Counseling for Careers Webinar

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

March 4, 2015
Welcome and Introductions

- Georgia CTAE Introductions
- SREB Introductions

Schools participating today:
- Brooks County
- Dublin City
- Greene
- Macon County
- Marion County
- Muscogee County
- Oglethorpe County
- Thomas County
- Others?
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

<table>
<thead>
<tr>
<th>Indicator Number</th>
<th>Transition Timeline</th>
<th>Action Plan</th>
<th>Person(s) Responsible</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3</td>
<td>Ongoing</td>
<td>Transition Panel</td>
<td>Harris, Monetti, Freeman</td>
<td>Student response</td>
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<tr>
<td>1 &amp; 2</td>
<td>October 2014</td>
<td>Career Pathway Tour BCHS (Grade 8)</td>
<td>Freeman, Monetti, Harris</td>
<td>Student/Parent response</td>
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<tr>
<td>1 &amp; 3</td>
<td>October 2014 - December 2014</td>
<td>IGP Introduction and discussion (Grade 8)</td>
<td>Harris</td>
<td>Student response</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>January 2015</td>
<td>8th Grade Parents to Lunch Transitioning to Middle School</td>
<td>Gruno, Harris</td>
<td>Student/Parent response</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>February 2015</td>
<td>8th Grade Advisement</td>
<td>Harris, Monetti, BCMS Teachers</td>
<td>Student/Parent response</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>March 2015</td>
<td>Individual IGP review (Grade 8)</td>
<td>Harris</td>
<td>N/A</td>
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<tr>
<td>1 &amp; 3</td>
<td>April 2015</td>
<td>8th Grade Parent Night IGP Completion/Submission</td>
<td>Harris</td>
<td>Parent/Student Response</td>
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## Brooks County High School to College and Career

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<tr>
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<th>Action Plan</th>
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<tbody>
<tr>
<td>3</td>
<td>August-May</td>
<td>Post-Secondary Options Advisement</td>
<td>Monetti</td>
<td>Student Response</td>
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<td></td>
<td></td>
<td>Activities &amp; Counselor Newsletter</td>
<td></td>
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<tr>
<td>3</td>
<td>September 2014-May 2015</td>
<td>Scheduled Military and College Recruiter</td>
<td>Monetti</td>
<td>Student Response</td>
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<tr>
<td></td>
<td></td>
<td>Visits (BCHS only)</td>
<td></td>
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<tr>
<td>3</td>
<td>November and February</td>
<td>ASVAB Testing and Career Inventory</td>
<td>Monetti</td>
<td>Student Response</td>
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<tr>
<td>3</td>
<td>September 2015-October 2015</td>
<td>Individual Senior Advisement for IGPs</td>
<td>Monetti</td>
<td>Student/Parent Response</td>
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<tr>
<td></td>
<td></td>
<td>BCHS Teachers</td>
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<tr>
<td>1 &amp; 3</td>
<td>October 2014</td>
<td>Postsecondary Talks (Grade 12)</td>
<td>Monetti</td>
<td>Student Response</td>
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<tr>
<td>1</td>
<td>October 2014</td>
<td>Senior Parent Night</td>
<td>Monetti</td>
<td>Parent Response</td>
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<tr>
<td>1</td>
<td>February 2015</td>
<td>Post-secondary &amp; Scholarship Talk (Grade 12)</td>
<td>Monetti</td>
<td>Student Response</td>
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</table>
Dublin City
**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)

**GOAL 1:** Assignments/Lessons where students discover the connection between the classroom and a successful future.

<table>
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<tr>
<th>Desired Practices</th>
<th>Current Practices</th>
<th>Obstacles</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop district wide advisement program.</td>
<td>None district wide</td>
<td>Scheduling for students-scheduling for schools-master schedule, limited staff, and training.</td>
<td>Create plan.</td>
</tr>
<tr>
<td>Plan continuity with all schools.</td>
<td>Individual school plans; Elem, Middle, and High.</td>
<td>Scheduling, Staffing.</td>
<td>Work with all schools to establish unified plan.</td>
</tr>
</tbody>
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## COUNSELING FOR CAREER ESSENTIAL STRATEGIES ACTION PLAN

**SCHOOL:** Greene County School System  
**YEAR:** 2015

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**GOAL III:** Transition Initiative

