

# CAREER DEVELOPMENT PROGRAM: THE LIFE AFTER SCHOOL READINESS PROJECT

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MOORE MAGNET: TITLE ONE STEM ELEMENTARY SCHOOL

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CNS505: THEORIES AND TECHNIQUES IN CAREER COUNSELING

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# NEED FOR COLLEGE/CAREER READINESS AT THE ELEMENTARY LEVEL

According to L. Knight:

When adolescents physically drop out of school at age 16, these students actually psychologically drop out of school by the third grade



Students at the elementary age will likely not decide on a career at this level but college and career exposure at this level will foster lifelong skills



We must take advantage of this crucial period when career beliefs and aspirations are being developed for our students to help them learn how to make informed decisions and foster a self-concept that leads to a satisfied life

(Knight, 2015) (Pulliam & Bartek, 2018)

# THEORETICAL SUPPORT

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## Donald Super's Life-Span, Life-Space Theory:

- Career is a process that develops over the life span.
- Super's theory places elementary students in the "Growth Stage": a time in life marked by the development of attitude, interests, and needs associated with self-concept.
- Know Thyself: self-awareness, self-esteem, self-concept, and self-knowledge.

## Gottfredson's Theory of Circumscription and Self-Creation:

- By Age 5, occupation aspirations and elimination begin to shape based on gender, social prestige, and perceived job difficulty.

(Pulliam & Bartek, 2018) (Knight, 2015)

# SPECIFIC NEEDS FOR OUR SCHOOL

- According to Pulliam & Bartek's literature review, male elementary students are likely to score much lower in career curiosity.
- African American, Hispanic, and children from a lower socioeconomic status are more likely to aspire to careers with less prestige.
- According to the 2019 Economic Policy Institute Report:
  - Black Unemployment Rate: 6.5%
  - Latino Unemployment Rate: 4.5%
  - White Unemployment Rate: 3.1%

As a diverse school striving for cultural competence, our college and career development proposal will not ignore tomorrow's economic realities, the job market, or the systemic discrimination in today's workforce.

## Our Demographic:

42% White

30% Black

16% Hispanic

12% Other Ethnicity

61% classify as low-income students

(Pulliam & Bartek, 2018) (Knight 2015) (Benson & Owens 2022)

**OUR PROPOSAL:** The entire 5<sup>th</sup> grade class will meet once a month starting in September for lessons that include exploring careers, learning workplace skills and behaviors, exploring their personalities and strengths, learning styles, and enhancing emotional abilities that concludes with a career fair they will host in May.

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According to Super & Gottfredson, to foster a positive self-concept at the elementary age, a strong support system is critical.

- School staff, family members, and community members will be invited to participate in our program throughout the monthly meetings and at the end-of-the-year career fair.

Employers in 2023 expect social skills, communication, higher-order thinking skills, and positive self-concept- therefore, these will be lesson topics throughout the year.

- Our lessons will encourage teamwork as well as require project presentations on what they have learned regarding themselves and their chosen career at the end-of-the-year career fair.

(Mariani, et. al, 2016) (Wasik & Barrow, 2017) (Knight, 2015)

# DETAILS OF OUR PROPOSAL

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- Monthly Lessons starting in September
  - Lesson 1 (September): Introduction to what we will be working on for the school year as well as the end finale of hosting a career fair for other students and families of the school
  - Lesson 2 (October): Providing the assessments to the students to discover their skills and strengths
  - Lesson 3 (November): Reviewing the results of the students' assessments and working on identifying possible career interests from strengths, skills, and interests
  - Lesson 4 (December): Career Clusters and Career Finding
  - January – May: Monthly meetings continuing to work with students creating their informational project to present at their table at the career fair in May that they will be hosting.
    - These monthly meetings will help cluster students in groups based on the career they have identified as their interest, where they will research the post-high school path for that career, salary, skills needed, requirements of that career, etc.

# RESOURCES FOR SKILL ASSESSMENT AND STUDENT STRENGTHS

- Career Website for kids
  - <https://www.vaview.net/k5/>
- Learning Style Inventory for Kids
  - <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- Holland Codes for Kids
  - <https://fyi.extension.wisc.edu/teencourthub/files/2014/05/Holland-Code-Assessment.pdf>

# PRE-SURVEY QUESTIONNAIRE (TO BE GIVEN IN HOMEROOM BEFORE THE FIRST LESSON)

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Do you know what you want to be when you grow up? If yes, what?

Yes

No



Name three types of higher education after high school

1.

2.

3.



What interests & hobbies do you have?

1.

2.

3.



Do you feel you have knowledge/understanding about choosing a career after high school?

