



KANSAS CAREER ADVISING MODEL

ADVISOR GUIDE



Career, Standards and
Assessment Services

www.ksde.org

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INTRODUCTION AND OVERVIEW

01 Objective and Learning Targets

The objective of the Kansas Individual Plan of Study (IPS) Roadshows are to provide a base from which Kansas school districts can:

1. Identify and develop a framework that supports the implementation of the IPS unique to each district.
2. Provide training and support for administration and staff involved in the advisement and delivery of the IPS process, including career advising.
3. Provide professional resources as districts develop strategies to assist parents in acquiring skills to support the implementation of their child's IPS.
4. Assist districts as they develop a framework to collaboratively work with business and industry partners and community members as they progress towards full implementation of the IPS process.

Learning Targets

1. **Road to Success:** Understanding the Kansas Vision, "Kansas Leads the World in the Success of Each Student," Advisors/Advocates explore the postsecondary measures and create a district plan to move the needle of success.
2. **Individual Plans of Study (IPS):** Advisors/Advocates will gain an increased understanding that the IPS is both a process and product that is implemented by each district through a customized framework.
3. **Career Development:** Through the use of the Career Development Process model, career advisors/advocates will have a greater understanding of the Career Development Cycle, Kansans Can Competencies, Social-Emotional and Character Development and Employability Skills.
4. **Career Advising:** Advisors/Advocates will be introduced to the 3-I Process that outlines the three components of Career Advising as developed by Virginia N. Gordon.
5. **Career Pathways:** The Kansas Careers Fields, Clusters and Pathways map provides the foundation for students in grades K-12 to explore the many career options available.
6. **Labor Market:** To reach the success of each student and to address the employment/workforce needs in Kansas, advisors/advocates will have a greater understanding of the labor market/workforce needs in Kansas.
7. **Customization:** Each district is empowered to design and implement a plan that best fits the needs of their community.
8. **Needs of the Advisor:** Advisors/Advocates will have the opportunity to identify and prioritize their needs as an advisor/advocate, allowing school districts, educational service centers and the Kansas Department of Education (*KSDE*) to provide professional development services to each advisor.

02

Your Goals as a Trainer

As a Career Advisor trainer, you will act as a group facilitator for Career Advisors/Advocates within your district/building on the Career Development Process that is part of your district IPS component. Through your guidance and direction, you will support your team in the implementation of the IPS process within your district.

This train-the-trainer session and the materials provided will support you with key concepts and instructional strategies centered around the Career Development Process. The train-the-trainer manual is broken down into several sections:

1. Train-the-Trainer Action Items.
2. Instructional sessions.
3. Appendix with supporting material and resources.
4. Padlet with additional resources that will support your advisor/advocate teams.

Train-the-Trainer Action Items: Identifies the key topic areas related to the Career Advising process, the purpose of the training and action items and notes. As a trainer/facilitator, you may wish to customize your delivery to meet the needs of your staff and district.

Instructional Sessions: Provide information and activities related to the various Career Advising topics. These instruction sessions are not written as “lesson plans” to be followed by the trainer/facilitator, but rather a guide to information that you and your team might find helpful as you explore the Career Advising process. As with all KSDE IPS Roadshows, the ideas to design and implement what works best for you and your team.

Appendix: Provides additional resources for you to use in your training/facilitation of Career Advising.

Padlet: A Career Advising Padlet has been created for your use. As facilitators/trainers, we understand that the IPS Process is just that - a process that is ever growing. The Career Advising Padlet provides a “live” document of resources and information related to Career Advising and the IPS process.

As a trainer/facilitator, you might find that a binder with tabbed sections might be helpful as you develop and deliver your training to your team. As train-the-trainer facilitators, we will continue to keep you informed of new and updated resources, training/classroom activities and best practices. Because we are all part of the Kansas Vision, we invite you to share out your resources, activities and best practices.

03 Train-the-Trainer Action Items

TOPIC	PURPOSE OF THE TRAINING	ACTION ITEMS (TAKE-AWAYS)
THE ROAD TO SUCCESS:	<ul style="list-style-type: none"> Activity related to State Student Success Data Identify and interpret Postsecondary Success Measures Understand the Kansas Vision. 	<ul style="list-style-type: none"> Activity: 100 Students Individual District Postsecondary Success Data Success Measurement: <ul style="list-style-type: none"> Industry-recognized certification while in high school. Postsecondary certification. Postsecondary degree. Enrolled in postsecondary school first and second year following graduation.
IPS COMPONENTS:	<ul style="list-style-type: none"> Why the IPS? Understand the components (<i>required</i>) of the IPS. IPS Framework. 	<ul style="list-style-type: none"> Assess Your IPS Implementation: A Probe
CAREER DEVELOPMENT:	<ul style="list-style-type: none"> Introduction to the Career Development Process. Introduction to the Career Development Cycle. Introduction to Employability Skill Framework. Introduction to the College and Career Competency (CCC) Framework. Introduction to the Kansans Can Competencies. Introduction to Kansas Social-Emotional and Character Development (SECD) Standards. Understanding the crosswalk between employability skills with college and career competencies and SECD. 	
CAREER ADVISING:	<ul style="list-style-type: none"> Introduction to the 3-I Career Advising Process Modeling of the 3-I Career Advising Process through sample scenarios. Understanding the difference between career advising and career counseling. 	<ul style="list-style-type: none"> 3-I Process Scenarios
CAREER PATHWAYS:	<ul style="list-style-type: none"> Understanding of Kansas Career Pathways. Showcase the Kansas Fields, Clusters and Pathways map. Identify the three different versions (<i>elementary, middle, high</i>), and the difference between the three. Understanding of pathway sequence within career clusters and career fields and the Kansas pathway codes. Through pathways and unpathways, students' IPS can be customized to meet their unique career needs. Programs of study. Career-focused School. 	
LABOR MARKET:	<ul style="list-style-type: none"> Understand the Kansas Workforce/Department of Labor information as related to careers and job outlook. Crosswalk regional workforce needs with local pathways. Information on labor market info and the relationship with pathways. 	<ul style="list-style-type: none"> Mapping Kansas High-Need Careers to District Pathways
CUSTOMIZATION:	Using the Career Advising Process as a guide, individual districts/buildings will customize training, resources and materials to reflect their individual districts needs.	<ul style="list-style-type: none"> Customize Your Program of Study Kansas Graduation Requirements Local Graduation Requirements Career Pathway Course Sequence Professional Learning Experience
APPENDIX:	Additional resources and links to information related to Career Advising.	<ul style="list-style-type: none"> Career Advising Conversation Starters How To Redirect Students
RESOURCES PADLET:	Through the use of a Career Advising Padlet, trainers and staff will be able to access up-to-date information related to the career development process.	https://padlet.com/ksvision/CAroadshow

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THE ROAD TO SUCCESS

04

100 Student Activity

ACTIVITY:

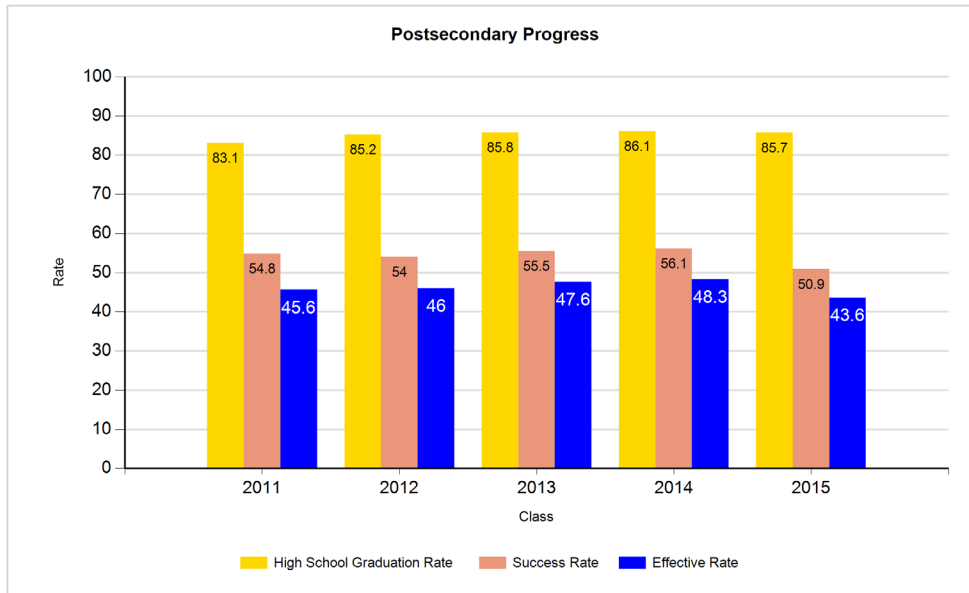
The goal of the activity is for all the staff to understand the Kansas Graduation Rate and the Effective Rate for high school graduates.

1. Trainers will get 10 teachers in front of the room.
2. Identify two students as those who dropped out of school.
3. Identify two students who went directly to work and did not attend a postsecondary institute.
4. Identify two students who enrolled in a postsecondary institute who were not successful. These students did not return the second year of school.
5. Identify the last four students as a "**Successful Graduate**" defined by the Kansas Vision.

Customizing for your school: *(using your district/school data)*

1. Go to www.ksde.org.
2. Click on "**Building Report Card**" on the right side of the screen.
3. Type in the name of your school. Click "**view results.**"
4. Scroll down to the "**Data and Measures**" section and choose "**Postsecondary**"
5. Record your results on page 7.

State of Kansas Postsecondary Progress



Kansans Can Lead the World!
Graduation: 95%
Effective Rate: 70-75%

Five Year Graduation Average
85%

Five Year Success Average
52%

Five Year Effective Average
44%

95% Confidence Interval for the Predicted Effectiveness Rate
%

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an industry recognized certification while in high school
2. Student earned a postsecondary certification
3. Student earned a postsecondary degree
4. Student enrolled in postsecondary in both the first and second year following high school graduation

Effective Rate: The calculated graduation rate multiplied by the calculated success rate.

The numerator and denominator in the Five Year Averages contain total student counts over five years (2011-2015)



KANSAS LEADS THE WORLD IN THE SUCCESS OF EACH STUDENT

Lag measure: Kansas moves Success Average from 44% to 75% by 2026

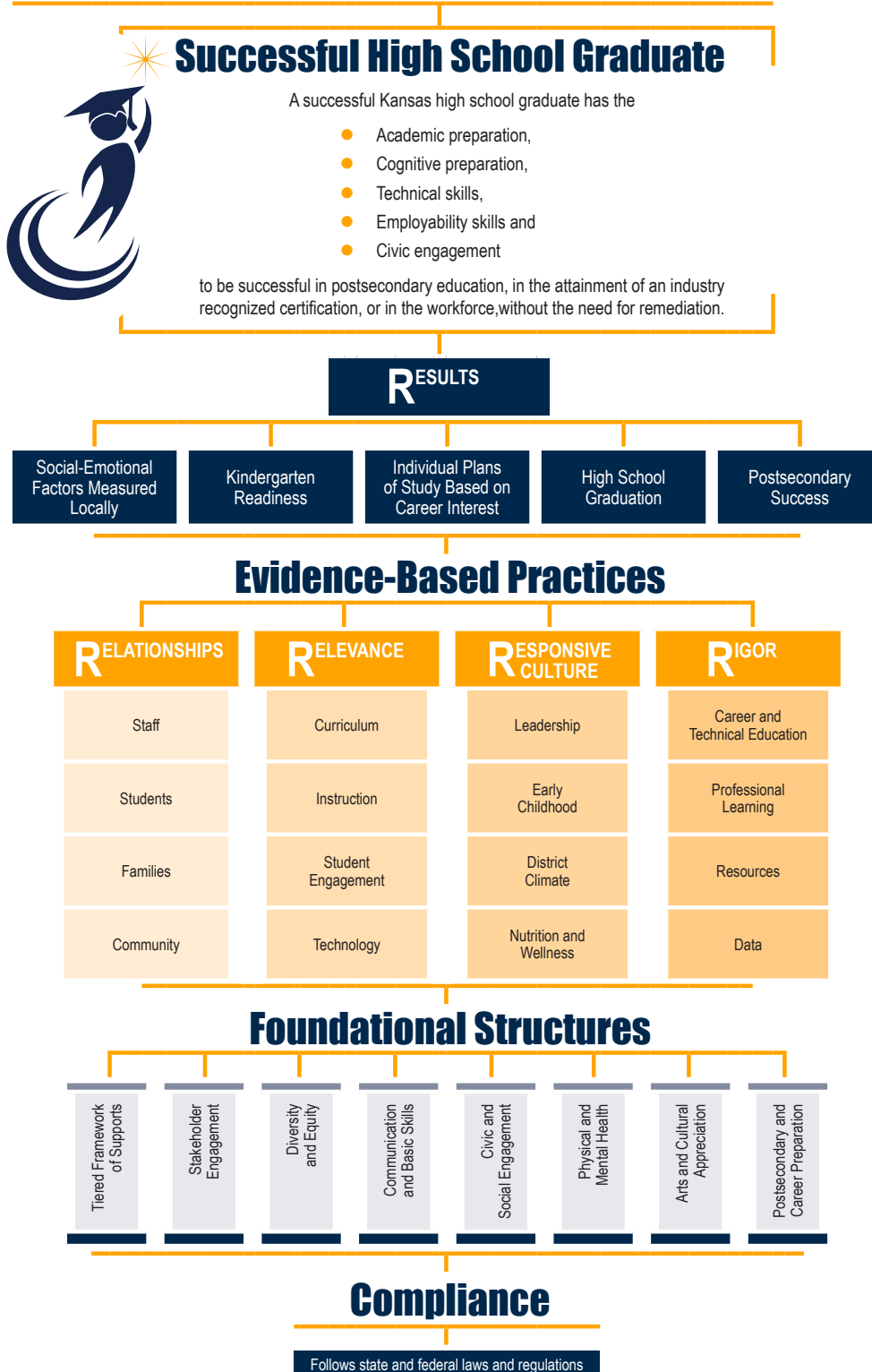
Record your district/school data on the chart below.