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<tr>
<td>Transition “Problem/Plan”</td>
<td>Better communication from all schools</td>
<td>Schedule. Meeting time for all parties.</td>
<td>Continue GES transition plan– Students at Headstart, Pre-K, and Tender Care are invited to GES for orientation. CMS brings 5th graders to CMS for parent orientation and walk through. CMS teachers collaborate with GES teachers.</td>
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<tr>
<td>Summer Bridge Program</td>
<td>Incorporate all grade levels.</td>
<td>School Transportation</td>
<td></td>
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<tr>
<td>CTAE Day</td>
<td>Presentation at CMS Career Day – CTAE H.S.</td>
<td>Schedule</td>
<td>Create a Schedule</td>
</tr>
<tr>
<td>Transition Course 8th grade Connection Class</td>
<td>NONE</td>
<td>Schedule</td>
<td>Plan</td>
</tr>
<tr>
<td>Increase College Visits</td>
<td>From 2 Visits a year to 4 a year</td>
<td>Funding</td>
<td>Search for grants Schedule visits</td>
</tr>
<tr>
<td>Increase Career Speakers</td>
<td>Increase # of speakers.</td>
<td>Schedule (Instructional time)</td>
<td>Schedule visits</td>
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</table>
TENTATIVE MACON COUNTY DISTRICT-WIDE COUNSELING PROGRAM FOCUSED INITIATIVES FOR COLLEGE AND CAREER READINESS 2014-2015

GOALS:

1. Increase Career Awareness via a Winter or Spring College & Career Day at all schools (Elementary, Middle, High, & DFD Educational Center) 1 time each year

2. Increase the number of college, career, and military guest speakers at all the schools
   - 9-12 (Elementary & Middle Schools)
   - 3-5 (DFD Educational Center)
   - 20-25 (High School)

3. Increase Career Exploratory instruction
   - Connection classes (Elementary & Middle School)

4. Increase student interaction on GA411 (Middle & High School)
   - 2 (Elementary), 4 (Middle School), and 8 (High School)

5. Improve the our Transition Plans for students (5th to 6th, 8th-9th, 9th-12th and postsecondary options)

6. Hold 2 Collaborative Meetings with all the counselors in the District

7. Increase the number of advisement sessions at all the schools
   - 2 (Elementary), 2 (Middle School), and 1 (High School) each month

Timeline: August 2014 through May 2015 (Periodic Focused Monitoring every 3 months)

A Quality Education For All Students…College & Career Ready For The 21st Century
Marion County schools
COUNSELING FOR CAREERS
A FEW ESSENTIAL STRATEGIES

- Classroom guidance lessons
- Small-group and large-group advisement
- Guest speakers, including Governor Nathan Deal
- Structured “Eagle Time” advisement with a career focus
- Pre-transition meetings (with parents) held for 6th, 8th, and 12th grades
- College and Career Fairs
- Collaboration with local businesses and the Chamber of Commerce
- Counselors serve as Parent Volunteer Liaison (Elem.) and School Council Secretary (Mid/High)
- And much, much more!

Committed to Excellence
Muscogee County
Oglethorpe County
Thomas County Middle and High Schools

Focusing on
Goal 1 - Assignments
Goal 3 – Transitions from elementary to middle and middle to high school
Goal 4 – Career Cluster survey, career choices
Goal 5 – Individual Plan of Study
Goal 6 – Career exploration – researching
Goal 7 – Parent workshops
Thomas County High School

Focusing on
Goal 1 - GA College 411 lessons, Mentorship project
Goal 2 – Capstone Project through TAA
Goal 3 – Transition from TCMS to TCHS activities
Goal 4 – All students complete a career pathway
Goal 5 – Individual Plan of Study
Goal 6 – Career exploration through TAA and GA College 411
Goal 7 – Parent workshops for dual enrollment, orientation, senior nights, students “fulfill obligations for work-based learning”
Chattooga County Schools Career Counseling Action Plan

- **Goal I** - Implementing making curriculum connections with real world situations
- **Goal II** - Implementing/Emerging TAA programs system wide
- **Goal III** - Strengthening 9th grade orientation program and implementing 5th-6th effective transition program
- **Goal IV** - Adding middle school CTAE programs to K-8 schools
- **Goal V** - All 8th grade students create a graduation/career plan
- **Goal VI** - Creating action plan to implement annual Career Fair next school year
- **Goal VII** - Active Advisory Council in place at all schools
Other districts’ activities
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?

- 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 advisor:

- **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?

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