

Career Development Program

Linnea Puckett

Introduction to Program

Population Served & Place for Program

The Career Development Program will be offered at the foster care facility for teenagers who are still in foster care. The Foster Care facility provides for the needs of teenagers who have not received a permanent home and are close to aging out of foster care. The ages of the teenagers range from 15-18, and are students in high school.

The program will be provided in their facility and is put in place to provide career goals for students who will be heading into the workforce without any support but what is given in this program by counselors. The Program provides guidance on independent living and career goals for foster care teen individuals.

Rationale of Program

The Need for the Program

- Current studies show a lack of career readiness effectiveness within existing programs.
- A study shows that “the more participants engaged in career readiness activities, the more likely they were to be working at follow-up. “(Gates et.al., 2018). Also “Often career preparation for young people in foster care is limited to job search skills” (Gates et. al., 2018)
- Foster youth that have disabilities experience discrimination by legislation for support past aging out. (Geenen & Powers, 2007).

The need for a Program 2

- Foster youth desire the ability to choose and understand decisions about their career or future. (Geenen & Powers 2007).
- Foster care youths seem to be concerned with and motivated to the world of work, but are still weakly engaged in career exploration and unaware of academic/occupational alternatives. (Gonçalves, 2013)
- Youths living in HCY (Homes of Children and Youths) present lower levels of career management self-efficacy and more career barriers than peers living with their families. (Freitas, 2014).

Program Standards & Learning Objectives

ASCA Mindset & Behavior Standards

B-LS 1. Critical thinking skills to make informed decisions

- By the end of session 3 students will create a rubric for selecting a postsecondary option (environment, courses/degree available, extracurricular opportunities, cost, distance from home, etc.)

B-LS 10. Participation in enrichment and extracurricular activities

- By the end of session 5 students will create a graphic organizer for possible extracurricular activities, identifying requirements, time commitments, accessibility, barriers, etc.

(American School Counselor Association, 2022)

NCDG Standards

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

- By the end of session 8 students will list and demonstrate appropriate behaviors that should be present in specific situations

PS3. A6 Demonstrate adaptability and flexibility when initiating or responding to change.

- By the end of session 10 students will demonstrate improved ability to adapt to unexpected change.
- *(National Career Development Guidelines (NCDG) Framework Understanding the NCDG Framework Domains and Goals, n.d.)*

Career Development Interventions

Implementation of Goals

The mindset of this program is to do it as a group project then slowly move to individual needs. We can use some group activities such as:

- Making the rounds
- Observing body language
- Changing questions into statements
- The empty chair technique
- (Gladding, 2020, pg. 359-360)

These strategies align with the Gestalt Theory mindset on how to run a group

Career Interventions

To help students with career pursuits outside of the group setting, the program can implement similar interventions as mentioned by Froeschle (2009);

- A mentorship/ internship program
- Psychoeducational career lessons led by counselors
- Implementing solution focused groups and skills within a classroom

Delivery

Implementing career development interventions

Deliver methods for implementing career interventions:

- Classroom Instruction - incorporating psychoeducational lessons into classroom instruction
- Small group instruction - Having two different types of groups, a larger group focused on Gestalt Theory techniques and smaller group that incorporate more solution-focused theory techniques
- Individual counseling - providing appraisal and advisement to individual students
- (American School Counselor Association, 2019)

Consultation and Collaboration

In order to ensure the effectiveness and validity of this program, there should be open communication, consultation and collaboration of the following people;

- Foster Youth
- Social Workers
- Foster Families
- Faculty Staff & Administration
- High School Counselor and Staff

Program Marketing

Promotion and Explanation of Program

Promotion Ideas:

- Info Meeting/ Conference -hold meetings to give information to potentials, provide conferences to give details and the essential need for the program
- Provide a Workshop Experience - have people participate in a mock group session as a workshop experience
- Provide Flyers- contribute around town to raise awareness and provide a glimpse of what the program provides.

New workshop

Career Goals

August 17, 5:00 p.m.
Athens Limestone
Public Library

Free entry with reservation



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[@linneasnow7](https://www.instagram.com/linneasnow7)

Resources & Funding Needed

Resources Needed

The program will require quite a few resources:

- Access to peer reviewed websites and journals
- Access to fast internet and computers/phones
- Office supplies
- Outside consultations and collaborations from businesses and schools
- Mentors, volunteers, interns, and paid staff
- Medical supplies/ Emergency access to medical care
- Flyers/ conference + workshop supplies
- Refreshments & snacks for clients

Cost of resources

Funding will be needed to meet the needs of the program. Cost is estimated:

Journal access - membership cost 20-50\$

Internet access - 100-300\$ Computers/phones - 15,000\$

Office supplies - 12,000\$

Consultations and collaborations - 15-20,000\$

Mentors/ business partners - 25,000\$

Medical supplies/medical personnel - 10,000\$

workshop/conference - 2,500\$

Refreshment/snacks - 1,500 \$

Estimated Overall Cost: 86,350

Evaluation of Program

Formal Assessments

The most essential part of a program is how it will stand under informal and formal assessments for evaluation of the program. Some examples of formal assessments this program can use are:

- Classroom and group mindsets and behavior report (ASCA National Model pg.91)
- Group Emotional Intelligence Individual Regulation Test (Gladding, 444)
- Career Decision Scale (Niles & Bowlsbey 2022)
- The Career Beliefs Inventory and the Career Attitudes and Strategies Inventory Niles & Bowlsbey, 2022)

Informal Assessments

Informal assessments are just as crucial as formal for they provide counselors with perspective. A few informal assessments the program can use are:

- Interviews
- Anecdotal notes
- Questionnaires
- Written summaries/reviews

Reference

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