Find your school's data at: <http://ksreportcard.ksde.org/>

DATE	SCHOOL NAME	5 YEAR GRADUATION RATE	5 YEAR SUCCESS AVERAGE

KANSAS VISION FOR EDUCATION

Kansas leads the world in the success of each student.



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Doc. Mar. 14, 2018

INDIVIDUAL PLANS OF STUDY COMPONENTS

05 Why the IPS?

BELIEF STATEMENT:

To lead the world in the success of each student, it's highly important for schools to guide students and their families in identifying what success looks like to the student and then implement a process that affords students the time and the guidance to develop their own unique success plan ... The IPS!

What is an IPS and why is it necessary?

With a workforce increasingly requiring higher educational levels for jobs coupled with a relatively low percentage of students completing a postsecondary credential (*certificate through advanced degree*), the learning and labor landscape has come to a crossroads.

To assist more students to complete a postsecondary credential and be competitive in the labor market, it's crucial to begin career exploration and planning earlier in students' educational experience.

The Kansas State Board of Education has set an IPS for every student beginning in the middle grades as one of their State Student Success Outcomes to help students plan for success after high school.

IPS Components

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
2. Eighth- through 12th-grade course builder function with course selections based on career interests.
3. A general postsecondary plan (*workforce, military, certification program, two-year college, four-year college*).
4. Portable electronic portfolio.

Delivery models

- Advisor
- Advocate
- Counselor
- Hybrid



05^a Assessing Your Framework

Assess your current framework and record what you are doing vs. what you need to be doing along with the resources needed.

Delivery models

- Advisor
- Advocate
- Counselor
- Hybrid

Required Components

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
2. Eighth- through 12th-grade course builder function with course selections based on career interests.
3. A general postsecondary plan (*workforce, military, certification program, two-year college, four-year college*).
4. Portable electronic portfolio.

Framework

Delivery Type:

- Seminar/CAP
- Career Class
- Embedded in core curriculum/Career and Technical Education (CTE) courses Student groups
- Grade level
- Mixed-grade level
- Pathway specific

05^b IPS Café

Purpose

To facilitate communication and collaboration around the topics of the day and to learn how others are talking about these subjects with their districts; what they have access to; and what more they want to know. The end result will be an increase in knowledge around the top common themes and answers to the activity questions, which will inform the facilitator about where to place their focus throughout the day.

Instructions

Participants will break into groups of no larger than five and spend three minutes at each station. One person will stay at each station to act as the “table host” and will record all answers to the station questions and write down comments. Participants rotate, and then at the last station they will share out the top two to three responses and highlight key points related to the topics.

Questions for Today:

1. Why is an IPS one of the State Board of Education’s outcomes?
2. Why is providing career information to students and families important, and how should it be used to inform student exploration and planning?
3. How can a district help students make connections between their schoolwork and career fields?

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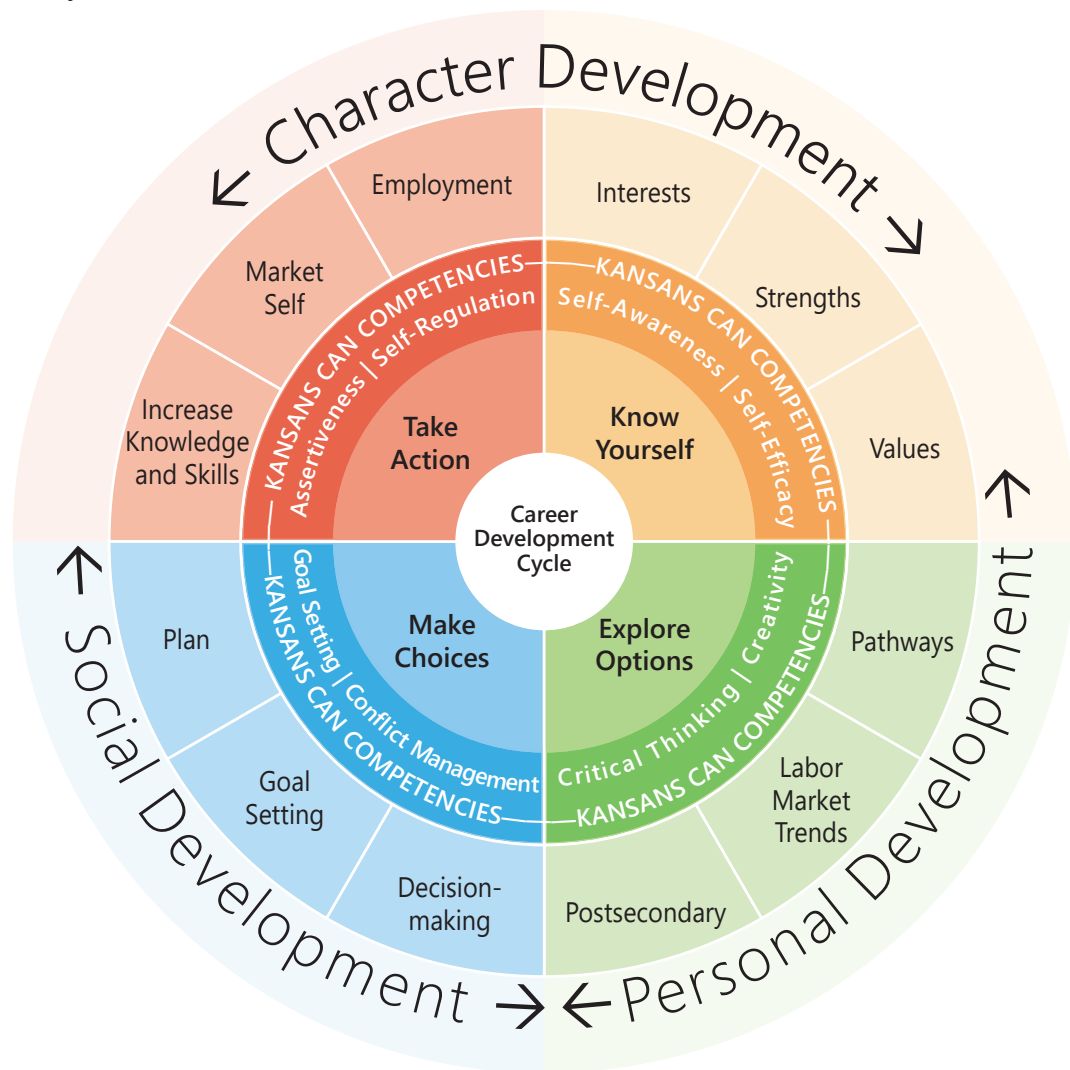
CAREER DEVELOPMENT

06 Career Development Process

KANSAS CAREER DEVELOPMENT PROCESS

The IPS is both a process and a product that incorporates:

- Career Development Cycle
- Kansans Can Competencies
- Social-Emotional and Character Development Standards
- Employability Skills

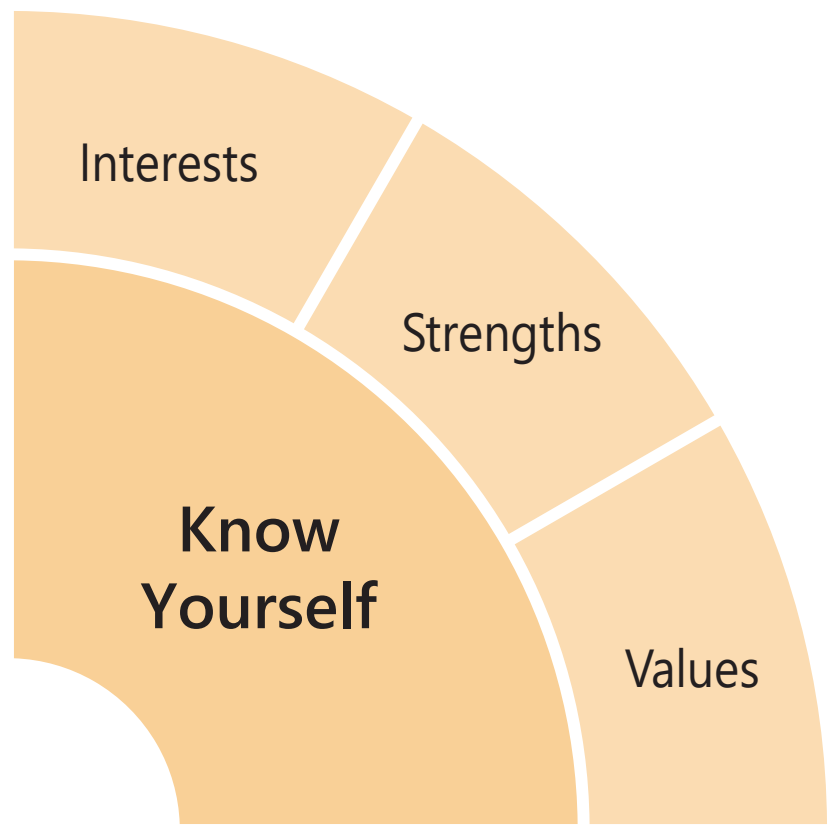


06^a Career Development Cycle



06^b Career Development Cycle: Know Yourself

NOTES PAGE



06^c

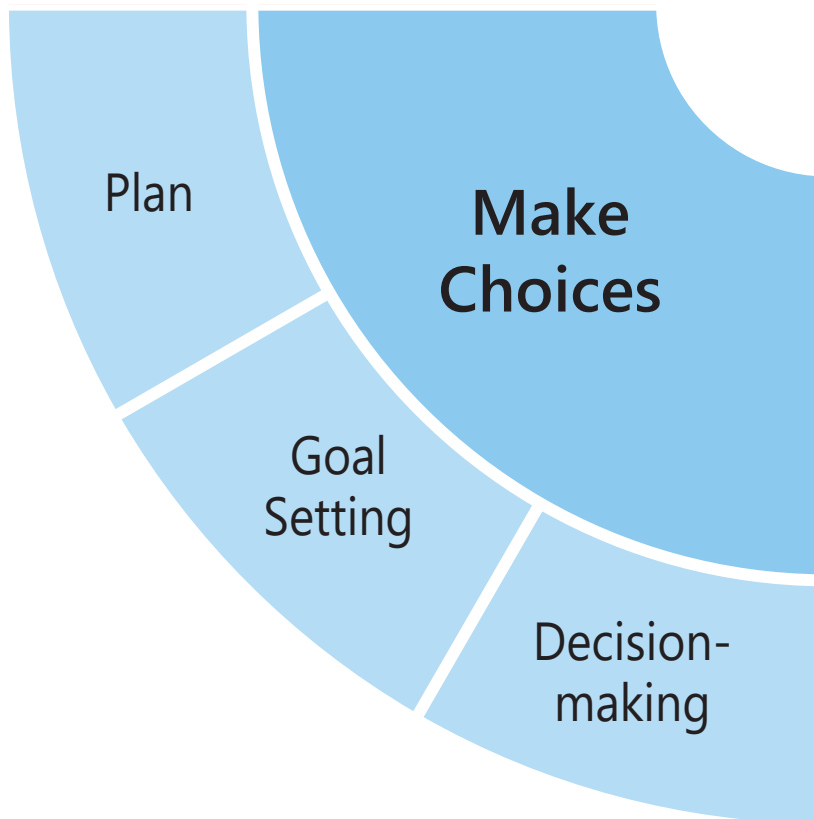
Career Development Cycle: Explore Options

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06^d Career Development Cycle: Make Choices

