

Counseling for Careers Webinar

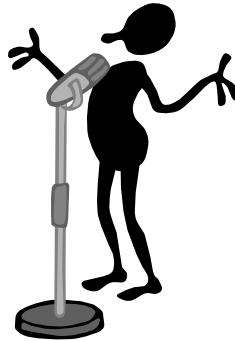
Georgia Department of Education
Career, Technical and Agricultural
Education
And
SREB

March 3, 2015



Welcome and Introductions

- Georgia CTAE Introductions
- SREB Introductions



- Schools participating today:

- Brooks County
- Clayton County
- Douglas County
- Echols County
- Emanuel County
- Greene County
- Oglethorpe County
- Richmond County
- Upson County
- Valdosta City
- Wayne County
- Wilcox County

Agenda

- **School presentations – 2014-2015 Actions**
- **Networking**
- **“20 Questions to Ask for a Successful Teacher Advisory Program”**
- **Next Steps**

Connecting Students to a Goal Beyond High School Graduation Through

1. Assignments and lessons where students discover the connection between the classroom and a successful future.
2. A structured, standards based, academic/personal/career advisement
3. A transition initiative
4. Career academies/career pathways/programs of study
5. Individual education and career plans for every student
6. Education and career awareness and exploration
7. Increased parent and community partnerships



Brooks County Eighth- to Ninth-Grade

HSTW
MMGW/TCTW

Indicator Number	Transition Timeline	Action Plan	Person(s) Responsible	Evaluation Method
1, 3	Ongoing	Transition Panel	Harris Monetti Freeman	Student response
1 & 2	October 2014	Career Pathway Tour BCHS (Grade 8)	Freeman Monetti Harris	Student/Parent response
1& 3	October 2014- December 2014	-IGP Introduction and discussion (Grade 8)	Harris	Student response
1 & 3	January 2015	-8 th Grade Parents to Lunch Topics: EOG Assessment Transitioning to Middle School	Gruno Harris	Student/Parent response
1& 3	February 2015	8 th Grade Advisement	Harris Monetti BCMS Teachers	Student/Parent response
1 & 3	March 2015	Individual IGP review (Grade 8)	Harris	N/A
1& 3	April 2015	8 th Grade Parent Night IGP Completion/Submission	Harris	Parent/Student Response



Brooks County High School to College and Career

HSTW
MMGW/TCTW

Indicator Number	Transition Timeline	Action Plan	Person(s) Responsible	Evaluation Method
3	August-May	Post-Secondary Options Advisement Activities & Counselor Newsletter	Monetti	Student Response
3	September 2014-May 2015	Scheduled Military and College Recruiter Visits (BCHS only)	Monetti	Student Response
3	November and February	ASVAB Testing and Career Inventory	Monetti	Student Response
3	September 2015-October 2015	Individual Senior Advisement for IGPs	Monetti BCHS Teachers	Student/Parent Response
1 & 3	October 2014	Postsecondary Talks (Grade 12)	Monetti	Student Response
1	October 2014	Senior Parent Night	Monetti	Parent Response
1	February 2015	Post-secondary & Scholarship Talk (Grade 12)	Monetti	Student Response

Clayton County

Douglas County

Echols County

Counseling for Careers Action

1. TAA was implemented and is going extremely well in the high school!
 - We are meeting twice a month for 30 min. sessions.
 - Named WIN (Wildcats in Navigation)
 - Each group has 10-14 students per adult.
 - I am meeting with adults before each session and training them in the activities they are presenting.
 - Kids and parents are excited about it!
 - Next year, we hope to implement in the middle school.

2. Career/College Fair-transitioning to more of a hands-on approach.

- **Looking to change it totally to a station type hands-on fair next year.**
- **This year, we asked vendors to bring “something for students to do” instead of just handing out candy and pencils.**
- **We asked colleges to bring certain areas of study with them and highlight their programs with hands-on activities.**

Greene County

COUNSELING FOR CAREER ESSENTIAL STRATEGIES ACTION PLAN

SCHOOL: Greene County School System

YEAR: 2015

TEAM MEMBERS: Brit Beaver (CMS), Kim Bridwell (GES), Torri Merritt, Charlesetta Hurt (GCHS), Dr. Dee Kilgore (UPE)

GOAL1: Assignments/Lessons where students discover the connection between the classroom and a successful future.

