Caledonia MS/HS Career Readiness Plan for Grades 6-12

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**Introduction**

What does a Career Readiness Plan Look Like?

In all settings, career development programs and career readiness plans have some things in common. In each, the program has unique goals and requires specific organizational capabilities, program structure and processes, and staff expertise. In addition, a career development program and career readiness plan:

• Is identifiable but integrated with other programs within the school.

• Enhances the career development knowledge, skills and attitudes of individuals by establishing program standards.

• Uses coordinated activities designed to support individual achievement of the standards.

• Supports the delivery of services through qualified leadership; diversified staffing; adequate facilities, materials and financial resources; and effective management.

• Is accountable, with evaluation that is based on program effectiveness in promoting individual achievement of the career development standards among the students progress.

**Career Readiness-6th Grade**

Theme: Exploring Interests

1. Specific Activities
* Define career terms such as interests, abilities, occupation, employee, diploma, GED, technical school, bachelor’s degree, skills, etc.
* Write an essay answering this question: What does the word “career” mean to you and what kind of career do you wish to have and why?
* Take a simple interest inventory about what kinds of things the student likes, dislikes, or is unsure of.
* Learn about career clusters by getting into small groups and discussing what each one means and give examples of what careers would fall under each cluster.
* Have students log into MCIS to take an interest profiler inventory and “get a reality check.”
* Create a list of 10 occupations that the student wishes to explore further.
* Create a presentation board and give a speech to the class about one career in which the student is interested in doing in the future. He/she needs to be an expert on that career as well.

**Career Readiness-7th Grade**

Theme: Exploring Interests

1. Specific Activities
* Define career terms such as apprenticeship, internship, employment outlook, preparation, salary, retirement, decision making, etc.
* Interview and write an essay about mom/dad, grandpa/grandma, step-mom/dad, or other guardians and their career path as well as current occupation.
* Review career clusters from previous year; in turn, have students pick a cluster that interests them and research what possible careers are in that cluster.
* Have students log into MCIS and take the Career Cluster Inventory.
* Students will then have the opportunity to compare and contrast 2 careers they are interested in and be prepared to give a 2 minute speech to the class about the careers they chose.

**Career Readiness-8th Grade**

Theme: Education After High School, Transition, and Learning About Myself

1. Activities
* Meet with classes on a regular basis to discuss reasons for going to college by: Discussing lifestyle goals, reviewing college facts, and introducing college resources.
* Help students understand how important it is to keep their options open by: Introducing family wage jobs, and reviewing the need to achieve in high school to prepare for postsecondary education.
* Connect interests to possible careers by finding out what their strengths and interests are; this can be done through: Knowing what career zone they fall unders (Holland’s RIASEC). Researching different careers by looking at the World of Work Map on ACT’s website.
* Teach students what success means by: discussing character traits needed for success and reflecting on character traits and their role in students’ lives.
* In the past 8th grade students have taken the EXPLORE, however, In April 2014, ACT launched a new student readiness assessment system—ACT Aspire™—the first computer-based, longitudinal assessment system that connects student growth and progress from the elementary (3rd) grades through high school (11th) in the context of college and career readiness.
* Lastly, have an informational meeting about making positive transitions to high school with parents and students. Begin to build relationships with parents about my role and then by explaining the importance of post-secondary education and how it relates to taking the right classes starting their freshman year. These connections are very crucial to the success of each and every student throughout their time in high school!

**Career Readiness-9th Grade**

Theme: Career Interests and Exploring Options

1. Specific Activities
* Meet with class in a large group to explore career possibilities and discuss how to learn more about careers (websites, books, etc). Also, it will help to investigate occupations that are growing rapidly and to connect the level of preparation to wages.
* Begin Freshman conferencing by looking at whether students are on board academically; this will lead into a discussion of the requirements for post-secondary education.
* Discuss benefits of postsecondary education and review reasons to go to college from last year.
* Prepare for testing such as the PSAT and ACT.
* Have students reflect on career options and interview an adult about his/her career.
* Make sure to meet individually with students to see if they are on track to graduate and to map out course schedule. Help students align their career interests with specific coursework, whether it’s the core classes or electives.

