie in career exploration into interventions you already do
 - Create intentional exploration interventions

Let's Talk...

- What might this look like?
 - *Specifically at MS and HS levels.*
- What differentiates **Career-Ready** from **College-Ready**?
- Who else (*other systems/agents*) do we need to address?
- What are your questions?



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2015 GSCA Annual Conference