Desired Practices	Current Practices	Obstacles	Action Steps
Develop district wide advisement program.	None district wide	Scheduling for students- scheduling for schools-master schedule, limited staff, and training.	Create plan.
Plan continuity with all schools.	Individual school plans; Elem, Middle, and High.	Scheduling, Staffing.	Work with all schools to establish unified plan.
“Where am I going and how do I get there?”	CCRPI lessons, GA College 411 lessons and surveys, 4H, HOPE Character Ed., Bridge Transition Program.	Scheduling, Staffing.	Continue current practices.

COUNSELING FOR CAREER ESSENTIAL STRATEGIES ACTION PLAN

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GOAL III: Transition Initiative

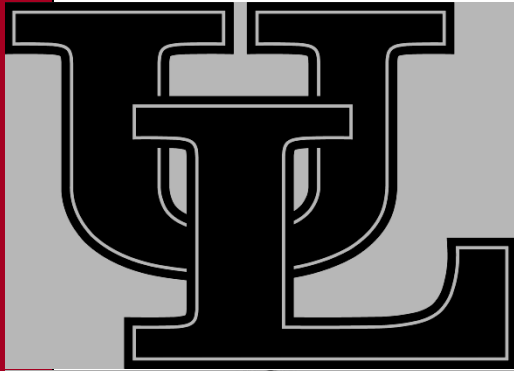
Desired Practices	Current Practices	Obstacles	Action Steps
Transition "Problem/Plan"	Better communication from all schools	Schedule. Meeting time for all parties.	Continue GES transition plan- Students at Headstart, Pre-K, and Tender Care are invited to GES for orientation. CMS brings 5 th graders to CMS for parent orientation and walk through. CMS teachers collaborate with GES teachers.
Summer Bridge Program	Incorporate all grade levels.	School Transportation	
CTAE Day	Presentation at CMS Career Day – CTAE H.S.	Schedule	Create a Schedule
Transition Course 8 th grade Connection Class	NONE	Schedule	Plan
Increase College Visits	From 2 Visits a year to 4 a year	Funding	Search for grants Schedule visits
Increase Career Speakers	Increase # of speakers.	Schedule (Instructional time)	Schedule visits

Oglethorpe County

Richmond County Advisement and Career Counseling Plan 2014-15

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- **Monthly Advisement focused on Career Counseling, Academic Advisement, Self-Awareness and a strong sense of Community**
- **Collaboration of Counselors and CTAE**
- **Development of Advisement Manual with monthly lessons and activities for Elem, MS, and HS**
- **Monthly Deliverables documenting advisement programming**
- **Student and Staff Recognitions**
- **Community Partnerships for Internships and Resources**



Thomaston Upson County School System

Counseling for Careers Continuous Improvement Plan Action Steps

Goal Area I: Classroom & Career Connections

Form a PK-12 advisement committee (administrators, counselors, teachers, stakeholders).

TUCS has formed an Innovative Programs/Drop Out Prevention/Learning Academy Team.

The team met October 16, 2014 and November 13, 2014 to create an action plan and implement strategies to increase student graduation and post secondary opportunities.

Saturday school is available at ULHS to help students that are credit deficient or failing academically.

Odysseyware software has been purchased system-wide to provide remediation, enrichment, and acceleration. Teachers are also using Odysseyware to improve content knowledge.

A more effective literacy program is being implemented and monitored at ULSE and ULNE. Great gains in student growth are already evident.

Credit recovery opportunities are being provided at ULMS.

Accelerated Math classes are being taught at ULMS. Accelerated Science will be offered in 2015-2016.