Yes

No



# LESSON 1: INTRODUCTION TO CAREER & HIGHER EDUCATION OPTIONS

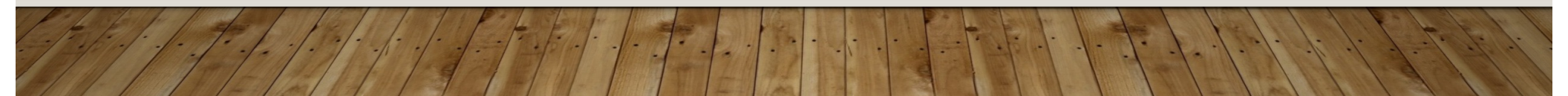
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- An overview of the “Life After School Readiness Project” or LASR Project (\*pronounced LASER).
  - What is the difference between a career and a job?
  - What are the different options for continuing/higher education? (Associate’s degree vs. Bachelor’s degree, certificate programs, skill learning boot camps [e.g., coding boot camps], trade schools, apprenticeships, work colleges, volunteer service travel [e.g., Global Citizen Year], and teaching English abroad [TESOL certifications], and the military)(Moody, 2020; (Global Citizen Year, 2023)).

# LESSON 1: INTRODUCTION TO CAREER & HIGHER EDUCATION OPTIONS (CONT'D)

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- Introduce the LASR Project Career Fair and review the requirements
  - Each 5<sup>th</sup> grade student will be in charge of identifying a career of interest to research and present for the May Fair
    - Students will create a poster board presentation and booth set-up of their chosen profession (information such as, but not limited to, type of education required, salary, typical duties, economic availability, and anticipated schedules).
    - Students and (if possible) their community counterparts will be available for questions while the students and parents visit each booth.
  - They may choose one “helper” from another grade to join their team for the presentation and research (this will elicit additional grade level “buy-in” for the project and build excitement around the school, as well as foster teamwork and camaraderie between grade levels).



# LESSON 1: INTRODUCTION TO CAREER & HIGHER EDUCATION OPTIONS (CONT'D)

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- Introduce the LASR Project Career Fair and review the requirements (cont'd)
  - Students will work with a chosen adult assistant in the school (a list will be provided of staff willing to participate) to contact a person in the community in their chosen career field, asking them to appear for the LASR Project Fair and required career interview assignment.
  - The Career Interview Assignment will consist of an interview conducted by the student, typed up or hand-written, and turned in at the end of April.
    - This will be a student-led interview with questions developed by the student (or student team) that their chosen adult assistant preapproves.
    - The paper can be written as a summary of the interview or transcribed.

## LESSON 2: STUDENT ASSESSMENTS

- Review the differences between tests and assessments
- Introduce the two assessments that will be given and administer the evaluations:
  - 1) Learning Style Inventory for Kids <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
  - 2) Holland Codes for Kids <https://fyi.extension.wisc.edu/teencourthub/files/2014/05/Holland-Code-Assessment.pdf>
- Once individuals have completed both assessments, they will be given time to start looking through the Kid's Search career finding database for ideas on their chosen career field for their interview and presentation <https://www.vaview.net/k5/>
- Once all students have completed both assessments, the group will watch "How to write effective interview questions" <https://www.youtube.com/watch?v=JVEBZMrbte4> and begin planning their community interview.

## LESSON 3: REVIEWING RESULTS

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Students will be provided the results of their strengths and skills assessments completed in previous lesson



Students will identify potential career interests based on their strengths and what they find intriguing from the inventories



Students will also identify careers they may not have any interest in and why they feel that way

## LESSON 4: CAREER CLUSTERS & CAREER IDENTIFICATION

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- Utilizing resources from Teachers Pay Teachers, we would go over career clusters and what careers would be found in different clusters with the students
  - PowerPoint presentation (as identified in the next slide)
- We would then utilize their new understanding and practice what they have learned by playing a Career Game Show game found from Teachers Pay Teachers
  - Interactive and engaging to continue building understanding and excitement regarding career possibilities and helping them identify what career they will demonstrate at the career fair
- A final worksheet will be handed out at the end where students identify the cluster and specific career they are going to be learning about and showing at the career fair.

# LESSON 4 (CONT'D): CAREER CLUSTERS AND CAREER IDENTIFICATION

- This is a preview of the PowerPoint presentation that will review different career clusters with the students and careers found within those clusters.

