Quality K-12
Career Development Programs

State-Level Initiatives

➢ **WY Department of Education**

- Vision: to significantly increase the % of WY students that are college, career & military ready by 2020

- Career Readiness Initiative/Career Readiness Council

- Goal: at least one staff member at every WY school (K-12) will have received the CDF course by 2020

State-Level Initiatives

Career Readiness Council Definition

College, Career and Life Readiness means that an individual has the knowledge and skills necessary for success in postsecondary education, economically viable career pathways and personal effectiveness in a 21st century economy.

State-Level Initiatives

Career Development Definition

Career – *means the making of educational and vocational choices;* *Development* – *means helping with those choices at various times across the lifespan of individuals, ideally in ways that expand and improve their opportunities and life satisfaction. -- NCDA*

State-Level Initiatives

➢ **WY Department of Workforce Services**

- Workforce Innovation & Opportunity Act (WIOA)
    - Engaging Employers: aligning training with needed skills
    - Regional Collaboration
    - Career Pathways
    - Youth with Disabilities: increased services

- https://www.doleta.gov/wioa/Docs/WIOA-Factsheet.pdf

Theoretical Framework

Erickson (Developmental); Maslow; Super, etc.

➢ **Encourage students to participate in activities related to their interests**

➢ **Help children**

- become concerned about the future
- increase personal control over their lives
- achieve in school and at work
- develop competent work habits and attitudes

Theoretical Framework

American School Counseling Association (ASCA)

➢ **K-12 College & Career Readiness Standards**
http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

➢ **Position Statement on Academic & College/Career Planning**
http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_AcademicPlanning.pdf

Theoretical Framework

National Career Development Association (NCDA)

➢ **Guidelines (Domains/Goals/Learning Stages)**
http://www.ncda.org/aws/NCDA/asset_manager/get_file/3384?ver=16587

➢ **Career Development Competencies**
http://www.ncda.org/aws/NCDA/pt/sp/facilitator_overview_competencies

Reframing Questions

Shift in Language

➢ **Rather than: "What do you want to be when you grow up?"**

➢ **Ask:**

- Who do you look up to? What do you admire about he/she?

- Tell me about what you enjoy the most. Why do you enjoy those things?

- What kinds of problems are you interested in solving?

Reframing Questions

Shift in Language

➢ **Emphasize importance of education**

➢ **<u>Failure</u> is an essential part of learning and growth – taking risks, trying new things, being outside comfort zone = life skills**

➢ **Expanding Ideas of Career Options**

- App developers; Welders; Reclamation Workers; Geoscientists

Importance of Partnership

Responsibility for Career Development

➢ **MUST be a partnership between classroom teachers, counselors, administrators, community, parents & students**

➢ **Responsibility can't be all on the counselor**

  ➢ Professional development/school in-service: terminology, language, resources

# Importance of Partnership

Business/Industry

Survey of WY Principals
September 2016

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total	Weighted Average
Importance of career exploration and guidance for students in my school	**1.49%** 1	**7.46%** 5	**22.39%** 15	**35.82%** 24	**32.84%** 22	67	3.91

Survey of WY Principals

Q4: Is there a staff member at your school whose primary responsibility is to coordinate career development programming and guidance?
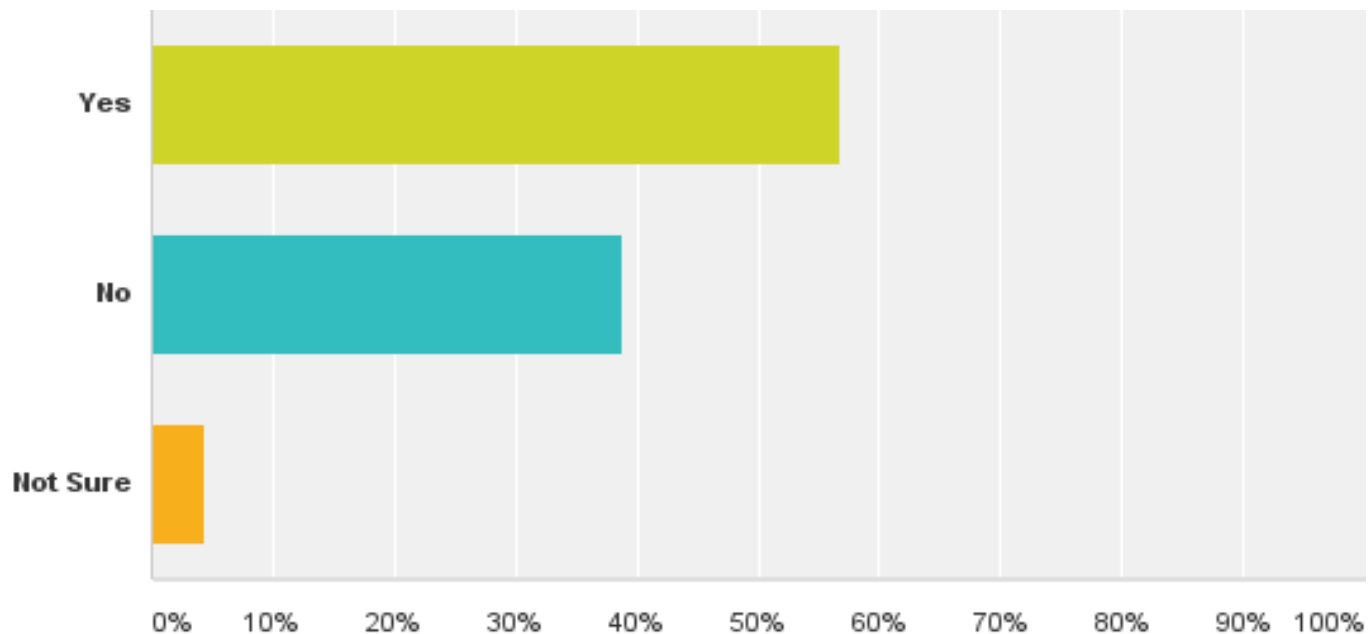
Survey of WY Principals