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06^e

Career Development Cycle: Take Action

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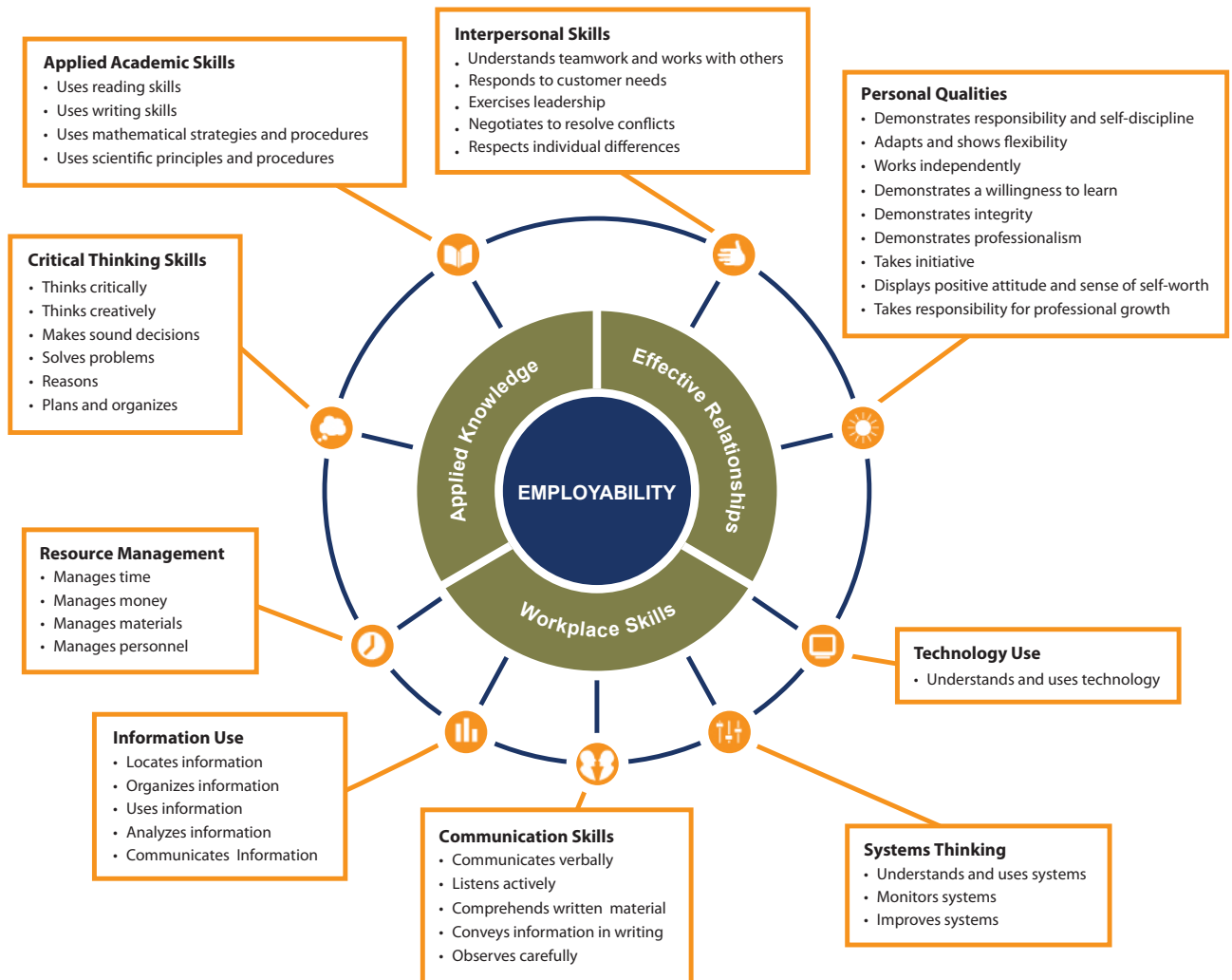


07^e Employability Skills Framework

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



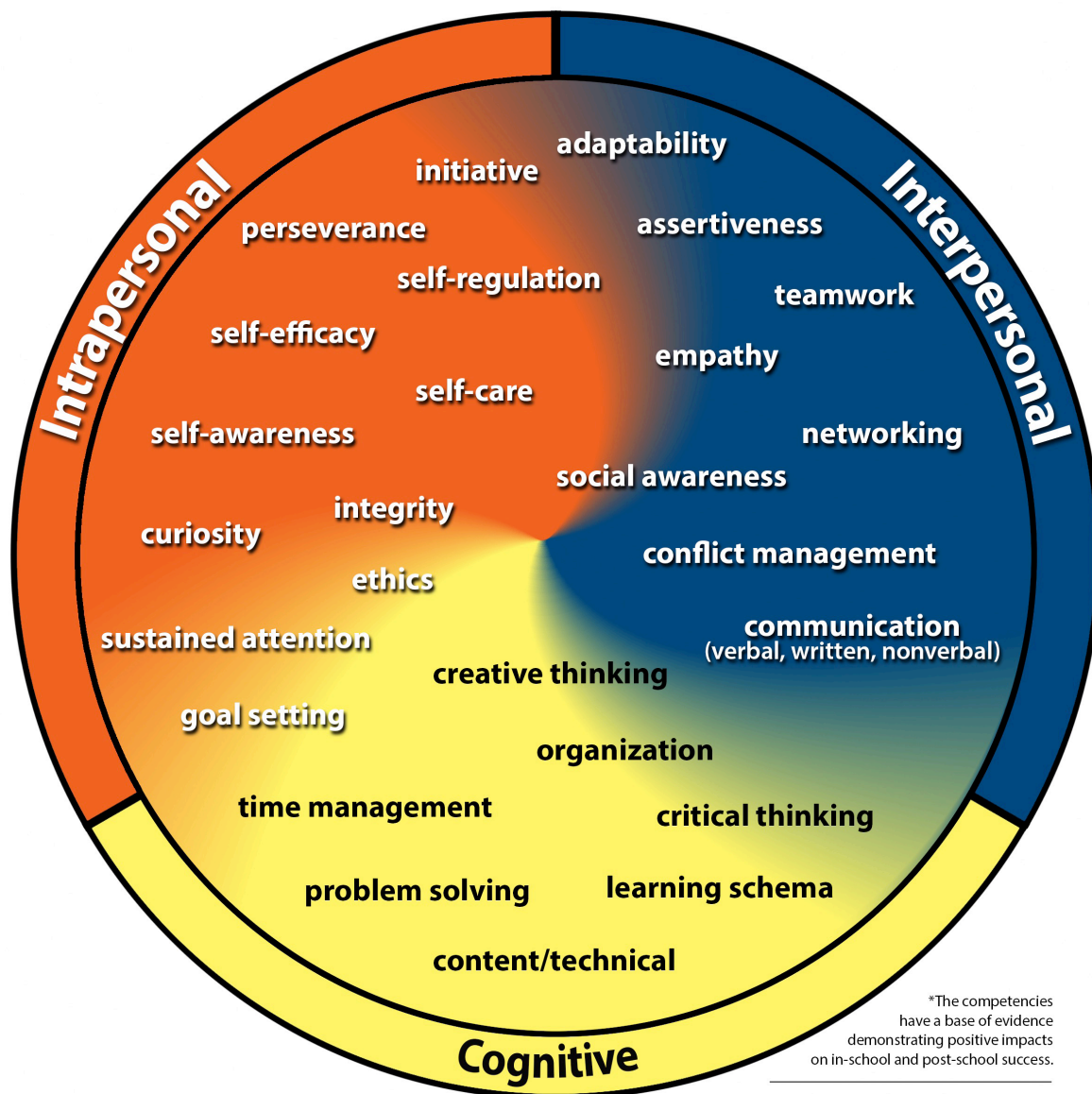
Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

<http://cte.ed.gov/employabilityskills>

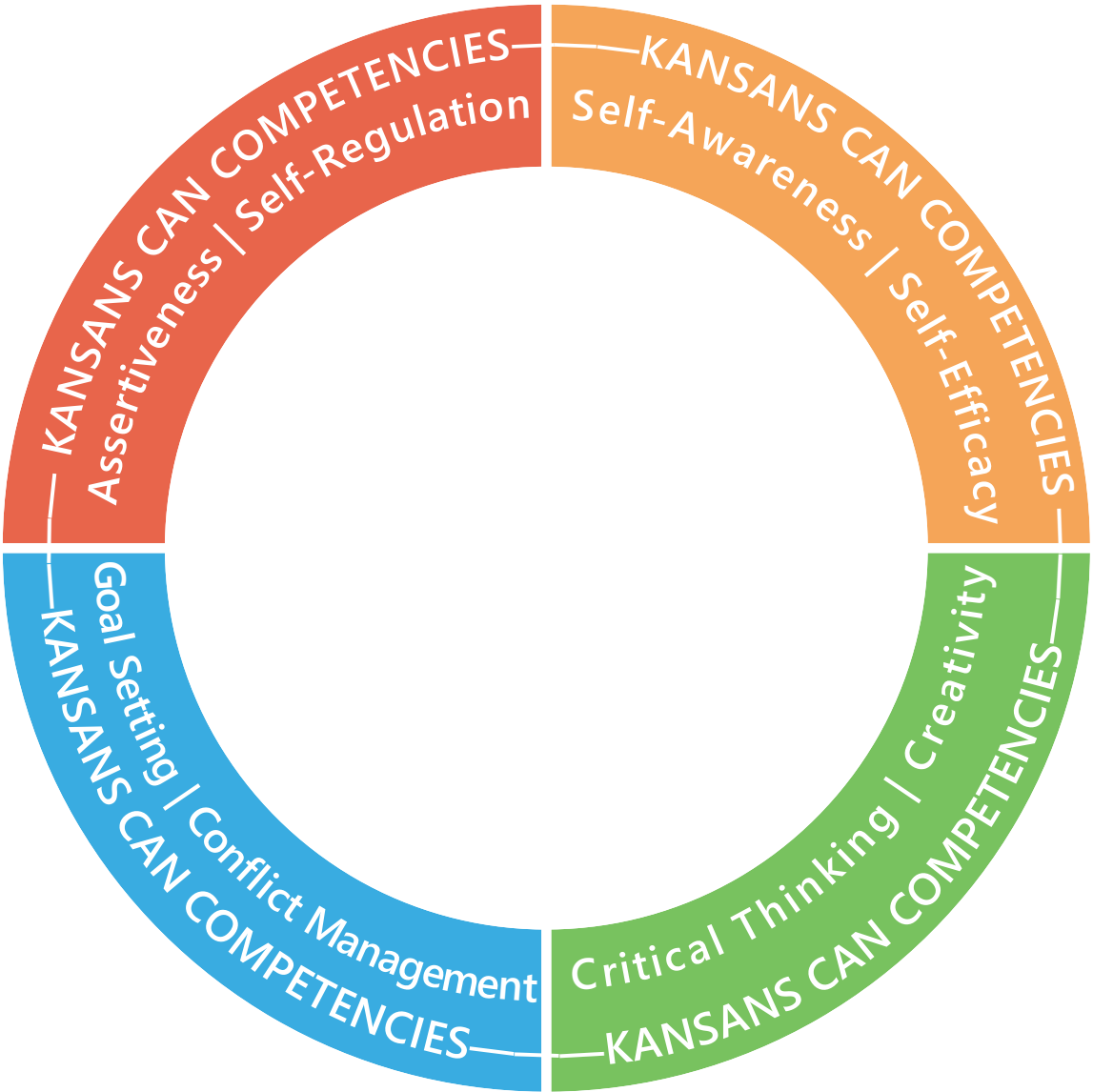
College and Career Competency Wheel



For more information, visit:  **College & Career Competency**
FRAMEWORK
CCCFramework.org

