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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, COUNSELING, AND SPECIAL EDUCATION

“YOU’RE HIRED!”
A COLLEGE AND CAREER READINESS COURSE
FOR AT-RISK MIDDLE SCHOOL STUDENTS

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ABSTRACT

This honors thesis served multiple purposes: to present information on current best practices for school counselors regarding College and Career Readiness (CCR), design and implement a curriculum for middle grades students at-risk for educational progress, implement the curriculum in a middle school, evaluate the effectiveness of the curriculum, as well as determine the curriculum’s alignment with national standards. A middle school agreed to participate by allowing me to complete my internship in the counseling office, which included permitting me to implement my College and Career Readiness curriculum as an elective course over the course of one semester. The curriculum that was designed and implemented was guided by research and national standards for school counselors. A total of 11 middle school students volunteered to participate in my study by enrolling in the course. Narrative responses from students were collected prior to initiating the curriculum, and again near completion. Data from time two indicates College and Career Readiness growth for students, and most could verbalize possible barriers to their own college and career goals. Most students demonstrated improved awareness of college admissions procedures as well as realistic career choices. No student indicated that the curriculum was “useless,” and the mean usefulness score was 4.54 out of 5. Additionally, the course curriculum is aligned with 100% of the competencies listed within the American School Counselor Association’s National Standards for Students.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................................................................................ iv

Chapter 1  Introduction ........................................................................................................... 1

  Statement of Problem ............................................................................................................. 2
  Research Questions ............................................................................................................... 4

Chapter 2 Review of the Literature ........................................................................................ 5

  At-Risk Youth and Career Guidance ..................................................................................... 6
  Disabilities and Career Aspirations ....................................................................................... 7
  Familial Influences on Career Aspirations ........................................................................... 8
  Self-Efficacy .......................................................................................................................... 9
  College and Career Readiness (CCR) .................................................................................. 11
  Interventions for Middle School .......................................................................................... 14

Chapter 3 Methods and Procedures ....................................................................................... 22

  Curriculum Design ............................................................................................................... 22
  Instruments ............................................................................................................................ 24
  School and Students ............................................................................................................. 26
  Sample .................................................................................................................................. 28
  Research Design .................................................................................................................. 29
  Flexibility and Evaluation ..................................................................................................... 29
  American School Counselor Association National Standards for Students ......................... 32

Chapter 4 Results .................................................................................................................... 34

  Research Question 1 ............................................................................................................. 34
  Research Question 2 ............................................................................................................. 38
  Research Question 3 ............................................................................................................. 41

Chapter 5 Summary and Discussion ....................................................................................... 45

  Review of Methods and Procedures ..................................................................................... 46
  Restatement of Research Questions ...................................................................................... 48
  Summary of Findings ............................................................................................................ 48
  Discussion of Findings ........................................................................................................... 51
  Limitations and Strengths ..................................................................................................... 54
  Implications and Recommendations for Future Research .................................................... 56

Appendix A  Classes 1-3: “It’s All About Me” ..................................................................... 60

Appendix B  Class 4-6: “Voyage into Vocations” .................................................................... 73
Appendix C  Class 7-9: “CSI: College Scene Investigation” ........................................... 88
Appendix D  Class 10-12: “Preparation Station” ............................................................ 99
Appendix E  Class 13-15: “Setting the Stage” ............................................................. 120
BIBLIOGRAPHY ............................................................................................................. 136
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Chapter 1

Introduction

Through my honors thesis, by creating a comprehensive, age-appropriate, and interactive College and Career Readiness curriculum, I have increased interest and preparation in higher education, vocational training, and the world of work for at-risk middle school students. I will investigate current career counseling methods and theories that have been successful and incorporate and apply new knowledge for at-risk students, or those who face internal and/or external barriers that may limit them from educational progress and becoming responsible and productive adults. My inquiries arise out of an experience I had in the summer of 2014. Following my sophomore year of undergraduate study, I spent five weeks as a counseling intern in a middle school with students grades 6 through 8. During this time, I had the opportunity to co-instruct a Career Workshop. The counselor and I introduced the students to Holland’s Vocational Personality Theory and RIASEC typology- one of the most widely accepted approaches to career exploration, and helped them to find their individual codes. The students and I then explored career clusters according to their interests using Career World Magazine and PACareerZone.Org. It was evident that some students had already begun exploring their post-high school options, searching careers such as “neurosurgeon” and “secondary English teacher.” However, it was also apparent that some students had never thought about this topic in depth before, having no specific interests or plans that were not entirely realistic. For example, I asked students to name their top three career choices and some individuals only wrote down “professional athlete,” with no evidence of interest in furthering their education past high school.
It was my hope that I could get these students thinking about a *Plan B* to put into action if their wildest dreams did not come true.

My experience with career-based interventions has made me passionate about helping students realize their full academic potential, especially in the face of adversity. During that same summer, I began to review the literature on the importance of introducing this age group to College and Career Readiness. It was my hope that through research and the knowledge I have gained during my time at Penn State, I could design my own course for future implementation. This course would strive to use the best assessments, components of a curriculum that would most enhance middle-grade student self-efficacy and readiness traits, as well as overall academic achievement.

Within the Rehabilitation and Human Services (RHS) program, I have taken courses within the *school setting* special interest area with hopes to attend graduate school for a master’s degree in School Counseling. Through the creation of my curriculum I will expand on knowledge from a variety of RHS, counseling, child development, and education courses.

**Statement of Problem**

A report prepared by the After School Alliance (ASA) (2011), shows that education level is directly proportional to higher salaries and improved quality of life. The unemployment rate for individuals with at least a bachelors degree is consistently about half of the unemployment rate for high school graduates. In 2009, when approximately 10% of those with a high school diploma were unemployed, less than 5% of those with at least a bachelor’s degree were without work (ASA, 2011). In 2007, median annual earnings of young adults with a bachelor’s degree
were $45,000; associate’s degrees were $35,000; a high school diploma were $29,000; and no diploma were $23,000 (ASA, 2011). Four-year graduates earn approximately one million dollars more, over their lifetime, compared to those with only a high school diploma (ASA, 2011). Currently, 75% of the highest growth industries will require some form of a post-secondary degree. Those with a higher diploma are more likely to be satisfied with their jobs and are more likely to report better health, regardless of income (ASA, 2011). In conclusion, college education is becoming essential in today’s economy.