Goal Area III: Transitions & Exploratory Initiatives

Analyze student data before and after transitions (attendance, discipline, academic achievement).

The district and school leadership teams have increased their monitoring and use of student data.

Specific emphasis on K-12 retention, failure and attendance data is shared at every District Curriculum Advisory Committee.

Goal Area IV: Career Clusters/ Pathways/Academics/ Programs of Study

Career lessons began in September in K-12 classrooms.

A Career Expo was held at ULHS on September 18, 2014.

Career Caravans were held at ULSE September 15-18, 2014.

Career Day will be held at ULNE on May 1, 2015.

Collaboration between 6-8 and 9-12 Counselors has increased in regards to career awareness, clusters, pathways, and programs.

Goal Area VI: Education and Career Exploration

The Thomaston-Upson Education Alliance, Tour of Industry, and Thomaston-Chamber of Commerce are working in full force to partner with all Thomaston-Upson Schools to ensure that students are prepared, eager, and competent to enter the work force or post-secondary school.

The Thomaston-Upson Education Alliance meets monthly to discuss ideas to improve the educational system, economy, and industries in Upson County.

Goal Area VII: Increase Stakeholder Involvement

Community outreach forums have been held by Upson-Lee High School Principal, Tracy Caldwell and Upson-Lee South Principal, Dr. LaSharon McLain.

District and school administrators are working with TU BOE members and other community leaders to plan community outreach forums in all seven Thomaston-Upson School districts.

District and school announcements, flyers, informational packets, and parent survey opportunities are being dispersed at heavily attended school events such as athletic, academic, and fine arts programs.

Valdosta City Schools



Wayne County

Wilcox County Schools

- **Elementary-Career Day and Career Exploration-** Teachers will encourage students to choose a career and dress up accordingly. As homerooms, WCES will invite parents to come talk to students in each class about their chosen careers. Students in grades 1-5 can share information with their class about the career they chose. Pre-K and Kindergarten students will have a parade around in the school in their career outfits.
- **Middle-WCMS** will implement a Job Fair in Fall 16.
- **High-WCHS** will implement a Patriot Period during the split lunches to accommodate advisement. Students will be assigned a mentor that they will see during a 20 minute period everyday of the week.

Networking Opportunity

- What are our proudest accomplishments thus far in developing a Counseling for Careers system?
- To what can we attribute our success?
- What has been a challenge, a barrier?
- What might be “barrier busters” for our identified challenges?



Twenty Questions!



**For A Successful
Teachers-As-Advisers Program**

1. Who will be on the advisement implementation committee (focus team)?

- A lead teacher from each grade level and department, an administrator, a counselor, and your biggest naysayer (soon to be your champion!)
These grade level lead teachers will serve as grade level coordinators.
- Consider adding
 - student(s),
 - parent(s),
 - post-secondary representative,
 - business partner
- This committee should be responsible for coordinating the advisement program. A counselor, preferably, should be designated to coordinate the activities and responsibilities of the committee.



2. What is the purpose or goal of our teacher advisory process?

- Keep students from falling through the cracks
- Build relationships
- Monitor academic progress
- Improve completion rate
- Improve attendance rate
- Encourage students to take a more rigorous program of study
- Assist students with post-secondary planning
- Assist students with personal/social development skills
- Recommendation: Have faculty meeting on this topic



3. How do we introduce this concept to parents, students and the community?

For Parents:

- Newsletter
- Newspaper article
- PTA meeting
- Open House



For students:

- Grade level meetings
- Video presentation during advisement

4. What data will we collect?

- The data collected will depend on the goals of the advisement process.
- Typical data:
 - Completion rate
 - Attendance rate
 - Discipline referrals (% of ISS, OSS)
 - Failure rates
 - Retention rates by grade level
 - Percent of students taking AP courses
 - Percent/number of students participating in extra help
 - Increase in number/percent of students taking higher level courses,
 - Percent of students taking the PLAN and ACT or PSAT and SAT



5. Will all grades begin advisement at the same time or will there be a gradual phase in?

- Can you implement all grades successfully at the same time? Is everything in place?