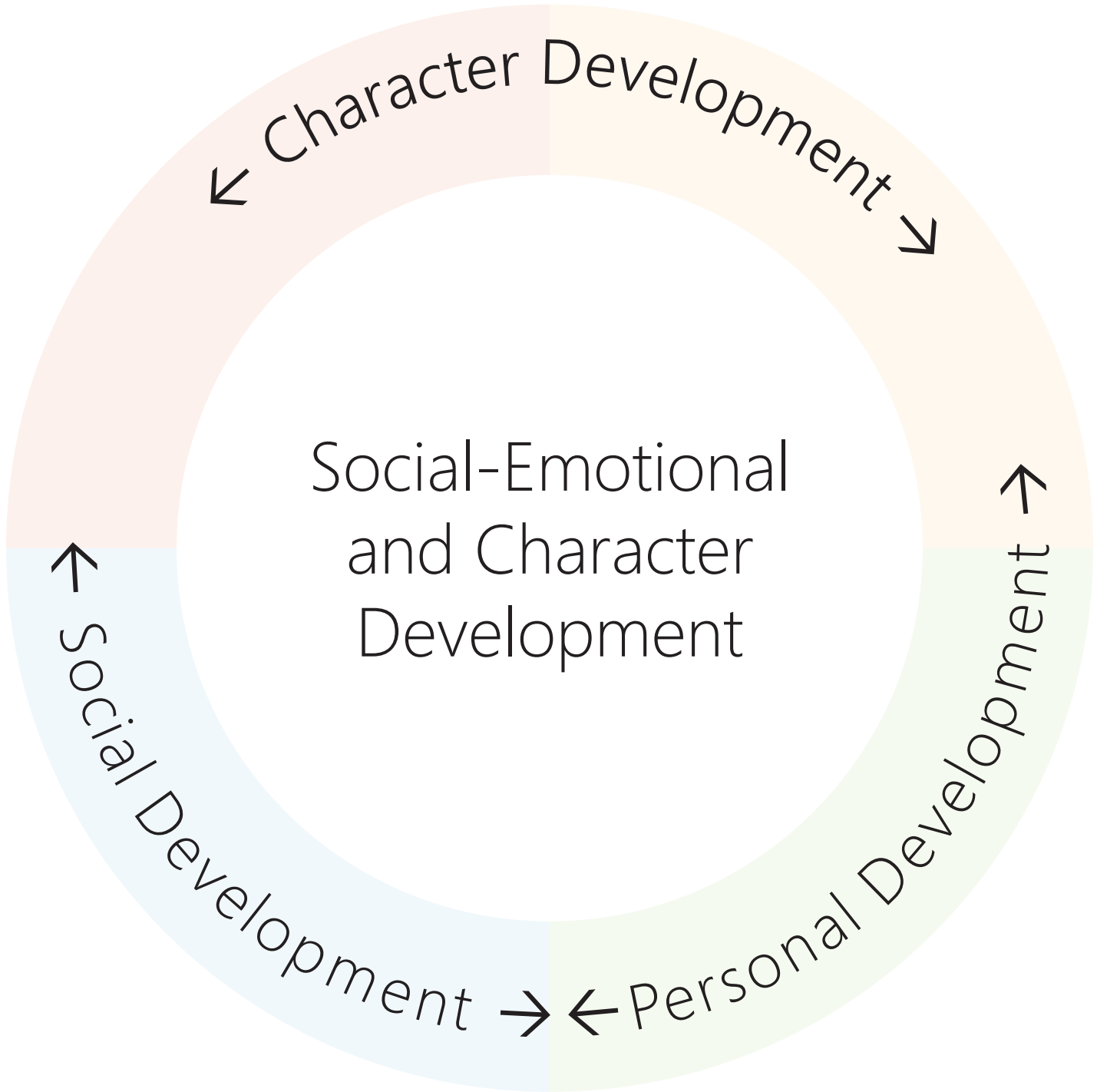
09

Kansans Can Competencies



10

Social-Emotional and Character Development

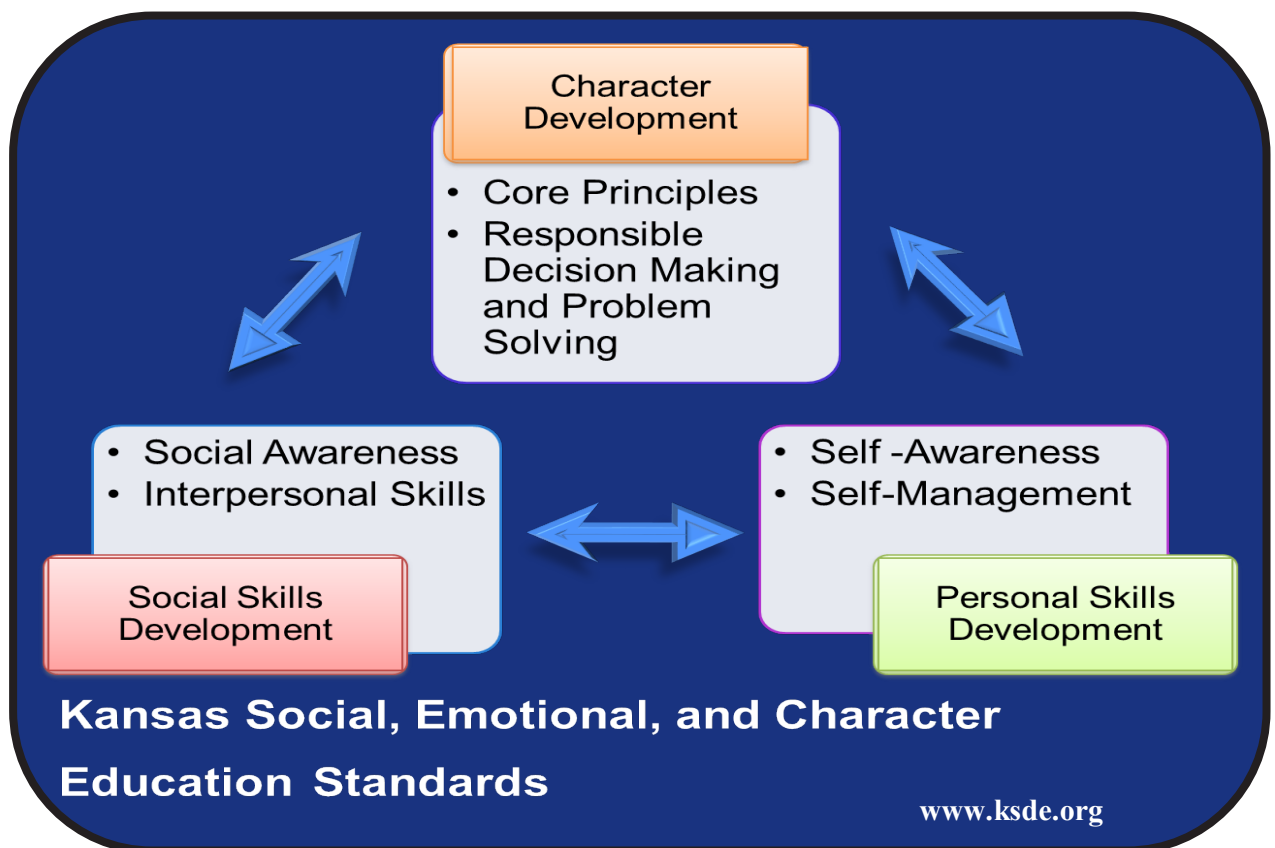


WHAT IS SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT (SECD)?

SECD is teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens. It is learning with our heads, hearts and hands to be caring and civil; to make healthy decisions; to effectively problem solve; to be respectful and responsible; to be good citizens; and to be empathetic and ethical individuals. In schools, SECD takes many forms, including programs that specifically address safe and drug-free schools, service learning, emotional literacy, bullying and violence prevention, the embracing of diversity and other similar initiatives.

Kansas State Board of Education Outcomes for Measuring Progress

- Social-emotional growth, measured locally.
- Kindergarten readiness.
- IPS focused on career interest.
- High school graduation.
- Postsecondary success.



Why SECD?

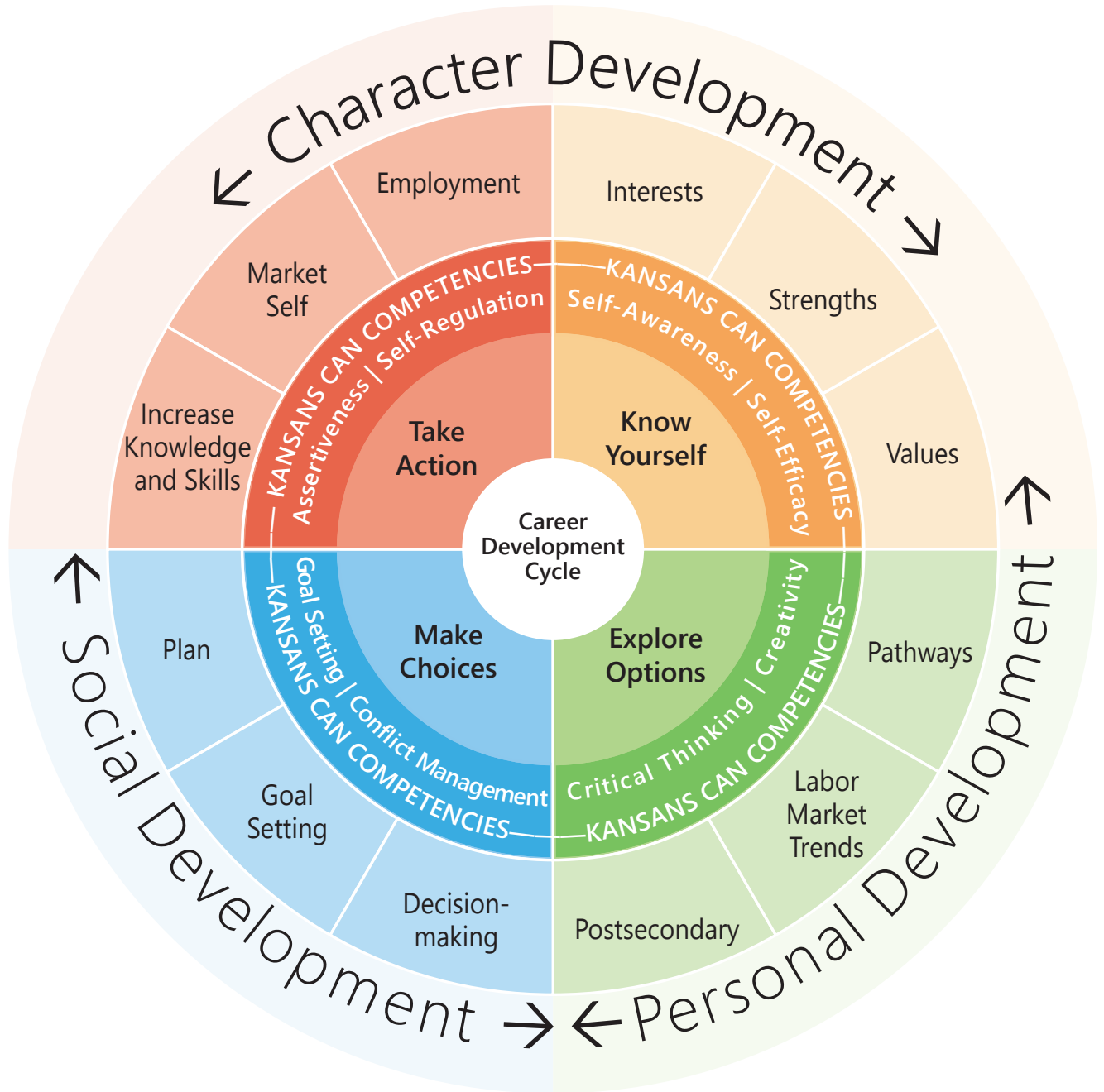
- Aligns with school counseling standards.
- Aligns with Kansas Education Systems Accreditation.
- Aligns with the Rose Standards (*K.S.A. 2013 Supp. 72-1127*).
- Is one of the five State Board Outcomes.
- Research (*Duckworth, Dweck, Durlak*) confirms that SECD increases student achievement.

11

Employability Skills Crosswalk with College and Career Competencies and SECD

Resource	APPLIED KNOWLEDGE		EFFECTIVE RELATIONSHIPS		WORKPLACE SKILLS			Technology Use
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communication Skills	
College and Career Competency Framework	Content/technical	Critical thinking	Teamwork	Ethics	Time management	Critical thinking	Communication	Teamwork
	Communication	Creative thinking	Empathy	Adaptability	Self-regulation	Learning schema	Assertiveness	Social awareness
College and Career Competency Framework	Problem-solving	Problem-solving	Conflict management	Self-regulation	Self-regulation	Organization	Social Awareness	Self-regulation
	Critical thinking	Learning schema	Networking	Integrity	Problem-solving	Communication		Adaptability
College and Career Competency Framework	Creative thinking	Organization	Social awareness	Initiative	Organization			
		Goal setting	Assertiveness	Self-efficacy	Assertiveness			
College and Career Competency Framework		Sustained attention	Teamwork	Perseverance				
		Self-regulation		Self-awareness				
College and Career Competency Framework		Assertiveness		Self-care				
				Curiosity				
College and Career Competency Framework				Sustained attention				
				Teamwork				
College and Career Competency Framework				Empathy				
SECD Standards	Responsible	Self-awareness	Core Principles	Core Principles	Responsible	Social awareness	Social awareness	Responsible
	Decision-making and problem-solving	Problem-solving	Interpersonal skills	Interpersonal skills	Decision-making and problem-solving	Self-management	Interpersonal Skills	Decision-making and problem-solving
SECD Standards	Self-management	Decision-making and problem-solving	Self-management	Self-management	Self-management	Decision-making and problem-solving	Self-awareness	Core Principles
			Social awareness	Social awareness				Responsible

12 Career Development Process



13

Sample Classroom Activity

Objective: disclosure, expression, communicates the personalization, building a relationship and creating a connection to career advising and student success.

Directions:

1. Fold paper in thirds (*brochure style*).
2. Number each panel 1-6.
3. Fill out the panels with the items below.

Panel 1: Your name and a symbol that represents you.
(*This is your logo*)

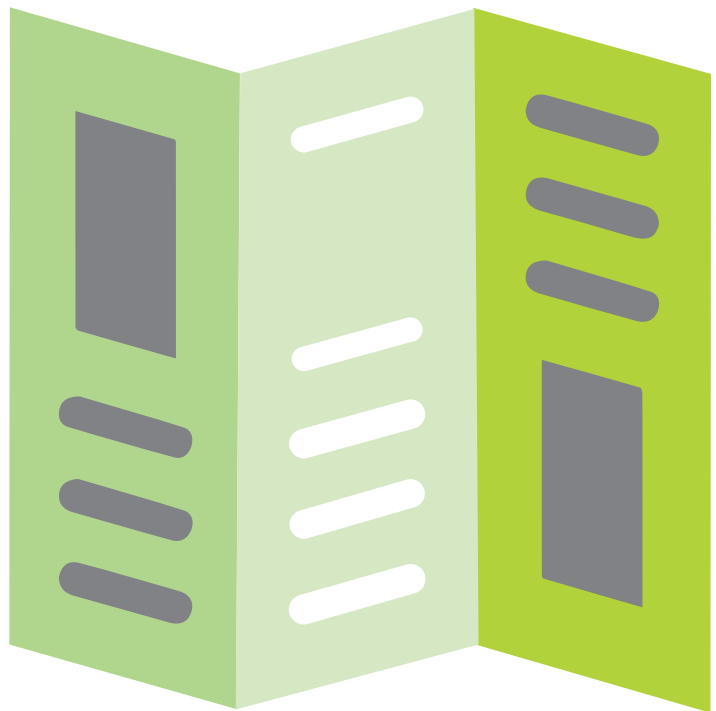
Panel 2: Three quick facts about yourself.

Panel 3: My first fantasy career.

Panel 4: My greatest strength.

Panel 5: What do I see myself doing in 10 years?

