

College & Career Readiness at Elementary School



Marinda Peters

Riverside K-12 School Counselor
Leadership Network
September 2016

About the Presenter

- Professional School Counselor, FGSD
 - Title I Elementary, high ELL population
- PhD Candidate in Counseling at OSU
- Education Chair of OSCA

Goals of the Session

Participants will be able to:

- Become familiar the current literature on college and career readiness at the elementary level
- Examine the school counselor in college and career preparation.
- Analyze the effectiveness of college and career readiness plans at the elementary level
- Create a college and career readiness action plan.

C&C Readiness: An Equity Issue

The College & Career Access Gap

- College enrollment is growing most rapidly for racial minorities – but most of this growth is at community college. White students are occupying the majority of the top 468 colleges.
- Of the top half of high school graduates: 51% of White students, 34% of African-America students and 32% of Hispanic students get a bachelor's or higher.
- More than 240,000 low income students who graduate at the top half of their class do not earn a 2 or 4 year degree within 8 years
- Degree attainment is directly related to earnings

Carnevale, A. P., Strohl, J. (2013). Separate and unequal: How higher education *reinforces the intergenerational reproduction of white racial privilege*. Georgetown Public Policy Institute. Retrieved from: <https://georgetown.app.box.com/s/zhi9ilgzba9ncmr16ral>.

The College & Career Access Gap

- Averaged Freshman Graduation Rate 2011-12 according to nces.ed.gov
 - 81% Overall
 - 85% White
 - 68% Black/African-American
 - 76% Hispanic/Latino
- According to the BLS (2015) unemployment rates for specific minorities (esp. African Americans) is double that of Whites.

Elementary College & Career Readiness Research



Early College & Career Planning Summary of Findings

- Career knowledge increases with age
- Whole-class career planning most effective at elementary
- Individual student planning most effective at middle school
- Students most influenced by parents at ALL grade levels
- Career planning does not have a direct effect on academic performance
- Students least satisfied with career planning efforts AFTER they graduate and exposed to the work force

Early College & Career Planning **Recommendations**

- Whole-class career planning at elementary level by Professional School Counselors
- Systematic parent training on influence on child's career planning at the elementary level by Professional School Counselors
- Systematic individual student planning at middle school level by Professional School Counselors
- Advocate for outcome research on career planning at K-9

Elementary School Example

Fern Hill Elementary

95% Economically Disadvantaged

62% ELL

19% SpEd



My Role as Elementary PSC

C&CR just one component

- Teach weekly on personal/social, academic, and career topics (ex. Conflict resolution, abuse prevention and personal safety, bullying prevention)
- Groups for targeted secondary services
- Individual student plans to manage bx, anxiety, truancy, etc. (Check-in/out, behavior charts, BIT)
- Responsive services
- System support (committees, teams, organizational oversight, district representation)

What I describe next is just ONE component of the PSC's job

Background on my C&CR Activities

- No budget – none of this costs money, but also why it is piece-mealed together.
- When I started my job none of this was established
- It all changes and evolves.
- Most of the families of students did not go to college/ post-secondary training – so I cater to that
- I don't do any of this alone – but I lead almost all of it
- I build on this throughout the year with other lessons/ units (ie. Diversity unit – gender & abilities, MIs, etc.)

Levels of Intervention

- Whole school activities
- Whole-staff initiative
- Parents and community
- Classroom interventions

Whole School Activities

- One month focus
- Display – with a college or career theme
- Graduate walk
- College & Career Day
 - Spirit Day
 - Guest Speakers
 - Assembly
 - College Visitors



Whole-Staff Initiative

- Celebrations Committee
- Divvying up of responsibilities
- Staff as examples of graduates at assembly and display case
- Recruiting for Career Day
- Committed to expanding opportunities



Including Parents & Community

- Recruit community members for Career Day
- Spirit Days
 - Career Day encourages parents to talk to children about career aspirations
 - College Day encourages parents to talk to children about local colleges and universities
- Sharing Career Interest Inventory
- Newsletter focus

Class Lessons

- Duty of the Professional School Counselor
- Themes include:
 - Awareness of careers
 - Holland's 6 codes
 - Linking school to college and career
 - Timeline
 - Link to lessons on Multiple Intelligences
 - Career Interests
 - Career Interest Inventories
 - Abilities, Skills and Interests
 - Resume
 - Researching Careers and Online Tools
 - BLS



Class Lessons: Building Career Awareness

- Primary focus of K-2
- Exposure through speakers, stories, and examples
- Use what students know and their own environment to demonstrate diversity of careers

Class Lessons: Introducing Holland

Use kid-friendly language. Appropriate for all grade levels.