With that, College and Career Readiness (CCR) are part of the “new vision” urged by President Barack Obama and the Unites States Department of Education to gain momentum in providing students with successful post-secondary opportunities. This generation of students are graduating high school and entering one of the most competitive employment environments in recent history. The White House is urging schools to promote “world-class academic standards and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for college and career” (Anctil et al., 2012, p.109). The call for CCR is clear, but exactly how it should be executed within the middle grades, especially to ensure that developmental college and career needs are met, remains uncertain. According to ACT (2008), eighth grade achievement is the best predictor of college and career readiness. This demonstrates the importance of middle school students exploring potential interests as well as gaining assistance in making decisions that will impact their high school and post-high school educational and career options. The early age at which students should be urged to match their school curriculum to their post-secondary goals continues to increase the stakes of the educational-career planning process (Anctil et al., 2012).
Research Questions

The following research questions were addressed in this study:

What does the current literature tell us about effective College and Career Readiness programs? Can a fifteen-week comprehensive, age-appropriate College and Career Readiness curriculum be designed and implemented for middle school students, in order to improve college awareness and career exploration? Can the comprehensive curriculum also align with the American School Counselor Association (ASCA) National Standards for Students?

In order to find what the current literature says about College and Career Readiness programs that are in effect, the study will provide a literature review synthesis of available research on the topic. To assess if the author-designed, fifteen-week College and Career Readiness curriculum can be successfully implemented in a middle school classroom in order to improve college awareness and career exploration, participants will be provided an Initial Open Ended Portion (DiBileo, 2015) and Final Open Ended Portion (DiBileo, 2015) on their evaluation forms to determine growth based on narrative data. Finally, the study will compare the curriculum objectives to the American School Counselor Association’s National Standards for Students in order to determine if it is aligned. If standards are met it will be noted next to each objective throughout the curriculum lesson plans.
Chapter 2
Review of the Literature

Those who study prevention approaches in the counseling field have various means of describing the phenomena in which a young person is considered at-risk. McWhirter, author of *At Risk Youth*, considers any young person to be at-risk for educational or social progress when his or her potential for becoming a responsible and productive adult is limited by internal or external barriers at home, at school, or in the community. There has been a lack of consensus among professionals regarding the exact meaning of “at-risk.” Educators most often define the term by students who may drop out, who are not learning skills, or whose current level of learning makes the future of schooling uncertain. McWhirter (2012), cites that at-risk denotes a “set of presumed cause and effect dynamics that place an individual in danger of future negative outcomes because of a situation that is current, or can be anticipated, in the absence of intervention.” Rather than an absolute characteristic, McWhirter (2012), views at-risk as a continuum.

This scale of risk begins at minimal, as no risk does not exist because stressors can happen to anyone at anytime regardless of protective factors; there is no such thing as invulnerability. *Minimal Risk* is a classification of students who are subjected to few psychological stressors, who attend well-funded schools, with loving, caring relationships, and higher socioeconomic status (SES). *Remote Risk* is second on the continuum, to identify when markers of future problems exist. This includes demographic characteristics such as low SES, belonging to a minority group, and poor access to good education. These risk factors are
associated with drop out rates, teen pregnancy, and violence. High Risk includes students whose own personal characteristics including aggression, conduct problems, impulsivity, anxiety, affective problems, hopelessness, and deficits in social skills and coping behaviors, become a gateway to school and social failure. Finally, students classified as Imminent Risk exhibit gateway behaviors, and engage in self destructive and distressing activities. Imminent Risk can also be the classification for students who belong to vulnerable and underserved populations, and who do not receive culturally sensitive, relevant or appropriate interventions (McWhirter, 2012).

At-Risk Youth and Career Guidance

Practitioners in the field of career counseling take into account the many factors that influence students when it comes to college and career decisions, which may include: parent education level, family socioeconomic status and financial resources, parent expectations and support, child’s values, abilities, and interests, academic achievement, peer influence, temperament and personality, career human agency, and perceived opportunities and behavior. Due to the various personal and social factors, students who are at-risk for educational progress may demonstrate low levels of confidence in their ability to pursue career related activities and may select a career that is incongruent with abilities and interests. Specifically, my review of the literature will focus on at-risk youth in the context of those with disabilities and negative parental and famial influences.
Disabilities and Career Aspirations

Workforce Education scholar, Rojewski, demonstrates learning disabilities may effect the occupational aspirations and early career-choice patterns of adolescents. He cites, students with learning disabilities are less career-mature and less knowledgeable about the world of work than their non-disabled counterparts, and are more likely to rely on others in the career decision-making process. Students with disabilities often have limited social skills development, which leads to poor self-esteem and self-concept. Self-concept influences occupational aspirations at an early age. However, youth with learning disabilities have a more difficult time assessing personal strengths and weaknesses and selecting appropriate goals based on such assessment. The self-concept of adolescents with disabilities may be especially sensitive to effects of discrimination, social attitudes, cultural expectations and social expectations, and therefore impose lower status and a devalued role, resulting in limited career options (Rojewski, 1996).

Rojewski (1996), goes on to state that the relationship between disability and occupational attainment is a complex one that may be influenced by a number of cofounding factors including SES, parent involvement in post-secondary and career planning, and severity and persistence of the disability. Research has found that adolescents with learning disabilities were more likely than nondisabled adolescents to aspire to low-prestige occupations, while less likely to aspire to high-prestige occupations. Many eighth grade students with disabilities, especially females, were indecisive with identifying appropriate occupational goals. It is not solely an individual’s disability that causes lower aspirations; rather it is the “cultural or social isolation and differential treatment” (p.112) that accompanies belonging to a group outside of the norm. This inequality leads to a variety of restricted experiences, opportunities, and therefore aspirations. Without the support and assistance from educators and counselors, adolescents with
learning disabilities may run the risk of accepting limited academic and vocational alternatives (Rojewski, 1996). This research will be taken into consideration within the design of the course so that no adaptations are needed for instruction of students with disabilities. Other disabilities will be accounted for, including physical disabilities and chronic health conditions, and emotional disorders. The course aims to meet the diverse developmental needs of students with disabilities and students without disabilities alike.