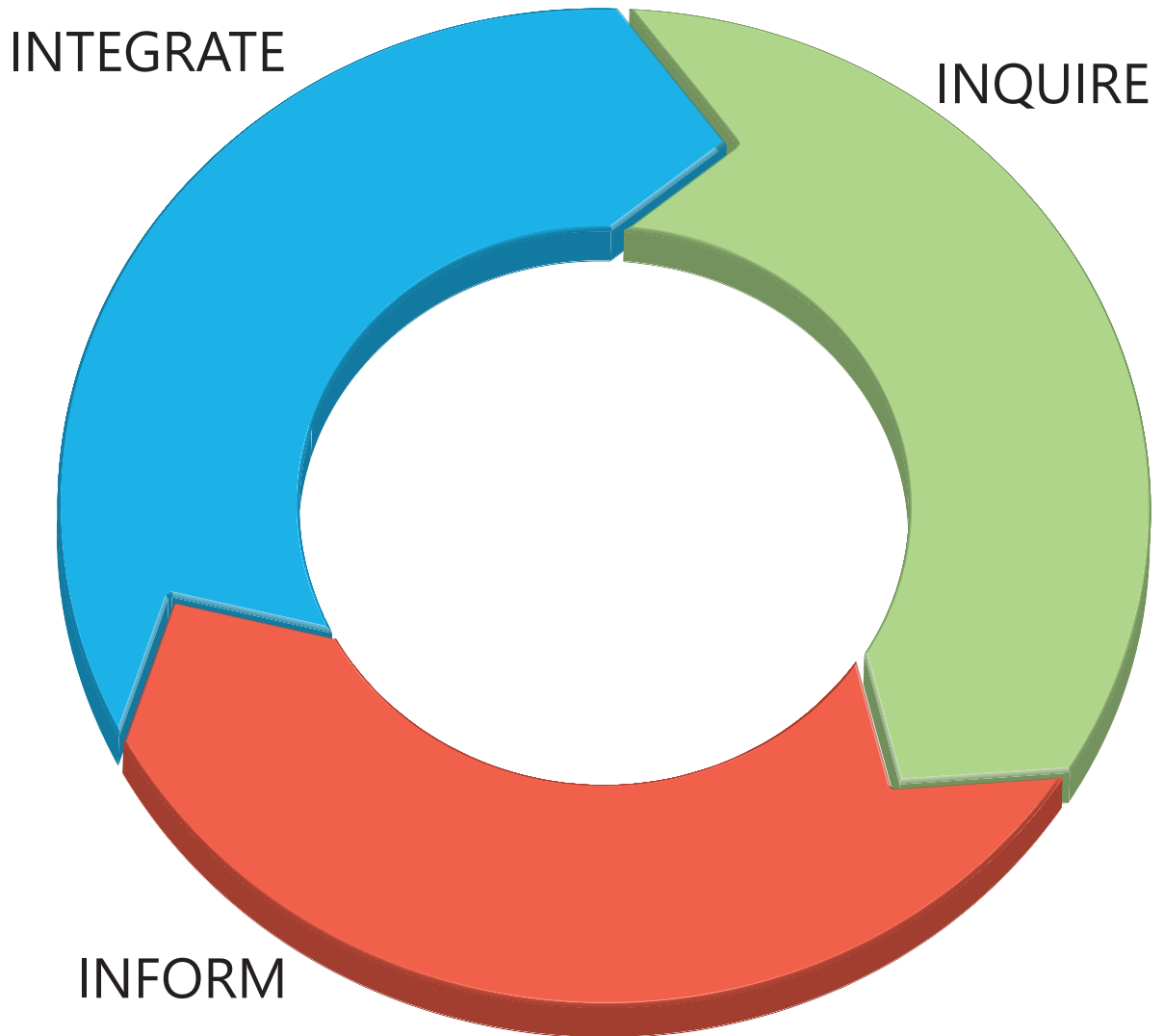
Panel 6: A personal goal I have as a student career advisor.



CAREER ADVISING

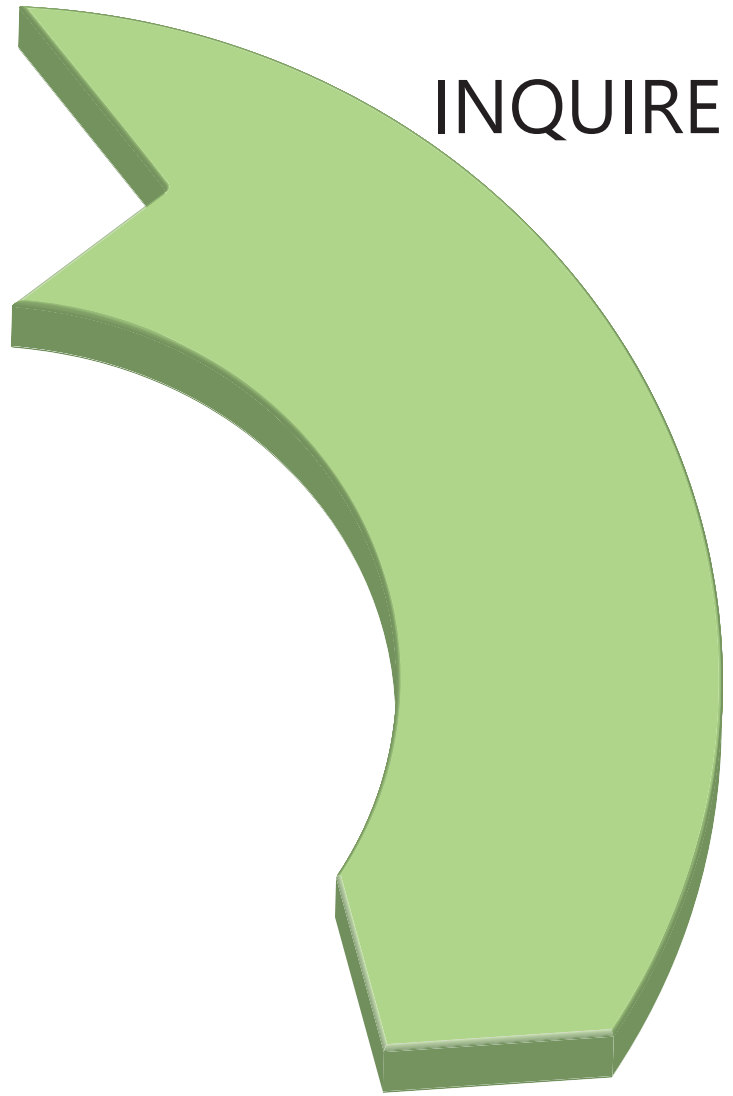
14

3-I PROCESS



Adopted from the work of Virginia N. Gordon

14^a 3-I Process: Inquire



14^b 3-I Process: Inform



INFORM

14^c 3-I Process: Integrate

INTEGRATE



14^d 3-I Process: Framework for Practice

CAREER ADVISING

A FRAMEWORK FOR PRACTICE

- Advising is designed to aid students' growth and development by creating a teaching-learning relationship that helps students manage their learning and build a successful educational plan. (*Darling and Woodside, 2007*)
- Career advising focuses on the informational nature of advising and the need to help students see the connection between educational decisions and careers (*Gordon, 2006*).
- Through the career advising process, students are helped to connect self-awareness, including interests, values, abilities and learning preferences, to their academic choices and future career plans.
- As students meet with advisors to discuss course selection and completion of academic programs, students are helped to discover who they are, the plan of study that is the best fit for them; the courses appropriate for the plan of study, and how these choices correlate with their future career aspirations.
- All students need career advising. However, few students recognize the importance of advising and for many student advising is synonymous with course selection. This type of prescriptive advising often lacks working relationships and does not provide a lasting connection between advisors and advisees.
- Career advising integrated into academic advising, helps students see where they are (*Who Am I?*); where they want to go in the future (*Where Am I Going?*); and how to get there (*How Do I Get There?*).

The Career Advising Process: The 3-I Process (*expanded*)

The steps of career advising are presented sequentially for ease of understanding. However, advisors may find that in working with some students the steps are not sequential and may move in and out of the steps based on individual student need.

INQUIRE

1. Establish rapport and build a working relationship with the student.
 - A. Location for session ... private conversation area.
 - B. Location is inviting...
 - C. Share a bit about yourself ... your vision board,
2. Determine the student's knowledge base and assess the student's career advising needs.
 - A. Intake sheet might be helpful ... What might this look like?
 - B. What are the critical questions ... (*Use open-ended questions that require the students to engage in conversation*).

INFORM

3. Explain and help the student understand the connections among self-awareness, educational choices, occupational information and academic and career planning.
 - a. Connecting the “Know Yourself” with the “Explore Options”
 - b. Assist students in seeing how self-awareness will help them explore careers that are congruent with their characteristics, thus leading to career options that are interesting and satisfying. (*Go over Career Cruising MatchMaker and My Skills and Learning Styles Inventory*). May want to consider a values inventory, etc.
4. Explain and help the student select interventions to assist in self, major and career exploration and career planning.
 - a. Refer students to additional resources. These may be found in the Counseling Office, Career Center, etc.
 - b. Advisors who are not knowledgeable regarding the interpretation of exploratory techniques may refer students to the Counseling Office or Career Center.
5. Set career advising goals with the student.
 - a. Goal setting - Helping students establish clear goals is critical.
 - b. Goals should address both academic decisions and decisions about future career plans.
 - c. Students should write their goals in the SMART goal format - Specific, Measurable, Attainable, Realistic and Timely.
 - d. Self-regulation (*CCC Framework*) should be incorporated into the advising/monitoring session.

INTEGRATE

6. Review and integrate gathered information (*including interpretation of exploration results*) and create a career plan (*IPS*) to achieve the student’s goals.
 - a. One of the most important components of the career advising process is to help students turn “data into information” (*Niles and Harris-Bowlsbey, 2009*) and to make sense of gathered information.
 - b. When students are ready to make decisions regarding the steps they need to take to accomplish their goals, the actions decided on become part of their career plan (*IPS*).
 - c. A career plan (*IPS*) can help students be intentional in how they plan for the future.
7. Evaluate plans and accomplishments, determine any short or long-term follow-up with the student and offer continuing support.
 - a. If an advisor has been effective in establishing rapport and providing information, resources and career planning, students will consider additional follow-up that might be recommended.
 - b. Students will evaluate the extent to which they have accomplished their goals set as part of the career advising process (*Self-Regulation*).¹

¹ Reference/Sources: The Handbook of Career Advising by Kenneth F. Hughey and Career

14^e

3-I Process: Scenario

THE CAREER ADVISING PROCESS: A SCENARIO

Isabel

Isabel seeks advising to choose courses for the following year. She is a junior, and she has no idea what major she wants to study. She knows she needs to plan for her senior year, but she just seems to get more and more confused as there are many things she wants to do. Her immediate concern is the courses she should take as a senior. Isabel is doing well in her psychology class, but she does not know the kinds of careers that involve psychology.

Education interests her, but she does not really have patience with children. Her dad was a business major and she could do that, but she is not great at math, and she needs two math courses to even apply to business. She really does not know the program of study/major to choose or the kind of job she would want as a result. Therefore, she has no idea how to choose courses for her senior year.

3-I Process Expanded

INQUIRE

Step 1: In meeting with Isabel, the advisor would greet her warmly and ask what brings her to advising. The advisor would ask a series of questions to ascertain Isabel's knowledge base needs and issues about which she has questions or is unsure.

"I understand that your major concern today is the classes that you will take next year. We are going to create a list of courses for you. As you think about choosing courses, what subjects do you enjoy most?"

"What interests you?"

"What do you see as your strengths?" As Isabel and her advisor discuss the selection of courses, the advisor might ask, *"In what ways do these courses relate to your interests, values, strengths and skills?"*

Step 2: The advisor assesses Isabel's need for self-assessment (*learn more about herself, possible majors and careers*).

INFORM

Step 3: The advisor has several options in assisting Isabel. The advisor may begin by assuring Isabel that she is not alone in the confusion about plans of study and related courses. There are many resources available to Isabel to help her explore and learn about herself, majors and related courses. The advisor may explain that once students understand more about their interests, values and abilities, they can begin to see how self-awareness will help them explore majors that are congruent with these characteristics, thus leading to career options that are interesting and satisfying.

Step 4: The advisor would spend time explaining various types of self-assessment and exploration interventions and resources that could assist Isabel in learning about her own interests, values and abilities. The advisor may make recommendations based on knowledge of Isabel and her need or preferences. Also, the advisor might ask Isabel, *"Which instruments or resources interest you the most?"* *"Do you prefer paper or online tools?"* *"Would you like to complete the instruments and then return for a follow-up appointment to interpret the results and discuss what you have learned?"* *"What other information do you need to begin?"*

Step 5: The advisor could review the discussion about the need to explore self and programs of study/majors to make relevant decisions about academic majors and careers. The advisor could briefly review the interventions and resources discussed in the advising session and those Isabel decided to use. The advisor might then summarize and review with Isabel the following goals to see whether they are accurate and attainable for Isabel (*SMART Goals*).

1. Choose courses that would best support the plan of study being considered or enroll in courses that would provide exploration of the various pathways.
2. Use specific interventions to explore Isabel's interests, values and abilities and how they relate to the programs of study/majors being considered.
3. Explore resources with information about the programs of study being considered to learn about them and related careers.

4. Return for a follow-up advising session to discuss the information she gathered and to initiate decision-making.

INTEGRATE

Step 6: In a follow-up session, the advisor would review the results of Isabel's exploration and interpret and explain any information that might not be clearly understood. Some questions might include:

"What are your thoughts about the programs of study/major that seem best-matched for you when considering the information you collected?"

