Career Ready or Rushed?

Developing Career Exploration in CSCP

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Agenda

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

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)
Career Exploration

Preface

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

ASCA Mindsets & Behaviors (2014)

Career Exploration

- Holistic, including life roles, settings, events, and the spectrum of diversity we each exhibit.
  - “The content in all three [domains] is required to prepare students to become career ready.” (System, 2013)
- As part of CSCP, career exploration/development has an impact on student academic success
  - “As part of CSCP, career exploration/development has an impact on student academic success.” (System, 2013)
- This conceptualization being constrained by societal, economic, and political factors.
  - “As part of CSCP, career exploration/development has an impact on student academic success.” (System, 2013)

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

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

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

Opportunities for Career Exploration
- STEM, STEAM, Dual-Enrollment
- $472.1 Million for FY2015 Budget

College/Career-Readiness Storm:

Help or Hindrance?

- While college enrollment continues to rise, completion remains low
- College Completion: 33.3% (4yr) 54.5% (6yr)

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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)

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? | Moderate to Very High | Moderate
Time spent on Career? | Majority less than 40% | Majority less than 20%

Pursuing Career Exploration

- Alignment (Foundation; ASCA, 2012)
  - Intentionally integrating career into 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)

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

- 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

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

- 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

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

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

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- “Aligning” Delivery Framework
  - CGCP & Multi-Tiered Systems of Support
  - ASCA MTSS Position Statement (2014, p. 9)

- “…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.”

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### Pursuing Career Exploration: Delivery

- School Counseling Program Goal Plan (Making DATA Work, 3rd ed., 2013)

### Pursuing Career Exploration: Evaluation

- Making DATA Work (3rd ed.) (Kaffenberger & Young, 2013)
- Evidence-Based School Counseling (Sinnett, Casey & 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.

### What Might This Look Like?

- Examples from current MEd candidate internship
  - Data-Based Interventions
  - Classroom Guidance Lessons

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#### RTI ASCA CCSS ACTION DATA

<table>
<thead>
<tr>
<th>Tier</th>
<th>Mindsets:</th>
<th>Behaviors:</th>
<th>CCSS</th>
<th>ACTION</th>
<th>DATA</th>
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</thead>
<tbody>
<tr>
<td>Bottom</td>
<td>1, 4, 5</td>
<td>LS.1, LS.9</td>
<td>1, 4, 6, 7</td>
<td>Visit home room period and introduce topic of college/career</td>
<td>Pre/Post survey of college/career awareness</td>
</tr>
<tr>
<td></td>
<td>LS.1, LS.9</td>
<td>SM.5, SM.6</td>
<td>1, 2, 3, 8</td>
<td>Have students review college brochures and analyze them</td>
<td>Demonstration of critical thinking skills and group skills</td>
</tr>
<tr>
<td></td>
<td>SS.1, SS.6</td>
<td></td>
<td></td>
<td>Working in groups students dissect the brochures and form an opinion about the college</td>
<td>Writing grades from assignment</td>
</tr>
</tbody>
</table>

- 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.
- Pre/Post survey of college/career awareness AGAIN.

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Group Discussion

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