**Familial Influences on Career Aspirations**

Counseling and Vocational Education have research traditions that explore the relationship between at-risk youth and their families. Parental influence is a major component in determining if a child is at-risk and an essential force in career development. This is because parents are largely responsible for the way children view the world and themselves in it. Specific aspects of the family that contribute to children’s educational and career aspiration include the level of parental education, family income, and SES. The National Center for Vocational Education cited that the variable that had the most effect on the educational plan and occupation aspirations of students was parental education (Mortimer, Dennehy, & Lee, 1992). Parents pass along the importance of post-secondary education to their children, therefore, being born to parents with limited education and income reduces the likelihood of going to college and achieving a professional goal (DeRidder, 1990). Essentially, parents’ values predetermine the child’s likely vocational choice.

Notable counseling scholar, Zunker, analyzed Gottfredson’s sociological theory (2002) which has shown that people choose occupations that they feel are appropriate to their social
space. This self-concept within the dominant society is often based on one’s socioeconomic background and intellectual level. Therefore, family income will affect aspirations based upon the stereotypes, social attitudes, discrimination, and cultural expectations in regard to social class. Socioeconomic status is shown to contribute to every attribute of family functioning. Higher SES enhances experiences by permitting more access to intellectual, cultural, and recreational activities. Students with low SES do not receive the same degree of education, and therefore have less awareness of growth opportunities. As shown by Rojewski and Yang (1997), SES has more significant effects than race and ethnicity and the occupational aspirations of eighth graders.

**Self-Efficacy**

Bandura, psychologist, (1994) defined self-efficacy as, “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.” A strong sense of self-efficacy is followed by accomplishment, ability to overcome failures or setbacks, and personal well-being. However, individuals who feel they are not capable or who focus on personal deficiencies, do not pursue their goals and often experience high levels of stress and depression (Bandura, 1994). Therefore, this theoretical construct may be the most influential factor on a person’s decision to begin and continue a behavior. Social adversities, disabilities, and familial influences all have an impact on self-efficacy as it relates to college and career readiness. Gottfredson theorized that people rule out occupations that are considered to be too difficult to attain with reasonable effort or pose too high a risk of failure. This theory reflects a sociological perspective, which argues that “bias and discrimination, social
attitudes, cultural expectations, and stereotypes based on gender, race, or social class” effect occupational aspirations (Rojewski & Yang, 1997, p.379).

Bandura (1994) found that school could be the primary setting for the development of self-efficacy in children and adolescents because vicarious learning through role models and peers strengthens self-efficacy. Students will develop the belief that they can succeed when those that they look up to show persistence and determination. The impact of role models on self-efficacy is highly influenced by apparent similarity to the models. It is important that a student can relate to the model because their successes and failures will become more persuasive (Bandura, 1994). Not only do role models provide a standard of judgment for one’s own capabilities, but also “people seek proficient models who possess the competencies to which they aspire. Through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. (Bandura, 1994)” Thus, the power of vicarious learning in raising perceived self-efficacy. Teachers and counselors are not the only sources for vicarious learning in school, as a vast amount of social learning also occurs among peers. Peer relationships broaden students’ self-knowledge of their capabilities by offering comparisons of valuable styles of thinking and behavior. Because students are so sensitive to peer acceptance, they will use the relationships with the classmates to verify their own self-efficacy (Bandura, 1994).

When speaking about students with disabilities, many factors that influence self-efficacy in college and career readiness may be relevant. This includes: academic preparation and ability, and life skills such as self-care, and social ability (Gibbons & Borders, 2010). Parents and families also have heavy influence on middle school student self-efficacy. Middle school students whose parents were supportive in making college and career related decisions had
higher levels of self-efficacy. Students also reported that family encouragement, parent
expectations, socioeconomic status and financial considerations, and peer and sibling support all
weigh in on an individuals level of self-efficacy (Gibbons & Borders, 2010). Therefore, support
of a self-efficacy focus on career interventions in middle school is consistent in literature.

With a focus on adolescent self-efficacy, Gibbons and Borders (2010) developed a new
college-going self-efficacy measure for this age group. The College-Going Self-Efficacy Scale
(CGSES) is an assessment tool that uses basic terms that adolescents can understand, and helps
counselors to determine the status of middle schoolers’ beliefs about college attendance and
persistence. They suggested targeting two main groups to determine self-efficacy and implement
intervention: students from low-income households or low parent education levels, and students
with high college-going self-efficacy but low academic grades (Gibbons & Borders, 2010). This
tool will be used within the course’s initial and final evaluations.

**College and Career Readiness (CCR)**

School and career counselors and education policy makers have introduced the concept of
College and Career Readiness (CCR) to better advocate for varying academic, career, and
developmental needs of their students. Career development often acts as self-development,
because through career development, students identify interests, skills, and aspirations. This
gives way to decision-making skills, and in turn leads to short-term and long-term goal setting.
Career development interventions also result in an increased sense of school engagement, higher
levels of motivation, and fewer disciplinary issues for students (Rivera & Schaefer, 2009).
With this intention, there has been a variety of career development theories presented through literature. Super, a renowned name in Vocational Guidance, developed a theory explaining that career development is an on-going process which should be engaged in during early childhood. His Life span and Life-space Model states that certain developmental tasks must be mastered at different stages in order to gain satisfactory progress towards life goals. The first two stages, (1) growth and (2) exploration, occur during the K-12 period. Early adolescence is a particularly important time for this structured and coordinated guidance. Rivera and Schaefer (2009), use Super’s theory as evidence towards the need for middle school students being able to recognize the connection between their current schoolwork and their real-world future goals. For example, a middle school student should see the ripple effect of middle school grade point average on high school course selection, and its impact on post-high school plans. Unfortunately, it has been cited that almost 80% of students in this age group have little to no understanding of the relationship between their school subjects and future employment (Rivera & Schaefer, 2009).