If so, go for it.

IT IS ACTUALLY EASIER TO IMPLEMENT SCHOOL WIDE THAN ONE GRADE AT A TIME!

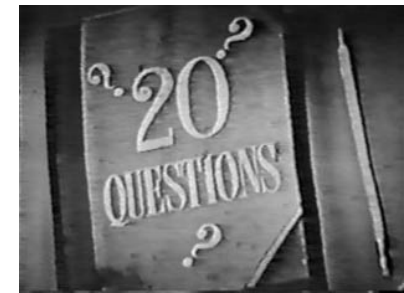
Consideration: If you implement in only one grade level at a time, you must consider how to fit that advisement time into the daily schedule.



6. How will we involve educators?

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- Voluntary participation? Not recommended
- Phase-in? Not recommended
- Mandatory? Advisement minutes are instructional minutes, why not mandatory?
- Hint: If you choose voluntary participation, consider freeing advisers from other required duties.
- Who? Certified Staff?
 - All homeroom teachers?
 - Support staff? (counselors, media specialists)
 - Administrators?
 - Head coaches? Athletic Director?
- Non-certified staff?



7. What will be the expectations of an adviser?

Role of the adviser:

■ Primary Goals:

- Monitor academic progress ?
- Facilitate advisement curriculum ?
- Assists students in registering for courses ?
- Has an annual meeting with parents and students to review their program of study ?
- Fosters quality communication and relationships between the school and the parents/guardians of advisees ?
- Establish a relationship with each advisee which is **characterized by genuine concern and understanding?**



8. What will be the scheduled time for advisement sessions?

- Recommend a minimum of two a month

How long will sessions be?

It depends on how frequently the sessions are held. Once a week – 30 minutes?

Twice a month – 45 minutes?



How will we alter our current schedule to accommodate the adviser/advisee sessions?

- Most common practice is to take the same number of minutes from each class period.

(Consideration: Many schools are moving to a daily schedule of extra time that allows for different activities each day.)

When is the best time of day to have advisement?

- Not at the beginning nor the end of the day

Which day of the week is best for advisement?

- Not Monday or Friday

9. How will students be assigned to advisee groups?

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How many advisees should there be in a group?

■ **Recommendation: 15 – 18 students**

The number of advisers determines the size of the advisee group. (Consideration: Is attrition a problem? If so, how do you handle it?)

■ **How will students be assigned to groups? RANDOMLY**

- **Alphabetically by grade?**
- **Career interest?**
- **Recreational Interest?**
- **9 – 12th grade groups?**

■ **How will you handle retained students?**

■ **Will ESL and special education students be in regular advisement groups or with their sped or ESL teacher?**

10. Will advisers loop - stay with the same students for four year?

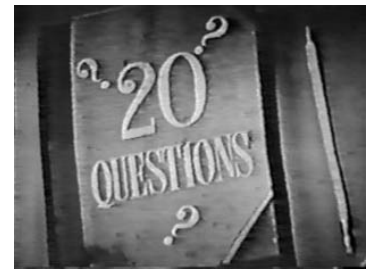
- Some schools that have a 9th grade academy do not place students in a permanent advisement group until the 10th grade.

Otherwise, every effort should be made to keep students with the same adviser for four years.



11. Where will advisee groups meet? Is there enough space for each advisee group to have a separate area?

- Use every nook and cranny.
 - Put two or more of the same grade level in the same large space such as the Media Center or cafeteria.
- (Consideration: If it is necessary to place two or more advisee groups in one area, ensure they are the same grade level.)



12. How will the advisory curriculum and materials be developed and chosen?

Who will develop the curriculum and choose materials?

- This should be the advisement committee's responsibility.

(Consideration: Allow the faculty to suggest topics for advisement by grade level.)

When will they do this?

- Will teachers be paid a stipend to develop the curriculum during the summer?
- How else can time be made for the team members working on curriculum?

