

Program Proposal



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COUC522

- Students will take the interest profile test to see which careers suite them best
- Students will explore all 6 of Holland's Personality types in congruence to careers using O*NET
- Students will listen to guest speakers in careers from each of Holland's 6 types.
- Students will visit a local college
- Students will attend a Manufacturers Day
- Students will listen to a presentation on Vocational opportunities given by the Director of Vocational Programs

ALL 8th Grade Students
at Culver Middle School

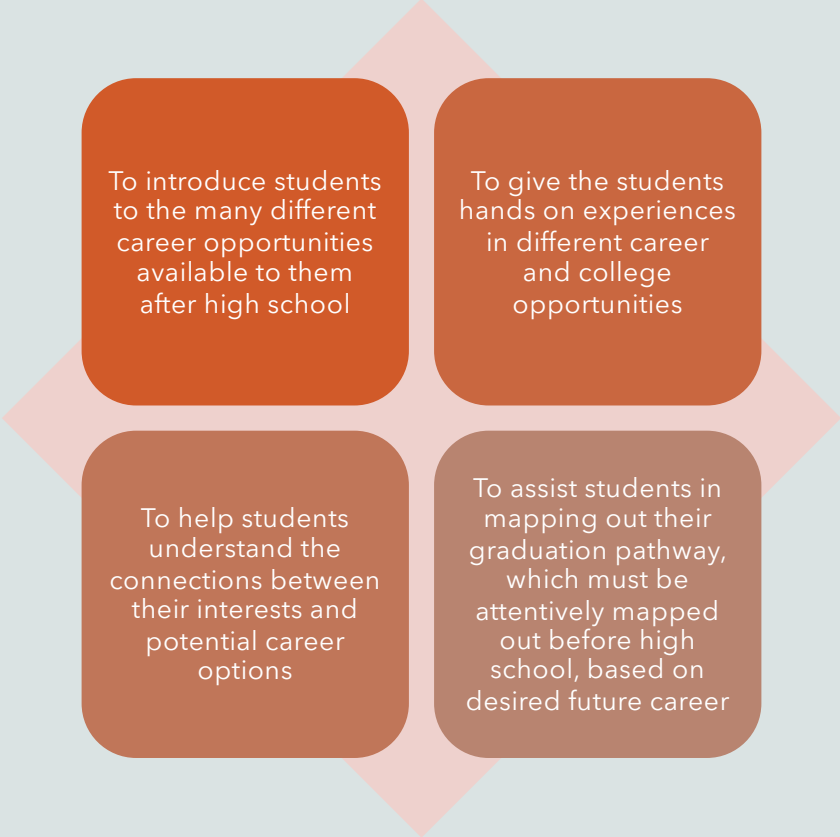
Preparing for Careers
and College Classroom

70% of students below
poverty level

65 students

Rationale for this Program

(Sheraz et al., 2019).



To introduce students
to the many different
career opportunities
available to them
after high school

To give the students
hands on experiences
in different career
and college
opportunities

To help students
understand the
connections between
their interests and
potential career
options

To assist students in
mapping out their
graduation pathway,
which must be
attentively mapped
out before high
school, based on
desired future career

Rationale for this Program Cont.

(Niles & Harris-Bowlsbey,
2022)

(Turner & Lapan, 2022).

We will be using John Holland's theory, "Theory of Types and Person-Environment Interactions" as the basis of the program.

State Graduation Requirements

Standards for Career
Development

Program Standards

ASCA Student Standards: Mindsets and Behaviors for Student Success

B-LS 7. Long- and short-term academic, career and social/emotional goals

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

M 3. Positive attitude toward work and learning

Program Standards

National Career Development Guidelines (NCDG) and Framework

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED2.K5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military online courses, and on-the-job training).

ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

Learning
Objectives: By
the end of the
semester,
students in the
8th grade will be
able to:



Recognize the correlation between academic achievement and performance to reaching personal and career goals.



Identify all 6 of Holland's Personality Types and list at least 3 careers in each type.



State in a presentation which careers suite them based on their results from their Interest Profile survey taken on O*NET, other's perspectives, and personal biases, and have their graduation path mapped out.