In-line with that statistic, “The Forgotten Middle: Improving Readiness for High School,” a study done by American College Testing (ACT, 2006), found that fewer than 20% of eighth-grade students are on target for success in college-level work by the time they graduate from high school. Therefore, because they do not meet the minimum level of achievement according to the College Readiness Benchmarks set by ACT, close to 80% of students are facing limited opportunities for college. Even for those individuals who do not plan to attend college, studies have shown that career training for trade jobs, such as plumbing and electrical work, require a level of mathematics and reading skills comparable to those necessary to succeed in a two or four-year college curriculum (ACT, 2006). Thus, it is a wonder whether or not students who are entering the workforce through vocational careers are preparing adequately. If students begin to
prepare and improve their mathematics and reading skills in middle school, they have an opportunity to become college-ready by grade 12. However, if students do not improve during the middle grades and are lacking the necessary pre-requisites when entering high school, they rarely ever catch up to their peers. With that, middle school CCR interventions are dramatically more impactful than those in high school, and tutoring and study-skills should be offered within the CCR curriculum (ACT, 2006). Policy makers have been urged by ACT to adopt academic standards that reflect college readiness at each stage, with a curriculum that is aligned throughout elementary, middle, and high schools. They also urge policy makers to provide funding for schools to access students’ progress regularly and increase support for schools to implement these CCR interventions in order to get all students on target for college readiness (ACT, 2006).

Correspondingly, the extreme focus on College and Career Readiness for the middle grades by both the Obama Administration and Common Core Standards is not unwarranted because, “high school interventions may be ineffective for high-risk students who are already considering dropping out as early as ninth grade” (Curry, Belser & Binns, 2013, p.26). Almost 90% of sixth and ninth grade students reflect little or no awareness of how skills, knowledge, or attitudes learned in subject casework could relate to future employment. College and Career Readiness programs, according to the Common Core Mission Statement (2012, Mission Statement section) read, “are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.” This real-world connection between academics and work is essential early on because it is clear that by the time students enter high school they may already feel disconnected from school and that their work is not useful to their future (Legum & Hoare, 2004).
Interventions for Middle School

Classroom-based interventions refer to specific programs that address particular weaknesses and last a period of weeks or months and are reviewed at various intervals. Career Guidance interventions have proven to be successful in helping students’ transitions into adulthood. Through classroom-based activities, students gain greater self-awareness, identify academic and career goals, and strategize on how to achieve these goals. In turn, these interventions can directly and indirectly lead to academic achievement via a positive effect on grades, overall credits completed, and attendance (Rivera & Schaefer, 2009). Research with at-risk students indicates that career interventions have an overall positive effect on career development, including self-efficacy for planning and job search skills. Interventions can also have an impact on career maturity, with a positive relationship between participation in a program and success in the real world (Rivera & Schaefer, 2009). It is noted throughout this section, using brackets, where each mentioned college and career readiness intervention can be found within the course curriculum located in Appendix A through E.

In 2012, Rivera and Schaefer continued their research, looking to the National Standards of the American School Counselor Association (2005), which have identified specific career development competencies, including self-awareness and recognizing the relationship between school and work for the middle grades. The “You’re Hired!” curriculum is aimed to align with the ASCA National Standards for Students, in light of the positive support from experts in career guidance. For sixth grade students, ASCA suggests using activity sheets to identify students’ interest and strengths. It reports that it may be beneficial for students to discuss in groups in order to facilitate vicarious learning from the varied interests of their peers, and to follow that by writing an individual self-reflection about what they have learned [see Class 2]. In seventh grade,
ASCA suggests that students begin completing interest inventories, such as the Self-Directed Search Career Explorer (SDS-CE) and/or Holland’s Vocational Personality Theory and RIASEC typology to assist them in a search for specific occupations [see Class 4] (Schaefer & Rivera, 2012).

PACareerZone.org is a great online resource students can use to search a variety of occupations and is widely used by school counselors across the state. The site has multiple self-assessments, including a “Quick Assessment” that matches a list of possible careers with an individual’s Holland Code. The site allows students to explore job families and specific careers, and provides concrete information about the job(s) including: the education level and training required, average annual wages in Pennsylvania, average annual growth and job outlook, common college majors, and industries that employ the occupation. This website also has a tool for budgeting, which helps students to see what salary would be necessary for their prospective lifestyle. This is a web resource that I have used in the past, as mentioned in the introduction, of which students have expressed high amounts of interest in and have reported conducting additional research outside of school on their own time [see Class 4].

When choosing career development interventions, research suggests the importance of addressing different at-risk factors. Students may have diverse complications, such as lack of support, contextual and structural barriers, socioeconomic status, and gender-role stereotypes. It may be beneficial to engage students in a discussion about how these complications can impede on the pursuing of goals [see Class 15]. This can be especially important with guest speakers, as students may see these individuals as role models. It is important to bring in a diverse panel and include discussions about gender, culture, and SES within their presentations [see Class 5] (Rivera & Schaefer, 2009). This open discussion is continuously shown to be vital in CCR
programs because it allows students to begin investigating careers in a comprehensive manner through formal, abstract thought processes. Discussions are suggested in the majority of course lessons. Cited by Curry, Belser, and Binns (2013), discussions broaden students’ knowledge and understanding, especially about how jobs are valued and how the value translates into a salary. They suggest a possible project in which each student will choose a career and then assign a new salary based on his or her perception of the job’s value, and write a defense of that new salary [see Class 5, 6]. It should be noted that it is important to discuss a “back-up plan” or realistic job goal with those who choose an athletic, entertainment, or other high-stakes career.