The image displays a grid of nine PowerPoint slides, each representing a different career cluster. Each slide contains a list of possible jobs and the level of education needed for each. The clusters shown are:

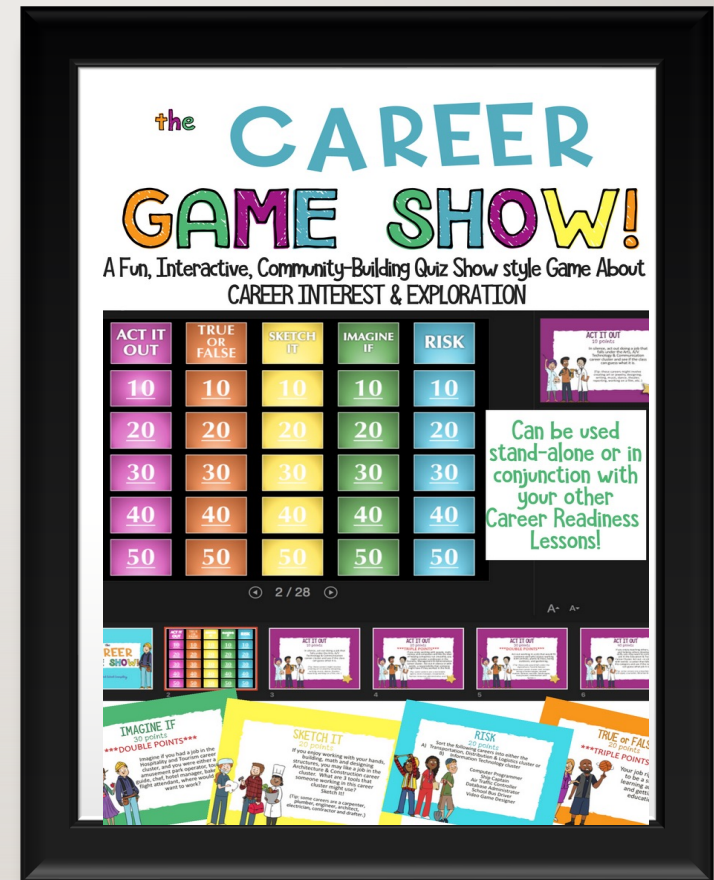
- Agriculture & Natural Resource Systems** (Slide 10): Jobs include Agriculture Equipment Operator, Bookkeeping, Accounting, Audit Clerk, Farmer, Horticulturist, Truck Driver, Veterinarian, and Food Processor.
- Arts, Information, and Communication** (Slide 11): Jobs include Advertising, Art Curator, Audio Engineer, Restaurant Manager, Media Artist, Website Designer, and Public Relations Director.
- Business Management** (Slide 12): Jobs include Accountant, Banker, Market Research, Marketing Manager, Event Planner, Business Owner, and Sales Person.
- Health Sciences** (Slide 13): Jobs include Dental Hygienist, Medical Writer, Occupational or Physical Therapist, Pharmacist, and Doctor or Dentist.
- Public Service** (Slide 14): Jobs include Nurse, Police Officer, Firefighter, and Corrections Officer.

Resource found from Teachers Pay Teachers: Gatewood School Counseling

## LESSON 4 (CONT'D): CAREER CLUSTERS & CAREER IDENTIFICATION

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- This career game plays out like Jeopardy, and the students identify different careers, interests, skills, etc. while earning points for answering, drawing, or acting questions out correctly. This will help provide teamwork and an interactive way to learn and understand different careers.



Resource from Teachers Pay Teachers: WholeHearted School Counseling



## LESSON 4 (CONT'D): CAREER CLUSTERS & CAREER EXPLORATION

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- This is the worksheet the students will fill out at the end of Lesson 4 to finalize the career they want to learn more about and present at the career fair.

**Career Pathways!**  
For each pathway, fill in one job that interests you most and what level of education it requires.

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Agriculture & Natural Sciences	Arts, Information, & Communication	Business Management
Health Sciences	Public Service	Industrial and Engineering Systems

The job I am most interested in is: \_\_\_\_\_  
The career pathway of this job is: \_\_\_\_\_  
The education I need for this job is: \_\_\_\_\_  
Imagine you have this job. What would you like most? Least? \_\_\_\_\_  
\_\_\_\_\_

What job do I want?

???

Gatewood School Counseling 2020

Resource from Teachers Pay Teachers: Gatewood School Counseling

A young boy and girl are looking at a book together in a library or classroom setting. The boy is on the left, and the girl is on the right. They are both looking down at the book. The background is slightly blurred, showing bookshelves and colorful papers.

## JANUARY – APRIL LESSONS

After the initial four lessons, we will meet with the students monthly to support their progress. There will be specific lesson times blocked off to continue to work on their presentation and research for their chosen career for the career fair. This time will also be used to work with community members holding different jobs students are researching. The community members will be invited to come in and discuss their real-world experiences in their particular career field with the class.

# THE LASR PROJECT CAREER FAIR: LOGISTICS

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- The event will take place in the gym with 70 booths/stations for each of the 5<sup>th</sup> grade students to decorate for their chosen career.
- The setup will include five rows of 14 booths that attendees will be able to travel through to learn about the careers.
- The booth/station setup will occur the afternoon prior to the event during the final class of the day.
- Community career volunteers and student presenters should report to the gym no later than 8 am with the rest of the student body, parents, and other invited family and community members starting the walk-through at 8:20 am.