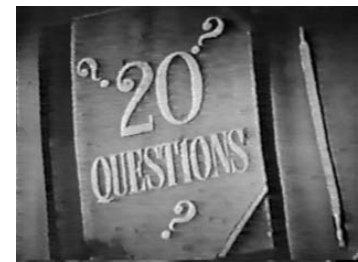


13. How will we identify and provide the professional development that advisers need? PD is a MUST!!

- Survey the faculty on topics they feel they need training on.
- Determine topics/lessons that require specific knowledge and provide training.

Consideration: What knowledge do advisers need in order to be successful? What affective traits should advisers have in order to be successful?

- How should ongoing staff development for advisement be delivered?
- When should ongoing staff development be delivered?
- Who should deliver this staff development?



14. Will We Use Portfolios?

■ What is a Career Portfolio?

A lifelong student-managed collection of accomplishments that show progress toward career goals.

■ Benefits

- Displays their strengths and abilities.
- Highlights their accomplishments.
- Assists them in planning for the future.
- Helps them select their courses more appropriately.
- Can be used for interviews, applying for internships, scholarships, developing a resume, as part of a senior project



15. How will parents be involved?

Parents should be invited to at least one meeting a year to review their child's pathway program of study and course selection for next year.

How Do You Get Parents to Attend Annual Student-Adviser-Parent Meetings?

- Have an appointment
- Make the appointment meaningful
- Make the time convenient
- Student-led Conferences



16. Will we consider using student-led conferences?

- Time must be set aside for students to prepare for their conferences.
- Parental attendance is higher at student-led conferences.



17. How will we evaluate our advisement program?

How will we know if our advisory program is making a difference?

Schools should be able to answer two questions:

- Are students better off because they have participated in a guidance and advisement program?
- Can you prove it?



18. Will advisers be observed?

- An administrator should be available to visit classrooms during advisement.

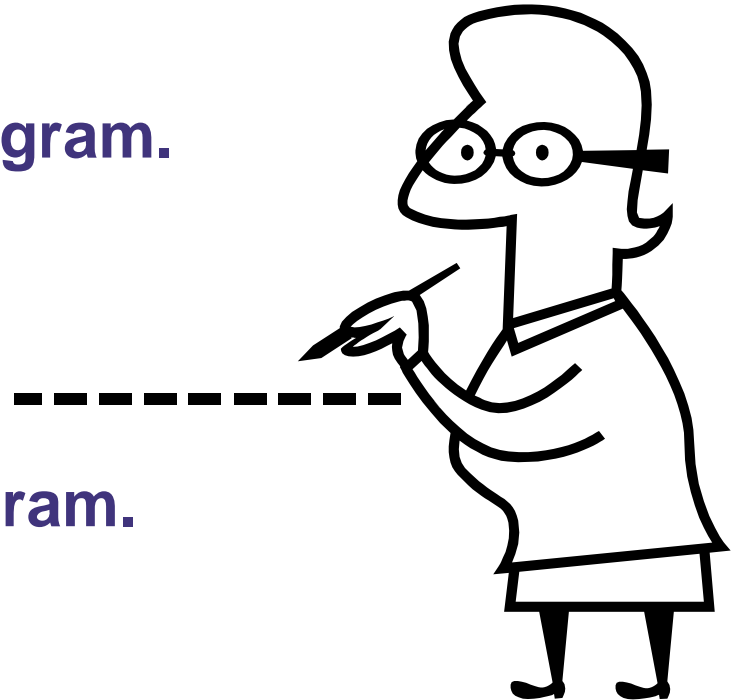


19. Will we develop a name and logo for our advisement program?

The Finishing Touches:

- Name your advisement program.

- Create a logo for your program.



20. ACTUALLY THIS SHOULD BE QUESTION #1!

Is there administrative/leadership support for our advisement program?



Next Steps



Thanks for participating today!

**John Pritchett
Emily Spann
Myrel Seigler
Lynn Anderson
Lois Barnes**