Interventions that promote self-efficacy should address ways to increase beliefs about ability to both attend and persist in college (Gibbons & Borders, 2010). This may include access to opportunities for success, role models [see Class 6], encouragement, and concrete information that is easy to understand. Students who do not have adults present in their life that have attended college might find success in building a connection with an ethnically and socioeconomically similar adult who is or has been successful in post-secondary pursuits. Encouragement and concrete information about college, associated costs, and financial aid may help middle school students see college as feasible [see Class 7]. A self-efficacy theory-based intervention also suggests involving parents in conversations about college and providing tutors for struggling students [see Class 15]. These ideas will all target self-efficacy beliefs, by raising support and reducing barriers (Gibbons & Borders, 2010).

Educators Radcliffe and Bos (2011), suggest that schools should establish a college culture by introducing information about higher-education opportunities to encourage all students to consider this option. It is suggested that CCR programs be taught using a mentoring approach by the instructors because this approach to interventions has proven successful,
specifically for at-risk students (Radcliffe & Bos, 2011). Mentor-led initiatives, including goal-setting, tutoring, college visits, career investigations, and projects and presentations about college and career preparation, have made it easier for students to envision going to college and joining the workforce. This may be due in-part to the mentoring-focus offering a consistent role model throughout the intervention who will help students to set realistic goals and support their self-efficacy. When a caring, goal-oriented relationship emerges, self-belief, motivation, and achievement develop, resulting in self-efficacy (Radcliffe & Bos, 2011). The report suggests five specific goals of mentors, for their students, in creating a college-going culture for at-risk students: (1) understanding the nature of college, (2) recognize that college education is important to future success, (3) gain positive perception and aspirations about college, (4) prepare academically for college admissions, and (5) set short-term and long-term goals [see Class 7-12]. The program should begin with students taking a goal-orientation survey, and a possible final project could be to give a PowerPoint presentation to the class that includes: future education plans, career goals, and tips on how to be successful in school [see Class 12] (Radcliffe & Bos, 2011). Another idea for the conclusion of a program might be to have a College Colors Day. Each student should wear the color t-shirt of the school they would like to attend, and will give a brief presentation on general information about the school (name, size, location, mascot, colors, programs, famous alumni, etc.) [see Class 12, 13]. These two projects will give other students exposure to careers and schools they may not have heard about or considered [see Class 11, 12] (Curry, Belser & Binns, 2013).

The “Career Institute,” developed by Rivera & Schafer (2009), has generated a lot of research in the area of Career and College Readiness for traditionally underserved students, and suggests various interventions. For sixth grade, What Am I Good At? self-exploration activities
were implemented using mostly pen and paper [see Class 2, 10]. The seventh grade interventions were geared more towards awareness of career opportunities and aimed to increase confidence in exploring and conducting research on different careers [see Class 3, 4]. Participants were provided information on a variety of occupations, their educational requirements, and self-assessment activities. In eighth grade, they continued to research careers and determined goals. All grades, especially seventh, showed evidence in increased number of ideas for careers and many students broadened their perspectives with the SDS and Holland RIASEC typology. Career goals were cited as becoming more specific, along with the developed ability to relate academic goals to college and work, and exhibit growing concern related to college admission such as grades, location, and family. The sixth grade students remained focused on external concerns (i.e. family, grades), while the seventh through ninth graders began to self-reflect about capabilities and overcoming problems to achieve their goals. The interventions helped students become aware of preferences and passions, which led to more involvement in school and activities (Schaefer & Rivera, 2012).

The Career Institute implemented a pre-test and post-test to the students (Schaefer & Rivera, 2012). The questions included: “If money were not a concern, what might keep you from going to college? What specific activities do you enjoy or are particularly interested in? What subjects do you need to do better in so that you will do well in college? Please list all of the careers or jobs that you are thinking about for your future, if you do not know the exact name, please describe it. What subjects do you need to do better in so that you will do well in your future career/job goals [see Class 1, Initial Evaluation]?” In seventh grade, the following questions were incorporated: “What are your reactions (thoughts/feelings/questions) to the results you obtained in the SDS? What have you learned about yourself from completing the
SDS? What have you learned about possible careers? What are some possible careers you would like to learn more about” (Schaefer & Rivera, 2012, p.63-65)?

Curry, Belser, and Binns (2013) suggest that a theories approach may also be of assistance when planning College and Career Readiness interventions, as theories of career development may offer a better understanding on how to overcome the challenges of students. Young’s Ecological Perspective proposes that career development occurs within critically embedded contexts that include family, peer groups, and school (Curry, Belser & Binns, 2013). Within these contexts, a student’s career aspiration develops simultaneously with self-concept (Gottfredson, 1981), and may be associated with the development of personal identity (Erikson, 1963). Circumscription, a theory from Gottfredson, describes the tendency of children and adolescents to seek and limit themselves to careers that are in line with their self-concepts and with their perceived place in society and the contexts in which they live, which can occur as early as fifth grade (Curry, Belser & Binns, 2013). It is most noticeable when a discrepancy exists between a child’s career aspiration and career expectancy. Students with this divergence have a higher likelihood of college and career indecision, which affects short- and long-term goals (Curry, Belser & Binns, 2013). Instructors should be aware of this throughout the entire course, looking for any obvious discrepancies and addressing them immediately.

Sex typing of occupational choices begins in elementary school as early as age five (Trusty, 2015). Middle school and high school-aged adolescents’ job interests are often corresponsive to men and women’s employment patterns across Holland Themes. Educational Psychologists, Turner and Lapan (2005), evaluated an intervention that was implemented with hopes of increasing interest in the pursuing of non-traditional careers for middle school students. They pair cited that throughout history males have scored higher in realistic, investigative, and
enterprising occupations; and women have higher scores in artistic, social, and conventional occupations. With that, females often limit their occupation choices to careers such as teacher, nurse, or housewife. In addition, males show significantly higher preferences than girls for more prestigious and higher paying careers (Turner & Lapan, 2005). Dating back to 1974, Harris cited the need to break-through sex stereotyping for both girls and boys because very little had ever been done to systematically change this train of thought. Harris indicated the importance for school counselors to expand students’ awareness to all types of occupations in order to overcome gender roles that are formed by society. To overcome sex typing and broaden student outlook, a Career Day with guest speakers may also be beneficial (Rivera & Schaefer, 2009). If for example, students met a male hairstylist, female engineer and so on, they may more readily realize the plethora of non-traditional options available to them [see Class 5].