Career Development Interventions



MANUFACTURER'S
DAY- TOUR THREE
LOCAL
MANUFACTURING
COMPANIES



COMMUNITY
COLLEGE VISIT



O*NET INTEREST
PROFILER



HOLLAND'S 6
PERSONALITY TYPES
AND CAREER
EXPLORATION



6 GUEST SPEAKERS
FROM A CAREER
THAT FALLS FROM
EACH OF HOLLAND'S
TYPES



DIRECTOR OF
VOCATIONAL
PROGRAMS WILL
PRESENT ON
VOCATION
OPPORTUNITIES

Delivery

- Students will take the O*NET Interest Profile Survey in their Preparing for Careers and College Class
- Students will listen to guest speakers from each of Holland's 6 Personality/Career Types in their Preparing for Careers and College class
- Students will attend a presentation from the Director of Vocational Programs. The director will present on all Vocation opportunities.
- Students will attend a College visit at a local community college. They will listen to an advisor speak, get a tour of the academic halls, food hall, and dorms.
- Students will be bused to three Manufacturing companies within the area. They will receive guided tours and information from someone who works at the company.

Partnering

School Counselors will partner with:

- Preparing for Careers and College teacher
- Local College and Admissions
- Three Manufacturing Companies
- School Transportation Department
- School Administration
- Vocational Programs- Director of Vocational Programs

Program Marketing

A program proposal will be presented to the school administration

After school administration approval the proposal will be presented at a school board meeting.

Once all approval has been made, the following marketing link will be shared via social media, email, and handout to all eighth-grade students and their parents.

[Manufacturer's Day Flyer](#)

[College Day Flyer](#)



Resources Needed and Potential Costs of the Program

- Bus Drivers: We will need 3 buses. Each trip will be considered half a day. We will leave the school at 8:15 and return at 12:15. Cost: $\$90 \times 3 = \$270 \times 2 = \$540$ in bus driver fees.
- Lunch at the local college café- $\$5/\text{student}$
- Substitute teachers to cover for staff needed on the field trips. Four teachers will attend and two school counselors. If all teachers need a substitute that would be $\$85/\text{day}/\text{substitute}$. $85 \times 4 = \$340 \times 2 = \$680$.
- Guest speakers will be volunteer based. We will try to use local businesses/companies to get out speakers.
- Total: \$1,220

Culmination of the Program

By the end of the semester students will be:

- Scheduled for their 9th grade classes
- Have picked a graduation pathway
- Begun to "Fill their Buckets"

Evaluation of the Program

Students will map out their graduation pathway at the end of the program with the school counselor.

- Tentative schedule through high school
- Students will show how they will fill their "Buckets"

Students will do a culminating presentation on the 6 Personality Types and more specifically on the career that best suits them based on the Interest Survey from O*NET.

- Outline for culminating project. Students will score 80% or higher

References:

- *The ASCA Mindsets & Behaviors for Student Success: K-12 College-and Career Readiness for Every Student describe.* (2021). <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>
- *National Career Development Guidelines (NCDG) Framework Understanding the NCDG Framework Domains and Goals.* (n.d.). https://www.ncda.org/aws/NCDA/asset_manager/get_file/3384?ver=16587
- National Center for O*NET Development. (2018). *O*NET OnLine*. Onetonline.org. <https://www.onetonline.org/>
- Niles, S. G., & Harris-Bowlsbey, J. (2022). *Career development interventions* (6th ed.). Pearson.
- Sheraz, F., Batool, S., & Adnan, S. (2019). Employee's Retention and Job Satisfaction: Mediating Role of Career Development Programs [Review of *Employee's Retention and Job Satisfaction: Mediating Role of Career Development Programs*]. *The Dialogue*, XIV(2)
- Turner, S., & Lapan, R. T. (2002). Career Self-Efficacy and Perceptions of Parent Support in Adolescent Career Development. *The Career Development Quarterly*, 51(1), 44-55. <https://doi.org/10.1002/j.2161-0045.2002.tb00591.x>
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