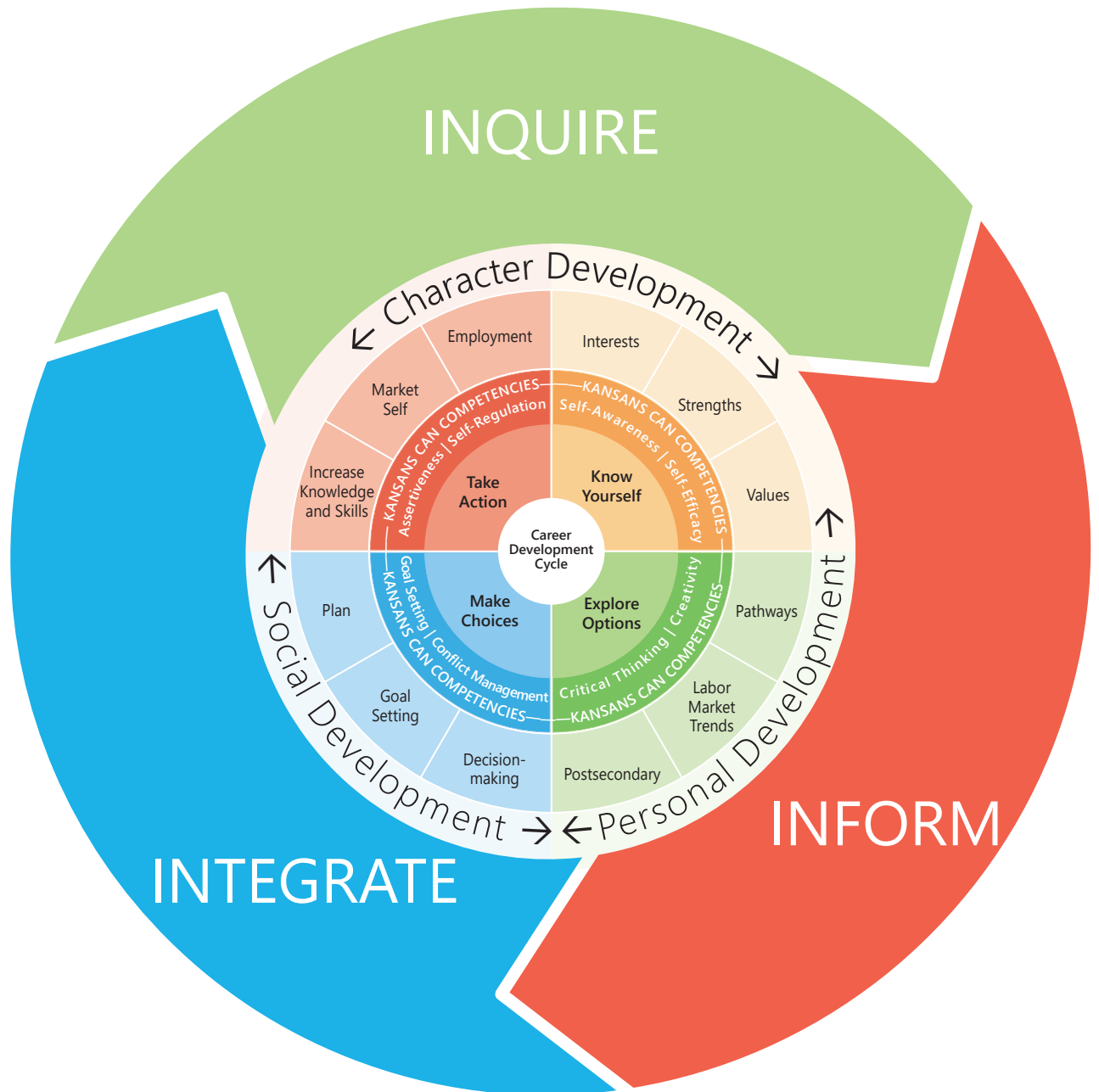
"As we discuss your thoughts, it might be helpful for you to create a career plan (IPS) of what you would like and need to do to prepare for applying to this program of study/major, completing the plan of study in a timely manner and developing transferable skills for the occupations that are of interest to you. Let's discuss anything that needs additional clarification."

Step 7: The advising session might conclude with the advisor asking whether Isabel has the information that she needs to take exploratory courses and continue to consider plans of study/majors.

"What additional assistance or information do you need?"

"Would you like to set up a follow-up appointment to discuss your thoughts about plans of study/majors and careers in a few months?"

14^f Career Development Process



15 Career Advising and Career Counseling

	CAREER ADVISING	CAREER COUNSELING
	The emphasis is on information and helping students understand the relationship between their academic choices and their career interest, supporting their IPS.	Provide more traditional career/counseling functions such as counseling students who might be at-risk or are experiencing more stressful situations.
Purpose	To help students make academic decisions that incorporate knowledge of academic/career relationships and possibilities.	To assist students with career development problems; may be therapeutic.
Content	Integration of self, academic and career information leading to academic decision-making.	Resolution of career-related problems and concerns.
Methods and Techniques	<ul style="list-style-type: none"> • Individual/group advising. • Academic coursework. • Internet searches. • Computer-assisted programs. 	<ul style="list-style-type: none"> • Individual/group counseling. • Testing expertise. • Personal and career information resources as needed.
Advisor/Counselor Competencies	<ul style="list-style-type: none"> • Advising skills. • Knowledge of career development process. 	<ul style="list-style-type: none"> • Counseling skills. • Assessment knowledge. • Knowledge of career development process.
Outcomes	<ul style="list-style-type: none"> • Realistic and satisfying academic decisions made. • Knowledge of related career fields known. • Plans for implementing decisions carried out. • Decision-making skills learned. 	<ul style="list-style-type: none"> • Career development problems resolved. • Knowledge and skills for future career /life planning acquired.

Table contents adopted from the work of Virginia Gordon

CAREER PATHWAYS

16

What is a Career Pathway?

What is a Career Pathway?

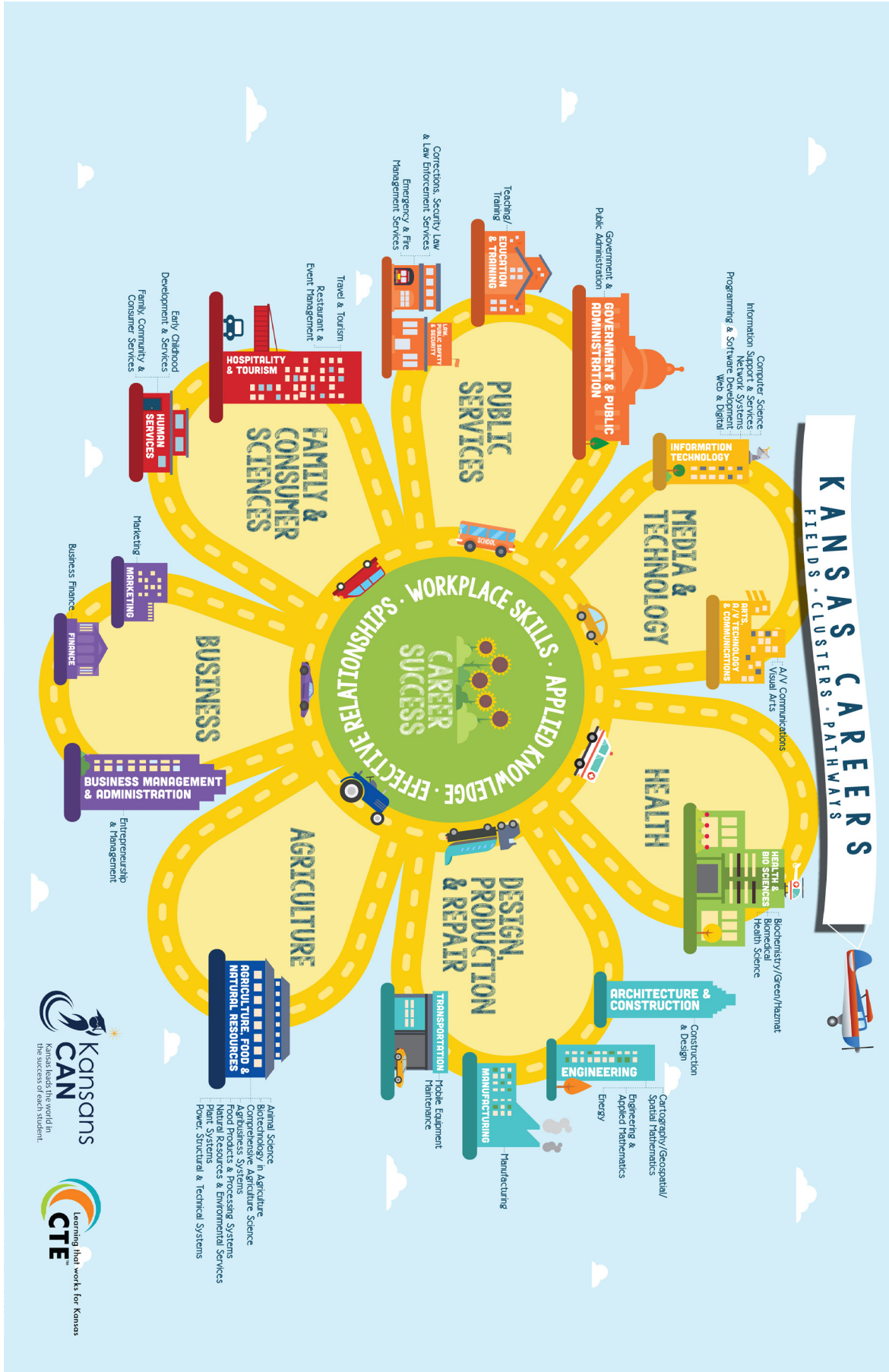
A career pathway is a collective view on education and training, wage and outlook and related occupations within a career field or industry. They are customized for each student and include multiple entrance and exit points.

Career Pathway

- Facilitate communication and advising.
- Provide a way of thinking that shifts how students experience high school.
- Are customizable for any ambition, whether a student is interested in going to college, getting a certificate or working right after high school.
- Help students organize and sequence high school course offerings by providing personalized and relevant course of study.
- Allow students to explore opportunities, learn more about themselves and apply what they have learned to choose career paths of interest to any occupation.

16^a

Kansas Career-Fields, Clusters and Pathways Chart



16^b Cluster, Pathway Codes

CLUSTER/PATHWAY C.I.P. CODES

Agriculture, Food and Natural Resources

Agribusiness Systems*	01.0101
Agriculture Science	01.9999
Animal Science*	01.0901
Biotechnology in Agriculture	26.1201
Energy	17.2071
Food Products and Processing Systems*	01.0401
Natural Res. and Environmental Systems*	03.0101
Plant Systems*	01.1101
Power, Structural and Technical Systems*	01.0201

Architecture and Construction

Construction and Design*	46.0000
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Arts, A/V Technology and Communications

AV Communications	09.0702
Visual Arts	50.0499

Business Management and Administration

Business Entrepreneurship and Management	52.0799
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Education and Training

Teaching / Training**	13.0101
-----------------------	---------

Engineering

Cartography/Geospatial/Spatial Math*	15.1102
Engineering and Applied Mathematics	14.0101

Finance

Business Finance	52.0801
------------------	---------

*Indicates Nontraditional Pathways – Female

**Indicates Nontraditional Pathways – Male

Government and Public Administration

Government and Public Administration	44.0401
--------------------------------------	---------

Health Science

BioChemistry*	14.1401
BioMedical	14.0501
Health Science**	51.9999

Human Services

Early Childhood Development and Services**	19.0709
Family, Community and Consumer Services	19.0799

Information Technology

Computer Science Engineering	11.0701
Information Support and Services	11.0301
Network Systems*	11.0901
Programming and Software Development*	11.0201
Web and Digital Communications	11.1004

Law, Public Safety, Corrections and Security

Corrections, Security, Law and Law Enforcement Services*	43.0199
Emergency and Fire Management Services*	43.0299

Manufacturing

Manufacturing*	48.0000
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Marketing

Marketing	52.1402
-----------	---------

Transportation, Distribution and Logistics

Mobile Equipment Maintenance*	47.9999
-------------------------------	---------

16^c Meeting the Needs of Each Student

It is impossible for any school to offer every possibility of course combinations to meet the needs for every student. By using online resources, students can choose courses in their career interest area. School counselors can map these courses to CTE pathway courses and ensure the course is given the appropriate Kansas Course Code.

How an advisor can help: Expose students to the resources.

Kansas Virtual Technical College – <https://ksvtc.essdack.org>

A clearinghouse of Kansas online technical courses. A majority of courses are offered as a Senate Bill 155 course. Senate Bill 155 offers students FREE Tuition for the technical courses. Students will pay any additional fees (*books, lab fees, etc.*)

Massive Open Online Courses (MOOCs)

Free online courses available for anyone to enroll offered by the TOP universities across the world. Most courses are free for enrollment. The cost might include printing of the certification upon completion. MOOCs provide an affordable and flexible way to learn new skills, advance your career planning process and deliver quality educational experiences at scale.

- Coursera: www.coursera.org
- Khan Academy: www.khanacademy.org
- edX: www.edx.org
- Udacity: www.udacity.com

Popular Introductory MOOCs

Coursera:

- Introduction to Sustainable Development (*On Demand*)
- Introduction to Dental Medicine
- Introduction to Finance
- Visual Design
- Psychology of Popularity

Khan Academy

- Human Anatomy and Physiology
- Hour of Code
- POP Art

EdX:

- Introduction to Computer Programming (*Self-Paced*)
- Introduction to Environmental Science
- Introduction to Bioethics
- Journalism for Social Change
- Fundamentals of Neuroscience, Part I
- Intro to Psychology
- Math in Sports

School-Based Online Curriculum

A variety of courses are available for students through locally purchased online platforms. Students can browse the course catalog and match courses with their career plan and interest for enrollment. (*Edgenuity, Odysseyware, etc.*)

16^d Kansas Career Cluster Terminology

APPLICATION-LEVEL COURSE: An advanced-level course that builds on the technical level course and includes opportunities for the learner to demonstrate knowledge learned through practical application of skills. It may include professional learning experience such as internship, health science clinicals, SAE or in-house training/marketing.