All interventions within a career guidance program should be designed to heighten occupational literacy through activities and discussions about how the world of work is organized. Having students complete a generic college and job application will help them to realize their current readiness and how much growth needs to occur before they are able to attend college or hold a job [see Class 6] (Macey, 2011). This intervention will also encourage students to demonstrate knowledge of personal information, including phone number, home address, etc. (ASCA, 2004). It may be a good idea for students to examine their roles in everyday life (friend, sibling, teammate, babysitter, etc.) and think about how these roles may influence a potential career or job field [see Class 2]. Discussion about future thinking and ideals, and desirable and undesirable futures, may promote positive decision making (Macey, 2011).
As seen in Appendix A through E, the “You’re Hired!” College and Career Readiness curriculum aimed to include each of the suggested interventions mentioned in this section as best-practice recommendations.
Chapter 3
Methods and Procedures

Curriculum Design

To better understand College and Career Readiness, I tasked myself with writing a comprehensive, age-appropriate, interactive curriculum for a ready-to-implement course over a period of 15 weeks. The following course lays a comprehensive foundation to address a variety of challenges, including: lack of knowledge about the steps involved in choosing a career, lack of knowledge about oneself related to career (values, aptitudes, interests, etc.), lack of information about career and post-secondary options, and lack of knowledge about how to gain further information to assist in the process of decision making. The goal of this course is to solve these complications. Many of the following lessons were adapted from “Step by Step: College Awareness and Planning,” prepared by the National Association for College Admission Counseling (NACAC) (Hoganson, Gill & Mudge, 2008). My unique curriculum was thoughtfully planned and designed over the course of many months.

Computer uses are incorporated in this course, but manual methods may be substituted. In addition, the time frame may be adjusted to encompass your school’s scheduling. The following provides the basic guidelines to implement this College and Career Readiness Unit:

- This unit is devised to be implemented as an elective course within the student’s schedule
- The sessions are designed around 15 (fifteen) class meetings, one meeting per week for fifteen consecutive weeks
The time frame per session is 1 hour (60 minutes)

The curriculum design implements a child-centered, or student-centered, approach. It is likely that the emphasis of a child-centered approach will resonate with at-risk students as it aims to focus on what thoughts are already engaging their mind and build upon them. Child-centered curriculum recognizes that students have hopes, beliefs, choices, feelings, and wishes and helps to develop these (IowaCORE, 2012). The primary goal of student-centered classrooms is to help students develop independence, a very important characteristic in College and Career Readiness. The development of this curriculum aims to benefit the students and to maintain their investment in the course.

To make the content interesting and engaging the curriculum uses a multitude of learning methods, including games, role play, and multi-media outlets. These methods will encourage *active learning*, in which students solve problems, ask and answer questions, have discussions, and brainstorm; it will also encourage *cooperative learning*, in which students work together to learn (IowaCORE, 2012). The content developed in a curriculum, in order to ensure that it is made interesting for the learner, must use language that is appropriate for the students’ age and cultural backgrounds. It also is important for instructors to keep the material relatable and relevant to the learners by using examples that are exciting and of value to them. Although, “You’re Hired!” was designed specifically for learners in grades five through eight, all lessons and outlets of instruction can be adapted to meet the specific level of the learners.
**Instruments**

Within the course, the instruments used were derived from a number of sources. First, the Demographic Questionnaire (DiBileo, 2015) which is a short, anonymous, self-report, demographic survey is to describe the characteristics of the student sample. This form was used to collect data on the students’ age, sex, grade, race/ethnicity, mother and father’s highest level of education, SES, GPA, and disability/IEP. The Initial Open Ended Portion (DiBileo, 2015) and Final Open Ended Portion (DiBileo, 2015) are both short, anonymous, surveys that will informally evaluate the students’ College and Career Readiness growth from prior to implementation through near-completion. The questions are adapted from The Career Institute pre-test and post-test for students designed by Schaefer and Rivera (2012). The Final Open Ended Portion has a rating scale that students will use to measure the *Usefulness* of the course. This is a 5-point, number rating scale, 5 being *Very Useful* and 1 being *Useless*.

Next, an adapted version of Gibbon and Border’s (2010) College-Going Self Efficacy Scale (CGSES) in used within the initial and final evaluations. This scale measures college-going self-efficacy of middle school students by “examining their beliefs about college attendance and college persistence, which is characterized as beliefs about getting into college and beliefs about staying in college despite challenges, respectively” on a number rating scale of 1-4 (Jones, 2013, p.46). Gibbons and Border’s (2010) designed their scale specifically for middle school students to be able to easily use, with simple words and items that could be applied to a variety of postsecondary experiences. The reliability and validity of the scale were high, suggesting good evidence of internal consistency; test-retest reliability indicated that the construct of college-going self-efficacy is relatively stable over time. “A review of the Phase 1 data for the CGSES suggested initial support of its content validity and construct validity. Items were grounded in
empirical research on college-going beliefs and were judged to reflect that literature adequately by the expert reviewers. The reviewers also indicated that the scale reflected guidelines for creating self-efficacy scales. (Gibbons & Borders, 2010, p. 236)” In addition, a test-retest study was conducted to examine the evidence of reliability over time, “the Cronbach's alpha of the test-retest bivariate analysis (n = 18) was .88, indicating a high level of consistency over time. Both the subscales and the total scale appear to produce similar answers from a single participant over a 3-week period. (Gibbons & Borders, 2010, p. 240)”