	Not at all	On a very limited basis	Sometimes	Often	Total	Weighted Average
Career guidance/exploration programming occurs at my school	8.96% 6	29.85% 20	35.82% 24	25.37% 17	67	2.78

Step #1: Identify Baseline & Needs

1. What career development needs are unique to the students in your community?
2. What kinds of Career Development interventions and supports already exist? Are they effective? How is their effectiveness measured?
3. What is the culture of Career Development like in your school? How can it be changed?

Group Brainstorm: **What exists in your school? What are the needs in your school? How do you identify them?**

Step #2: Identify Key Staff

1. Who is involved in career development programming NOW?
2. Who will be responsible for program development, implementation, measures of success, etc. moving forward?
3. Who are your rock stars?
4. What level of leadership should be involved?

https://www.youtube.com/watch?v=DXoP97-PMTQ

Group Brainstorm: Identify as a group who you think should share responsibility for programming – planning, implementation, evaluation.

Step #3: Organize Planning Group

1. Group should identify existing and needed resources.
2. Group should identify program measures.
3. Group should develop timeline for implementation.

Group Brainstorm: **What else should the planning group be responsible for? How can this planning be integrated into existing planning for school initiatives/PLCs, school improvement plans, etc.?**

Step #4: Reach Out to Potential Partners

1. Other school personnel in district (counselors included).
2. Post-secondary partners.
3. Community partners.
4. Business/industry partners.
5. Parents and Students

Group Brainstorm: **Who in your community might be good to reach out to? What role might they play?**

Step #5: Build a Resource Bank for Implementers

1. Activities, web resources, district resources, etc.
2. Link activities to theoretical framework/standards.
3. Ensure they are easily accessible and available to most.
4. Determine which resources will be utilized by whom.
5. Request PD and training, if appropriate.
6. Incorporate into district in-service.

Step #6: Intentional Implementation

1. Transparency to parents, students and teachers is key
2. Establish baseline measure and follow up based on timeline
3. Open and continued communication
4. Reach out to others for support
5. Continuing education and PD

CAREER DEVELOPMENT
FACILITATOR COURSE

Enter to win a free registration for the next course!
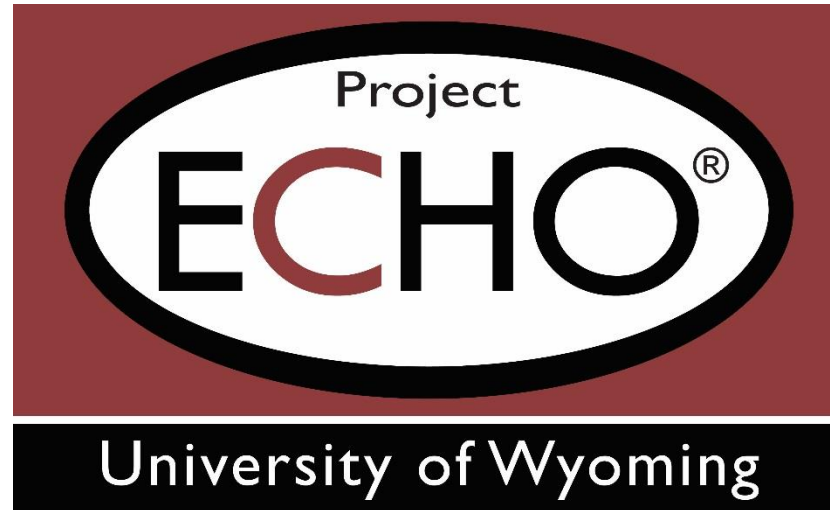
Training Team

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➢ **Project ECHO in Career Development will launch on Monday, January 23rd, 2017**

➢ **Sessions will occur every Monday (excluding holidays) from 3:45-5:00 p.m.**

➢ **PTSB and UW Graduate Credits will be available**

Project ECHO®

University of Wyoming

➢ **Other Sessions:**

- Assistive Technology: Mondays 3:15-4:30 p.m.

- Educational Leadership: Tuesdays 10:30 – 11:45 a.m.

- Secondary Transition: Every other Tuesday 2-3:15 p.m.

- Autism: Tuesdays 3:15-4:30 p.m.

- Behavior Supports: Wednesdays 3:15-4:30 p.m.

- Geriatrics: Every other Thursday 12:00-1:00 p.m.

➢ **http://www.uwyo.edu/wind/echo/**

QUESTIONS?

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