CAREER AND TECHNICAL EDUCATION (CTE): Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. It provides technical skill training leading to, an industry-recognized credential, a certificate or an associate degree, may include prerequisite courses (*other than remedial courses*) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills and knowledge of all aspects of an industry, including entrepreneurship of an individual. [Section3(5) Perkins Act of 2006: The Official Guide]

CTE COURSE: A CTE course (*for an approved cluster/pathway*) is one in a progression leading from introductory to technical to application-levels that support state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, career success skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that creates an overall program of study assisting the student in preparing an IPS.

CTE SEQUENCE OF COURSES: Those courses that include the career cluster pathway knowledge and skills as recognized by the Career Clusters. These courses provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate or a postsecondary degree, may include prerequisite courses (*other than remedial courses*) that meet other requirements. CTE courses may begin at eighth grade and do not include career exploration courses. Academic courses are counted only if they reflect industry skill standards.

CAREER CLUSTER(S): Divisions of the seven fields that include occupations organized around knowledge and skills that have common characteristics and job duties. Kansas identifies 16 broad clusters:

- | | |
|--|-------------------------------------|
| 1. Agriculture, Food and Natural Resources | 9. Health and Bio Science |
| 2. Architecture and Construction | 10. Hospitality and Tourism |
| 3. Arts, A/V Technology and Communications | 11. Human Services |
| 4. Business, Management and Administration | 12. Information Technology |
| 5. Education and Training | 13. Law, Public Safety and Security |
| 6. Engineering | 14. Manufacturing |
| 7. Finance | 15. Marketing |
| 8. Government and Public Administration | 16. Transportation |

HIGH-DEMAND OCCUPATION: An occupation that:

1. Has a critical shortage of workers to fill the employment demands of industry.
2. Requires formal training exceeding that which can be provided on the job.

HIGH-SKILL OCCUPATION: An occupation that requires all of the following:

1. Specialized technical training.
2. An advanced level of skill sets as defined by each industry and/or education (*Examples: independent decision-making, critical thinking, problem-solving*).
3. A recognized validation of skill attainment or credential (*Examples: certification, registration, licensure*).
4. Included mandatory continuing education and/or training.

HIGH-WAGE OCCUPATION: An occupation that:

1. Has a median wage for the occupation that is at least 200 percent above federal poverty level for a specific area/region or an entry wage of \$11.43 Or higher.
2. Offers a wage progression strategy.

INTRODUCTORY-LEVEL COURSE: An introduction to a specific or multiple clusters or pathways that require similar foundation knowledge and skills. Taken prior to the technical and application-level courses.

KANSAS CAREER FIELD(S): Occupations that are organized around broad, common knowledge and skills. They are recognized as Media and Technology; Business; Agriculture; Design, Production and Repair; Health; Public Services; and Family and Consumer Sciences.

KANSAS CAREER PATHWAY(S): Organized groupings of rigorous academic and career-related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career. Currently there are 35 state-approved pathways identified within the 16 clusters.

KANSAS CTE SCHOLAR: A Kansas initiative to recognize well-rounded, outstanding CTE students finishing their senior year of high school.

PARTICIPANT: A student who has earned a minimum of .5 credit, but less than two secondary-level credits in a single CTE pathway.

PROFESSIONAL LEARNING EXPERIENCE (WORK-BASED EXPERIENCE): Experience based on a learner's career interest that partners the learner with the school, community and/or business/industry. It provides career or work opportunities above and beyond the classroom and may provide instruction in all aspects of the industry. It is recommended these experiences are included in application-level courses.

PROGRAM(S) OF STUDY: A plan that incorporates secondary education and postsecondary education elements; includes academic and career and technical content in a coordinated, nonduplicative progression of courses; and leads to an industry-recognized credential or certificate at the postsecondary level or an associate or bachelor's degree. The Program of Study is a requirement for pathway approval.

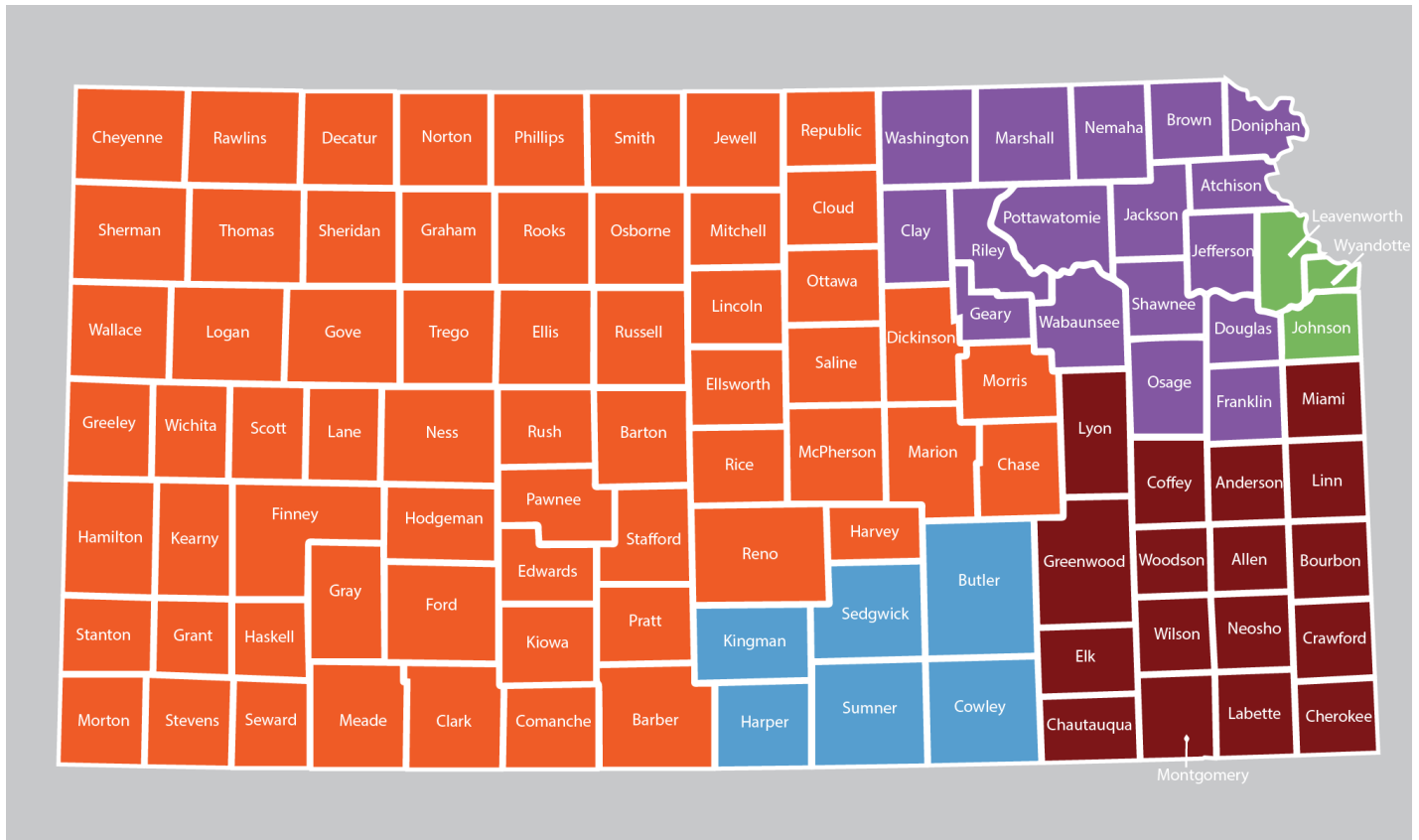
TECHNICAL-LEVEL COURSE: A course that builds on the knowledge and skills learned in the introductory-level course, with a focus on acquiring practical technical skills specific to the cluster/pathway.

21ST-CENTURY SKILLS: Skills that are essential for workplace/career success including: critical thinking/problem-solving skills, communication skills, creativity and innovation skills, collaboration skills, information and media literacy skills and contextual learning skills. They are integrated into what is known as 21st Century Content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health and wellness awareness and environmental literacy.

LABOR MARKET

17 Kansas ... Where Are the Jobs?

Kansas Career Navigator <http://kscareernav.gov/>



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CUSTOMIZATION FOR YOUR SCHOOL

18 Mapping Kansas High-Need Careers To District

District Template

USD _____

Pathways vs. Regional Areas 1, 2,3, 4 and 5 Workforce Need Data:

1. Use <http://kscareernav.gov> to record your district’s workforce region high demand/high wage occupation.
2. List your district’s career pathways that are currently aligned with the workforce occupations.

WORKFORCE REGION REGION # _____ Top 10 Local Area High Demand High Wage Occupations:	PATHWAY ALIGNMENT TO LABOR MARKET DISTRICT NUMBER _____ <i>(list the pathways approved or submitted for 2018-2019)</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Should consider these CTE Pathways:

19 Sample Program of Study

PROGRAM OF STUDY / COURSE SEQUENCE (H.S. Graduates starting with the 2014-2015 academic year)

High School _____ **CLUSTER:** _____
 School/College/University _____ Pathway: _____

This Career Pathway Agreement can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework to be individualized to meet each learner's goals. This Articulation Agreement should be customized with course titles and appropriate high school graduation requirements, as well as, college entrance requirements. Kansas Board of Regents Qualified Admission requirements for students who graduate from high school **starting with the 2014-15 academic year** include: Natural Science, 3 units including Biology, Adv. Biology, Earth/Space Science, Chemistry, Physics, or Principles of Technology (At least one unit of Chemistry or Physics); English, 4 units, ½ unit of which may be speech; Mathematics, 4 units, including Algebra I & II, Geometry, and any course w/Algebra II as a prerequisite(one unit must be taken in the graduating year); Social Science, 3 units, including one unit of U.S. History, 1/2 unit of U.S. Government, 1/2 unit from world history, world geography or international relations, and the remainder from psychology, economics, U.S.History, U.S. Government, current social issues, sociology, anthropology, race & ethnic group relations.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Career and Technical Courses and/ or Degree Major Courses for Pathway	Other Required Courses, Other Electives, Recommended Electives, Learner Activities
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Interest Inventory Administered and Plan of Study Initiated for all Learners

SECONDARY	8						
	9						
	10						
	11						
College Placement Assessments -Academic/Career Advisement Provided							
	12						

Advanced placement Transcribed-Postsecondary courses may be taken/moved to the secondary level for advanced placement purposes.

POSTSECONDARY	Year 13-14						
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Local Graduation Requirements

21 Career Pathway Course Sequence

22

District/School Professional Learning Experience Process

Professional Learning Toolkit:

http://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Instructor_Resources/PLE%20Toolkit%20-%202015.pdf

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Career Advisor/Career-Focused Classroom

What does a Career-Focused Classroom look like?

Create your Career-Focused Classroom. Draw, write and list items that will enhance exposure to careers for your students.



Kansas Graduation Requirements 2017-2018 Fact Sheet

What are the minimum high school graduation requirements in Kansas?

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, communication, and grammar. *The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.*
- Three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography
- Three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course
- Three units of mathematics, including algebraic and geometric concepts
- One unit of physical education, which shall include health and which may include safety, first aid, or physiology
- One unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education
- Six units of elective courses

Can the local board of education increase the number of graduation requirements?

Any local board of education may increase the number of units of credit required for graduation.

Any additional requirements of the local board of education that increase the number of units of credit required for graduation apply to those students who enter the ninth grade in the school year following the effective date of the additional requirement.

Can the local board of education adopt different graduation requirements for certain students?

Districts are required to award diplomas to requesting students who have met the state minimum graduation requirements and were in custody of KDOC or DCF on or after their 14th birthday. For more information about these requirements, please see the Diploma for Students in Custody of KDOC and DCF (SB 23) Fact Sheet on the [Graduation Webpage](#).

Local boards of education may adopt a different number of graduation requirements (not lower than the state minimum) for adult learners whose four- and five-year cohorts have graduated or for students attending an alternative school or program. Most typically, diplomas are awarded to these students for successful completion of the state minimum graduation requirements.

Local boards of education can also adopt policy giving the superintendent and/or principal the discretion to waive local graduation requirements that are in excess of the state minimum for students on a case by case basis. Situations that would be appropriate to receive this discretion include, but are not limited to, students who experienced high mobility, teen pregnancy and long-term illness. KSDE does not support policies that automatically waive local graduation requirements for students with disabilities that are in excess of the state minimum.

Is a district allowed to waive the PE/Health requirement?

The PE/Health requirement shall be waived if the school district is provided with either of the following:

- A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
- A statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil.



Kansas Graduation Requirements 2017-2018 Fact Sheet

Can a student earn high school credit for a course taken in eighth grade?

It is up to each local district whether an eighth grade course will count as a high school credit. If high school credit is given, the eighth grade course must be equivalent to, or the same as, a high school course.

Courses must be taken at the high school level to count toward Regents' Qualified Admissions requirements. No eighth grade courses will count toward Qualified Admissions.

Where can I find more information about Regents' Qualified Admissions requirements?

The Kansas Board of Regents has information available on their website:
http://www.kansasregents.org/qualified_admissions

Who is the contact if there are questions?

Branden Johnson, 785-296-8447,
bjohnson@ksde.org

25 Kansas Qualified Admissions

Qualified Admissions

Kansas Residents

High School Graduates Academic Year 2015-2016

Five of the six state universities in Kansas, including Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University and Wichita State University, use the standards below to review applicants for undergraduate admission. The University of Kansas has different admission standards from those listed below. For more information, visit admissions.ku.edu. Standards are set by the Kansas Board of Regents.