- Realistic = “The Doers”
- Investigative = “The Thinkers”
- Artistic = “The Creators”
- Social = “The Helpers
- Enterprising = “The Persuaders”
- Conventional = “The Organizers”

Link these to the Multiple Intelligences – they don’t all correlate but it is a good discussion:

- Word Smart, Logic Smart, Nature Smart, Picture Smart, Body Smart, Music Smart, People Smart & Self Smart

Class Lessons: Career Interest Inventories

The kids love these! 2nd Grade and Up

[https://www.mbaea.org/documents/resources/
Picture_Career_Interest_Inventory_CC1C18AF1ED2
4.pdf](https://www.mbaea.org/documents/resources/Picture_Career_Interest_Inventory_CC1C18AF1ED24.pdf)

or Google Career Interest Inventory Pictorial Version

Class Lessons: Abilities, Skills, & Interests

The Resume. 4th Grade and Up

[http://www.qualityinfo.org/pubs/careers/
career_aware2.pdf](http://www.qualityinfo.org/pubs/careers/career_aware2.pdf)

or Google Oregon Career Aware

Class Lessons: Researching Careers

Give student the skills to research on their own. 3rd
Grade and Up

[http://www.bls.gov/k12/content/students/careers/
career-exploration.htm](http://www.bls.gov/k12/content/students/careers/career-exploration.htm)

or Google BLS Kids

Future Goals at Fern Hill

- Parent-training component
- College visits at each grade level



Critique

- How does Fern Hill increase access to college and career information for students?
- What could Fern Hill do to better to decrease the gap in college and career readiness for minority students?

Self-Reflection



WORKSHEET

- What are you currently doing at your site to support college and career readiness?
- What could you reframe?
- Where do you see the inherent systems of advantage?
- Which specific groups of students advantaged or disadvantaged?

College & Career Readiness Action Plan

Share with group self reflection

Collaborate to complete an Action Plan

- Consider: How do we take what we are doing and enhance it or make it accessible for all kids
- Framework: levels of intervention and stakeholders
- (worksheet – with personal reflection one-side and action plan side-two)

Share Out

- What common themes do you notice?



Early College & Career Planning References

Auger, R. W., Blackhurst, A. E., & Wahl, K. H. (2005). The development of elementary-aged children's career aspirations and expectations. *Professional School Counseling, 8*, 322-329.

Bardick, A. D., Bernes, K. B., Magnusson, K. C. & Witko, K. D. (2004). Junior high career planning: What students want. *Canadian Journal of Counseling, 38*, 104-117.

Evans, J. H. & Burck, H. D. (1992). The effects of career education intervention on academic achievement: A meta-analysis. *Journal of Counseling and Development, 71*, 63-71.

Helwig, A. A. (2003). The measurement of Holland types in a 10-year longitudinal study of sample students. *Journal of Employment Counseling, 40*, 24-32.

Hughes, K. L., Karp, M. M. (2004). School-based career development: A synthesis of the literature. *Institute on Education and the Economy Teacher's College, Columbia University.*

Jensen, M. L. (2014). Increasing college-going self-efficacy of rural fifth grade students. (Doctoral dissertation). Retrieved from Oregon State University.

Luzzo, D. A. & Pierce, G. (1996). Effects of DISCOVER on the career maturity of middle school students. *The Career Development Quarterly, 45*, 170-172.

Early College and Career Planning References Cont.

- O'Brien, K. M., Dukstein, R. D., Jackson, S. L., Tomlinson, M. J., & Kamatuka, N. A. (1999). Broadening career horizons for students in at-risk environments. *The Career Development Quarterly*, 47, 215-229.
- Shepherd, J. L. (2000). The relevance of school to career: A study in student awareness. *Journal of Career Development*, 26, 263-276.
- Turner, S. & Lapan, R. T. (2002). Career self-efficacy and perceptions of parent support in adolescent career development. *The Career Development Quarterly*, 51, 44-55.
- Walls, R. T. (2000). Vocational cognition: Accuracy of 3rd, 6th, 9th, and 12th-grade students. *Journal of Vocational Behavior*, 56, 137-144.

Contact info

Marinda Peters

mpeters@fgsd.k12.or.us