The next instrument of assessment that the study utilized within the course curriculum was the Interest Profiler, an O*NET Career Exploration Tool. The Interest Profiler is a popularly used tool, developed by the U.S. Department of Labor’s (DOL) Office of Policy and Research, which helps individuals find their work-related interests. This assessment can be given online or on-paper. The O*Net Career Exploration tools have been successfully administered in many group settings, including classrooms. O*Net suggests using it as part of a vocational training program so that results can be discussed. The Interest Profiler is compatible with Holland’s Vocational Personality Theory and RIASEC typology, which is widely accepted and used by counselors (DOL, 2000). A major study was completed in order to examine the reliability and validity of the final form of the instrument. “The internal consistency estimates across all the RIASEC scales were very high (ranging from .93 to .96), indicating that each of the scales “hangs together” well. The instrument also had a high estimate of test-retest reliability (ranging from .81 to .92), providing evidence that clients’ scores are likely to be similar if the instrument is taken more than once within a short period of time. (DOL, 2000, p. 42)” Additionally, evidence was provided of “convergent validity for the O*NET Interest Profiler. A principal components analysis indicated that the two instruments had similar factor structures. Equivalent
scales from both measures were highly correlated, also supporting the convergent validity of these measures. (DOL, 2000, p.43)’’ For these reasons, this inventory was appropriate for “You’re Hired!” Students will use their results from the O*Net Interest Profiler to explore different careers.

**School and Students**

The curriculum was implemented in the spring 2016 semester as an elective course at The Delta Program Middle Level. This will be an addition to a full-time, supervised, school counseling internship. It is a graduation requirement within the Rehabilitation and Human Services major to complete 600 hours of internship in rehabilitation and related human services agencies and institutions providing psychosocial, vocational, educational, and/or residential services to at-risk populations.

The Delta Program Middle Level is a democratic school of choice for students in grades 5 through 8 within the State College Area School District. The program is built upon shared decision making, relationships, building community, and establishing a flexible learning environment. As stated on the Delta Program web page, democratic schools are sometimes called *participant controlled* because they aim to create equality between children and the adults in their lives (parents and teachers). These schools demonstrate respect and trust of children, empowering them to shape their own education as the major stakeholders. An example of the equality that is exhibited at Delta between the children and the adults is that the students refer to the faculty and staff using their first names (i.e. Isabella, rather than Miss DiBileo). The entire learning community collaborates to make decisions to shape the program, and therefore the
students’ futures. The web page also notes that, all democratic schools subscribe to a quote from Ralph Waldo Emerson, “The secret of education lies in respecting the pupil.”

“Democratic Schools: Lessons in Public Education,” written by Apple and Beane, discusses the historical creation of institutions such as the Delta Program. Democratic education was a co-creation by students and teachers of, “relevant curriculum that contained pragmatically useful questions and lessons about the contexts in which the learners lived and the world that surrounds them” (Abdi, 2007, p.325). This was a response to the prescribed education required for graduation in public schools that many young people felt was meaningless. The endless amount of students who felt “alienated in industrial-style spaces of schooling,” that were forcing them to, “unlearn their world and to even unlink from their aspirations and needs,” now had a different option: democratic schools and a voice in their education (Abdi, 2007, p.325). Many of these programs were once referred to as *alternative*, but have since relinquished that title because of related stigma and stereotypes.

The Delta Program is unique, along with others of the same educational philosophy, striving towards educational enrichment and enlightenment in a small-school environment. Students are assigned an *advising team*, which consists of the Advisor, the student, and his parent(s)/legal guardian(s). The advising team meets three times over the course of the year to create the student’s schedule, set goals, and evaluate performance. Students in the Delta Program are given the opportunity to hand-select each of their courses. They have the option to enroll in classes at Delta, State College High School, and Penn State University. Due to the schools philosophy and flexibility, accommodations are made so that each student’s wishes are met. For the Spring 2016 semester, students who feel that they need extra help in preparing for college
admissions and entering the workforce will have the option to enroll in “You’re Hired!” as an elective for their course schedule.

The students at the Delta Program Middle Level make up diverse backgrounds. The demographics of the school are as follows: 83 total students. Classified by ethnicity/race: 66 are White, 9 are Hispanic, 5 are black, 2 are Asian, and 1 is Native American. Approximately 15% of the students have an Individualized Education Plan (IEP).

**Sample**

An informal collection of participant demographics was accumulated through the Demographic Questionnaire (DiBileo, 2015) on the “Initial Evaluation.” The final course roster consisted of eleven students (n=11). The 11 students voluntarily chose to enroll in the course. Nine male students and 2 female students, representing each grade at Delta Middle (5, 6, 7, 8), enrolled in “You’re Hired!” as an elective for their Spring 2016 course schedule. The age of the participants ranged from 10 to 14, with a mean of 13. As reported on the Demographic Questionnaire (DiBileo, 2015) section of the Initial Evaluation, the race/ethnicity of participants included 6 White, 2 Black or African American, 2 Asian/Pacific Island American, and 1 other. Of the 11 participants, 3 students reported receiving free or reduced lunch. When asked about having a disability or Individualized Education Plan (IEP) 5 students (45.5%) reported yes, these included: ADHD, ADD, Depression, Anxiety, and Asthma.
Research Design

A literature review on available research on the topic of College and Career Readiness programs for at-risk middle school students will be provided. To assess if the author-designed, fifteen-week College and Career Readiness curriculum can be successfully implemented in a middle school classroom in order to improve college awareness and career exploration, participants will complete two, informal and anonymous surveys. The Initial Open Ended Portion (DiBileo, 2015) and Final Open Ended Portion (DiBileo, 2015) will be provided on the “College and Career Readiness Initial Evaluation” and “College and Career Readiness Final Evaluation.” The narrative, qualitative data will be evaluated to determine group growth in college and career readiness. The study will examine any significant responses to the various questions regarding college and career readiness. It will also determine any statistical significance of the College and Career Readiness curriculum using a Usefulness scale in which participants will rate how useful they found the course to be. Due to deadlines and time constraints, the study was unable to conduct a true experimental, pre-test-post-test design to compare statistical outcomes of the College-Going Self-Efficacy Scale. Finally, the study will compare the curriculum objectives to the American School Counselor Association’s National Standards for Students in order to determine if it is aligned.