# THE LASR PROJECT CAREER FAIR: LOGISTICS (CONT'D)

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- The program walk-through will end at 11:20 am
- The students will be given 30 minutes to break down and clean up their stations, with their supplies left in the gym for parents to either take home with them at the end of the program/fair or be collected at dismissal.
- All students will attend their regularly scheduled lunches, and the walkthrough schedule of lower grades will reflect their lunch schedules.
- All afternoon classes will run as regularly scheduled.

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## THE LASR PROJECT CAREER FAIR: STAFFING

All 5<sup>th</sup> grade teachers will be in the gym during the entirety of the program with their 5<sup>th</sup> grade students.

All lower-grade teachers will be walking through the aisles with their students and guiding them back to class in preparation for lunch and afternoon classes.

Administrators will have a schedule divided amongst them on who will be in the gym and who will be available in the main school as needed.

Additional receptionist assistance will be assigned for the community check-in and check-out process.

There will be two additional officers on campus during the hours of the event.

# THE LASR PROJECT CAREER FAIR: SAFETY

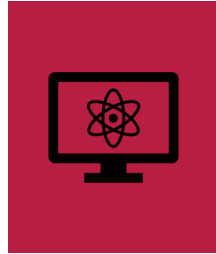
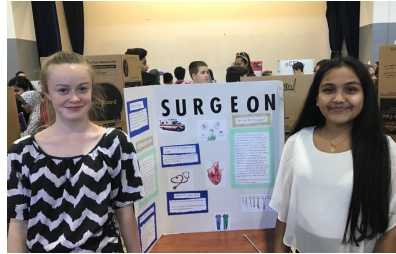
- Community attendees will need to check in at the front desk with photo identification and wear temporary sticker badges at all times while on campus. Before leaving, they will need to check out at the front desk, where they will return their stickers to the receptionist. These will be kept in a binder for future reference if needed.
- There will be two additional officers on campus during the hours of the event: Officer1 will be posted at the front doors, Officer2 will be posted at the entrance to the outside exit of the gym so adults cannot leave without checking out at the front desk, and Officer3 (our regular SRO) will be walking the school campus as regularly scheduled.

# THE LASR PROJECT CAREER FAIR: SUPPLIES

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- The district will provide 70 tables for use as booths/stations for each presentation.
- Poster boards, markers, crayons, glue sticks, etc., will be provided through community donations from Wal-Mart and Target for student use in the creation of their presentation.
- Additional supplies needed will be assessed as the students work through their assignments and will be provided by parents or further community donations.





## THE LASR PROJECT: CONCLUDING BENEFITS

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1. Building confidence communicating with community members & other adults.
2. Building confidence in presenting to large groups of students and community members.
3. Building camaraderie among grade levels.
4. Building organizational, research, and time management skills.
5. Building career awareness at an early age.



# POST-SURVEY QUESTIONNAIRE (TO BE GIVEN IN HOMEROOM AFTER THE CAREER FAIR)



Do you know what you want to be when you grow up? If yes, what?

Yes

No



Has that changed from the beginning of the year and why?



Name three types of higher education after high school

1.

2.

3.



Did your chosen career for the project line up with any of your hobbies and interests? If yes, which one?

Yes

No



Do you feel you have knowledge/understanding about choosing a career after high school?

Yes

No

# THE LASR PROJECT DATA

Answers from the pre and post-surveys will be analyzed, combined, and distributed to all stakeholders via email, included in the last weekly newsletter of the school year, and to the businesses who donated supplies to support our students' growth.

# RESOURCES

- Benson, K. E., & Owens, L. Z. (2022). Unpacking the shortcomings of “college and career readiness” as an educative approach in urban schools as preparation for tomorrow’s economy. *Education Sciences*, 12(5), 357.
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- Gysbers, N. C. (2013). Career-ready students: A goal of comprehensive school counseling programs. *The Career Development Quarterly*, 61(3), 283-288.
- Knight, J. L. (2015). Preparing elementary school counselors to promote career development: Recommendations for school counselor education programs. *Journal of Career Development*, 42(2), 75-85.

# RESOURCES

- Mariani, M., Berger, C., Koerner, K., & Sandlin, C. (2016). Operation Occupation: A College and Career Readiness Intervention for Elementary Students. *Professional School Counseling, 20*(1).
- Moody, J. (2020, October 28). *Alternatives to a 4-Year College: What to Know*. US News & World Report. <https://www.usnews.com/education/best-colleges/articles/alternatives-to-a-4-year-college-what-to-know>
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- Wasik, S. Z., & Barrow, J. (2017). Odyssey of the Mind: Using a Creative Problem-Solving Competition to Promote Career Readiness in Elementary School. *Journal of Education, 197*(3), 46–50.
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