**Career Readiness-10th Grade**

Theme: Exploring Options and “Knowing What You Need”

1. Specific Activities
* We will begin to take a closer look at two and four year colleges by learning what each have to offer for career opportunities.
* Students will get more in depth information on when and where to take the ACT or SAT and what scores are needed for colleges of interest.
* I will review high school graduation requirements and have students understand the difference between graduation requirements and entry requirements for post-secondary education. This will also be a great time to have students learn about the minimum course requirements for high school graduation while also learning about the minimum course requirements for college admission.
* Student’s who are interested in the military will meet with me individually to discuss the ASVAB test. This will give them the chance to learn about the testing requirement to enlist in the military as well as potential military and civilian careers of interest.
* Encourage students to participate in an [“externship](https://www.bucknell.edu/x2688.xml)”, which is a short-term job shadowing experience for sophomores.
* Begin talking to students about PSEO options for Junior and Senior year.

**Career Readiness-11th Grade**

Theme: What Kind of Job Do I Want and Preparation for Senior Year

1. Specific Activities
* We will start the year by talking about investments for the future, exploring high growth industries for finding a job after college, and looking at apprenticeships.
* Schedule a Junior College Fair in which college admissions counselors and military representatives spend a day at the school to answer questions related to post-secondary options.
* Schedule a Junior Career Expo where local businesses can come discuss what it is they do and give students the opportunity to ask questions, explore options, and ask about possible apprenticeships or employment.
* Review PSEO options for course schedules and getting ahead for college entrance requirements. This will help those students who wish to pursue challenging coursework as well. Can be online as well!
* Schedule individual Junior Interviews with each student to find out where they are academically; looking over course schedules to prepare for graduation and applying to colleges will be very important as well!
* Take day trips to local colleges for those interested in learning more about the schools and getting tours, meeting with admissions counselors, etc.

**Career Readiness-12th Grade**

Theme: Getting Down To It!

1. Specific Activities
* Meet Individually with students to discuss progress to date and build off previous milestones achieved throughout high school.
* If not done yet, students will be informed on how to research colleges and how to get information through the use of a college inquiry letter. Students will also learn about essay writing requirements and how to write a simple, but effective essay. Lastly, student will have to learn how to complete a college application and understand the requirements set forth to apply (GPA, class rank, ACT or SAT scores, etc.).
* Hold an informative meeting with parents and students about the importance of Financial Aid where they can learn about financial aid options and review FAFSA forms and how to fill them out.
* Give students information about paying for college such as the difference between loans, scholarships, work-study programs and grants. Also, teach students the importance of having a job, saving money, and budgeting.
* Hold a workshop on cover letter and resume writing for applying to jobs.
* Lastly, for fun and experience, have seniors be an advisory peer group for 6th graders in relation to transition, academics, and career readiness.

**The College/Career Center (located near the guidance office) is a comprehensive resource site for:**

* College and university information including catalogs, applications, viewbooks and brochures, and general reference material.
* Financial aid and internship information and applications
* Visits from admissions representatives from post-secondary institutions in the tri-state area.
* College/Career Center Orientation with junior advisories.
* Academic, volunteer or adventure-oriented summer program information.
* Career and occupation information.
* College board test preparation information.
* U.S. military opportunity information.
* Circulating collection of videos, CD’s, and books on colleges and careers.
* Part-time or temporary job postings.

**Evaluation of the Effectiveness of the Plan**

Considerations

* Am I providing the best program I can to the students?
* Do I have evidence that my programs are working as I intended?
* Are males and females benefiting equally well from my program?
* Am I meeting my program objectives? Am I using my resources in the most efficient and effective way?
* Are there improvements I can make to fine tune my career readiness plan?
* Are stakeholders satisfied with the plan I am offering?
* Is my program having a negative effect on the students?

The evaluation process is organized into four major categories of **Planning, Development, Implementation, and Feedback**. Within these four categories there are nine specific steps. The nine steps are:

1. Define the purpose and scope of the evaluation
2. Specify the evaluation questions
3. Determine the evaluation design
4. Create a data collection action plan
5. Collect data
6. Analyze data
7. Document findings
8. Disseminate information
9. Use the results for program improvement

Where do I get my feedback from?

* Students
* Teachers
* Principal
* Parents
* Other Staff
* Graduation Rates
* College Acceptance Rates

**Results reports, which include process, perception, and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.**