ACCREDITED HIGH SCHOOL

If you are a Kansas resident who will graduate from an accredited high school during the 2015-2016 academic year or later, you can guarantee admission to five of the state's universities by completing the Qualified Admissions or Kansas Scholars curriculum with a 2.0 GPA and by meeting one of the following requirements:

- ACT score of at least 21; OR
- SAT score of at least 980; OR
- Graduate in the top one-third of your class.

If you enroll in college courses while you are in high school, it is also required that you achieve a 2.0 GPA or higher in those courses.

QUALIFIED ADMISSIONS PRECOLLEGE CURRICULUM

High school counselors use **Kansas Course Codes** to identify courses that fulfill Qualified Admissions curriculum requirements. A complete list of courses is available at the Kansas Board of Regents website: kansasregents.org/qualified_admissions. Additionally, your counselor has a list of courses at your high school that fulfill these requirements.

One unit is equivalent to one year or two semesters. Dual enrollment, concurrent enrollment and online courses may be used to fulfill the Qualified Admissions curriculum requirements. All courses must appear on your high school transcript and courses completed in middle school or junior high do not fulfill the Qualified Admissions Math requirements.

English

4 approved units,
½ unit may be Speech

Math

Must complete either:
Option A - 3 approved units and meet the ACT college readiness math benchmark of 22
Option B - 4 approved units, one of which must be taken in the graduating year

Social Science

3 approved units

Natural Science

3 approved units, one of which must be a full unit of Chemistry or Physics

Electives

3 approved units

UNACCREDITED HIGH SCHOOL

If you are a Kansas resident who will graduate from an unaccredited high school during the 2015-2016 academic year or later, you can guarantee admission to five of the state's universities by completing coursework equivalent to the Qualified Admissions or Kansas Scholars curriculum and by achieving an ACT score of at least 21 or an SAT score of at least 980. If you enroll in college courses while you are in high school, it is also required that you achieve a 2.0 GPA or higher in those courses.

This document provides a summary overview of admission requirements at state universities and is not a substitute for or to be used in lieu of the actual detailed admissions requirements, which can be found at: www.kansasregents.org/qualified_admissions_rules_regulations.

Date: February 2018

KANSAS SCHOLAR CURRICULUM AND STATE SCHOLAR QUICK FACTS

Completion of the Kansas Scholars Curriculum is one of the requirements Kansas residents must meet in order to receive State Scholar designation. This occurs during the senior year of high school.

What are the other requirements to become a State Scholar?

- Students must have taken the ACT between April of the sophomore year and December of the senior year.
- Students must be a Kansas resident.
- Students must have their curriculum and seventh semester GPA certified on the official roster by the high school counselor, registrar or similar official.

KANSAS SCHOLARS CURRICULUM**English - 4 years**

One unit to be taken each year. Must include substantial recurrent practice in writing extensive and structured papers, extensive reading of significant literature and significant experience in speaking and listening.

Mathematics - 4 years

Algebra I, Algebra II, Geometry and one unit of advanced mathematics - suggested courses include: Analytic Geometry, Trigonometry, Advanced Algebra, Probability and Statistics, Functions or Calculus. Completion of Algebra I in eighth grade is acceptable for the Kansas Scholars Curriculum, but not for Qualified Admissions.

Science - 3 years

One year each in Biology, Chemistry and Physics, each of which include an average of one laboratory period a week. Applied/technical courses may not substitute for a unit of natural science credit.

Social Studies - 3 years

One unit of U.S. History; minimum of one-half unit of U.S. Government and minimum of one-half unit selected from: World History, World Geography or International Relations. And one unit selected from: Psychology, Economics, U.S. Government, U.S. History, Current Social Issues, Sociology, Anthropology and Race and Ethnic Group Relations. Half-unit courses may be combined to make this a whole unit.

Foreign Language - 2 years

Two years of one language. Latin and Sign Language are accepted.

Please note, this curriculum is NOT the same as the Qualified Admissions Curriculum.

What is the benefit of completing the Kansas Scholars Curriculum?

Students that complete this curriculum and meet the other requirements, may be designated as State Scholars, which makes one eligible to receive the Kansas State Scholarship as provided by the Kansas Legislature.

The academic profile of recent scholars include an average ACT of 30 and an average GPA of 3.91. State Scholars may receive up to \$1,000 annually for up to four undergraduate years (*five, if enrolled in a designated five-year program*), based on financial need and the availability of State funds. Financial need is measured by federal methodology using data submitted on the Free Application for Federal Student Aid (FAFSA).

For more information, contact us at (785) 430-4255 or at kansasregents.org/students/student_financial_aid.

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Links

ACT - Student page

<http://www.act.org/content/act/en/products-and-services/the-act.html>

Kansas Degree Stats

https://ksdegreestats.org/program_search.jsp

Kansas Postsecondary Public Institutions

https://kansasregents.org/universities_colleges/public_institutions

Kansas Transfer/Articulation

https://kansasregents.org/academic_affairs/transfer-articulation

KSDE-Scholarships/Financial Aid

https://kansasregents.org/students/student_financial_aid

FAFSA

<https://fafsa.ed.gov/>

SAT

https://collegereadiness.collegeboard.org/?s_kwcid=AL!4330!10!11475662055!11829818459 9&ef_id=VxhAygAAAT43KDC0:20180404142624:s

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APPENDIX

Career Instrument Resource Links

NACADA resources:

- Holland revisited: a self-authored approach to major exploration, via Academic Advising Today, 2011
- Integrating career and academic advising: Mastering the challenge, by Betsy McCalla Wriggins, 2009

Career instruments and resources:

- Career Key - measures skills, abilities, talents, values, interests and personality.
- CareerOneStop.org
- Occupational Outlook Handbook

Holland's Self-Directed Search (SDS) - These sites use Holland's RIASEC theory as a basis of their approaches for career and job exploration and resources.

- Career Interest Game, via University of Missouri
- Find a good fit, via Kansas State University
- Guide to Holland Code, via University of Missouri
- Holland Code Quiz, via Rouge Community College
- Campbell Interest and Skill Survey (CISS)
- Self Directed Search (SDS) online

Many authors and researchers have used elements of the Myers-Briggs Type Indicator (MBTI) to introduce the concept of psychological type or personality type as it applies to cognitive, learning, leadership or management styles. This section provides examples of resources more closely related to career issues.

- The MBTI Basics, via The Myers-Briggs Foundation
- The 16 MBTI Types, via The Myers-Briggs Foundation
- Humanmetrics Jung Typology Test, via Humanmetrics.com
- The Myers-Briggs Type Indicator: An overview of the the Myers-Briggs test, via About.com
- Personality Pathways.com
- Keirse.com

Related topics:

- Academic advising and career centers.
- Career advising centers and websites.
- Career advising resources.
- Career and major exploration resources.
- Undecided, exploratory and major-changing resources.

Career Conversation Starters

Career Conversation Starters

The Career Conversations Starters provide a guide for working with students, parents and community members to address the ASCA Mindsets and Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student.

The Career Conversations questions are based on ecosystems theory, counseling theory and an extensive review of counseling and career counseling literature. The questions can be used to work with individuals and groups of students, parents and community members.

- Career Conversation Starters (*also available in Spanish*)
- High School Career Conversations (*also available in Spanish*)
- Middle School Career Conversations (*also available in Spanish*)
- Postsecondary Academic Career Conversations
- Business and Industry-Partner Career Conversations
- The Career Conversations were developed by ASCA for the Colorado Department of Education.

CAREER CONVERSATION STARTERS



ASCA MINDSET STANDARDS	Question Starters
Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.)	What activities or places make you feel safe and valued? Why?
Self-confidence in ability to succeed (M 2.)	Tell me about a time you felt proud of something you accomplished at school in the last few months.
Sense of belonging in the school environment (M 3.)	If you had to rate our school on a scale of 1-10 (1=terrible, 10=amazing), what would you rate it?
Understanding that postsecondary education and lifelong learning are necessary for long-term career success (M 4.)	As you consider your career, what types of post-high-school training have you already explored?
Belief in using abilities to their fullest to achieve high-quality results and outcomes (M. 5)	Describe a time you felt successful.
Positive attitude toward work and learning (M 6.)	If you could learn about anything, what topic would you want to learn about and why?

BEHAVIOR: LEARNING STRATEGIES	
ASCA Behavior Standards	Question Starters
Demonstrate critical-thinking skills to make informed decisions (B-LS 1.)	Can you describe a time when you worked through a challenging situation? How did you feel?
Demonstrate creativity (B-LS 2.)	What world/community challenges do you want to solve?
Use time-management, organizational and study skills (B-LS 3.)	How would you rate your time-management, organizational and study skills on a scale of 1-10? Describe your rating.
Apply self-motivation and self-direction to learning (B-LS 4.)	After taking the career assessments, what do you notice is important to you in a career?
Apply media and technology skills (B-LS 5.)	What types of technology and software do you use regularly? How do you use it?
Set high standards of quality (B-LS 6.)	How do you know if you are doing your best possible work?
Identify long- and short-term academic, career and social/emotional goals (B-LS 7.)	What are you currently doing that is helping you prepare for your life after high school? Socially? Academically? Career related?
Actively engage in challenging coursework (B-LS 8.)	What do you do when a class assignment becomes difficult?

How To Redirect Students When Taking Seemingly Unrealistic Career Paths?

Two Scenarios

As guidance counselors, we steadfastly encourage students to pursue their goals and dreams. However, there are times that instead of enthusiastically cheering a student on, we may sit speechless with a glazed look on our faces which can be read “Really?” The student who wants to be a doctor may struggle with math and science courses; while the student who wants to attend Harvard has low SAT scores and poor grades. Variations of these two scenarios may sound very familiar to most counselors. In these examples, I was the counselor who sat in silence.

The Dilemmas Confronting a Counselor

How do we encourage a student’s interest without bursting his/her bubble? How can we support student’s choices, but also help them explore the reasons behind their choices? When and how do we introduce some elements of reality, such as, medical school requires high levels of mathematical and analytical ability; Harvard requires high SAT scores and grades? With the rising cost of college tuition, most students (*and their parents*) cannot afford to waste thousands of dollars on a decision that has not been carefully thought out.

When high school students are asked that proverbial question, “What would you like to do when you grow up?” they are stating exactly what they would like to do, often without regard to ability, skill level or cost. Students are generally thinking that this career would be fun, allow them to be rich or famous or live a comfortable life style. When counselors hear their responses, they tend to think about the education and skills required, the high level of competition involved or the cost of acquiring that education. It becomes obvious that the adult brain and the teenage brain have some noticeable differences.

Revisiting the Teenage Brain

“The teenage brain is not just an adult brain with fewer miles on it,” says Frances E. Jensen, a professor of neurology. Teenagers “are people with very sharp brains, but they’re not quite sure what to do with them” (Ruder, 2008)

According to recent findings, the human brain does not reach full maturity until the mid-20’s. As a number of researchers have put it, “The rental car companies have it right.” The brain isn’t fully mature at 16, when we are allowed to drive or at 18, when we are allowed to vote or at 21, when we are allowed to drink, but closer to 25. When we are allowed to rent a car (*Simpston, n.d.*). Even though the teenage brain is not yet fully developed, there are ways to help them navigate through the career process.

Strategies to Help Student Focus on Possible Career Goals:

1. Emphasize the student’s positive qualities and always display positive regard to the student.

A reply emphasizing a student’s positive assets might go something like this: “Sue, you are so good with people. I can see why you would choose a career that helps others. The medical field is one, but there are other fields as well.” As Sue’s advisor, I try to suspend judgment and curb my immediate impulse, which is to state all the reasons why this career might not be a good fit. Students are then usually more open to discussing options rather than defending their choice.

2. Ask open-ended questions to gain more information about a student’s choice.

Questions like “Tell me more?” or “How would you feel if you were a _____?” allow students to expand on the reasons for their choice and give counselors valuable insight into the motivating force behind their choice/s. Answers such as, “This would allow me to help people and make a lot of money at the same time” or “I would feel important and needed” can offer valuable information for the counselor.

3. Provide students with career resource information.

Career Interest inventories, career videos, career profiles www.careeronestop.org <https://www.mynextmove.org/explore/ip> <https://www.truity.com/test/holland-code-career-test> www.careeroutlook.us/assessment/short.shtml www.careercruising.com

www.naviance.com

Career and Life Values

<https://www.whatsnext.com/life-values-self-assessment-test/> <https://stewartcoopercoon.com/jobsearch/freejobsearchtests.phtml#cvr>

Motivated Skills Test <https://stewartcoopercoon.com/jobsearch/freejobsearchtests.phtml#cvr>

4. There's nothing like the real thing.

Provide, if possible, an opportunity for a student to participate in an Informational Interview. This will allow a student to get an up close and personal with someone working in that field of interest. Discuss with the student and parents any possible contacts he/she may have in the desired field of interest. Of course, this can be very time consuming and involves getting permission from parents/guardian.

5. Help students identify and set some short-term goals.

Help students break their long-term goal (*becoming a doctor*) into sub-goals and help them identify some short-term goals (*taking an AP Math or Science course*).

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MY GOAL AS AN ADVISOR

Write down your goal as an advisor. (i.e. *have an individual conversation weekly with each student; do Monday grade checks; create a self-regulation model for student success in meeting goals; create a career-focused classroom to increase career and college conversations; I will call each of my past advisees to check how their first year out of high school is going, etc.*).



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Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision

Kansas leads the world in the success of each student.

Motto

Kansans CAN.

Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress

- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success



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