Flexibility and Evaluation

Curriculum implementation is the process of translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in these activities; and curriculum implementers are often faced with barriers that impede the successful
implementation of the curriculum. The need for instructors’ flexibility and creativity is imperative in adapting any curriculum in order to place the needs of the students as first priority in determining how the course will progress. Fortunately, the small class size of “You’re Hired!” paired with the Delta Program’s democratic philosophy will allow the instructor to be responsive to any input from the students’ about what they hope to get out of this course. This idea aligns with the child-centered approach, taking into consideration their current thoughts, hopes, and wishes.

Aside from the students’ wants and needs, challenges may arise during the course which will require curriculum design and instructor flexibility. It is probable that lessons will not always go exactly as planned and therefore will present different obstacles with class time, including the need to make changes and additions to the curriculum. Some classes will be less busy and allow for flex-time, while others may include too much material for one class period. Class time will also be consistent with the students’ displayed interest in a chosen topic; as some days students may want to focus on one topic for longer than the agenda has allotted for, and others may be completely uninterested and unengaged. It is anticipated that the course may experience resistance with homework assignments. If all of the students do not complete the homework assignments from Classes 5, 6, and 12, small periods in the beginning of the preceding class will be purposefully reserved to allow students time to complete their work and receive full credit.

The “You’re Hired!” curriculum was not designed only for this group of students. There is reason to believe this curriculum is appropriate for, and will be successful with, students with a range of at-risk classifications and internal or external barriers at home, at school, or in the community. Although it has not yet been tested, there is reason to believe the “You’re Hired!”
curriculum can be successfully implemented and helpful for students classified as *Remote Risk*, *High Risk*, and *Imminent Risk*. However, while implementing the class flexibility must be exhibited if modifications are needed for the sample’s unique at-risk classifications.

It is necessary to keep track of the course progress for both the instructor as the curriculum implementer and the students. In order to keep track of instructor progress in the course the instructor will complete a weekly log. The log will offer an understanding of what has been accomplished in comparison to what was planned to be accomplished. The log will be reviewed at the end of each week and prioritize for the next week, making decisions on whether to move on with course material or revisit a topic. In order to track the course in regards to the participants, each student will be responsible for an individual progress folder. The instructor will provide the folders at the beginning of Class 1 and these will serve as the start of a student *Academic Portfolio*. Academic Portfolios are an integral part of the educational planning domain of school counselors and are an invaluable resource for students to refer back to and make additions to over the course of their middle school and high school career. In addition to the materials that the students will receive in “You’re Hired!” Academic Portfolios should include samples of students’ best work in their core academic courses and the arts, some examples include: research papers, creative writing samples, science projects, and art work, labeled with the year and name of the course for which the academic work was done. Students should also keep a record of any awards or honors, and dates received. Students with an Academic Portfolio will be well prepared for college admissions, having access to their best work and tangible examples of what they have accomplished throughout their school years (Hoganson, Gill, & Mudge, 2008). Academic Portfolios will act as the final evaluation for the “You’re Hired!”
course, as all credit allotted in this course will be based upon completion of the portfolio and all included assignments on a Pass/Fail grading system.

American School Counselor Association National Standards for Students

“Professional school counselors everywhere proudly share the same simple vision- to prepare today’s students to become tomorrow’s adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the associations mission” (ASCA, 2004, Introduction). In the late twentieth and early twenty-first centuries, educational reform movements and standards-based education (i.e. No Child Left Behind), aimed to raise teacher quality and academic achievement. However, these efforts failed to address the emotional, physical, social and economic barriers that students face, and the areas in which counselors in the school make a difference. School counselors make it their purpose to diminish these barriers and help students recognize how the choices they make at every stage of their education will affect their futures. However, the educational reform movement of the 1980s and 1990s was ignoring the contributions of the school counseling profession to academic development and students achievement (Anctil et al., 2012). Therefore, school counselors had no clear definition of “what students should now and be able to do as a result of participating in school counseling programs” (Anctil et al., 2012, p.110).

In response to this problem, the American School Counselor Association’s National Standards for Students were established to help school counselors help students by identifying and prioritizing “attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program (ASCA, 2004, Introduction)” through the
examination of theory, research, and practice for over fifty years. Adopting National Standards has given school counselors the opportunity to have a more defined role, which provides goals, expectations, support systems, and a similar experience for students across the country (ASCA, 2004). The ASCA National Standards for Students include competencies and indicators for three domains. This includes, Academic Development, Career Development, and Personal/Social Development (ASCA, 2004). The National Standards incorporate content from the National Career Development Guidelines (NCDG; U.S. Department of Education, Office of Vocational and Adult Education, 1994, 2004) and received full endorsement from the National Career Development Association (NCDA) (Anctil et al., 2012).

It was a main objective of the study to ensure that the college and career readiness course meets the goals deemed important by the school counseling profession. To do this, the curriculum will fit within the framework of the ASCA National Standards for Students and each domain of development will be recognized and addressed. Throughout the curriculum displayed in Appendix A through E, it is indicated which national standard has been met as associated with the objectives for each lesson.
Chapter 4

Results

The following research questions were addressed in this study:

What does the current literature tell us about effective College and Career Readiness programs? Can a fifteen-week comprehensive, age-appropriate College and Career Readiness curriculum be designed and implemented for middle school students, in order to improve college awareness and career exploration? Can the comprehensive curriculum also align with the American School Counselor Association (ASCA) National Standards for Students?

Research Question 1

To answer research question 1, the study will summarize the literature review which is thoroughly outlined in Chapter 2. The current literature tells us that four-year college graduates earn approximately one million dollars more, over their lifetime, compared to those with only a high school diploma (ASA, 2011). However, more than 7,000 high school students in the United States dropout each day and it has been estimated that this is possibly the first generation of youth that is less-likely to receive a post-secondary degree than their parents (ASA, 2011). In light of this, College and Career Readiness (CCR) programs are part of the “new vision” urged by President Barack Obama and the United States Department of Education, aimed at ensuring successful post-secondary opportunities for students who will enter an ever-competitive world of work.
The extreme focus on CCR for the middle grades by both the Obama Administration and Common Core Standards is appropriate because, “high school interventions may be ineffective for high-risk students who are already considering dropping out as early as ninth grade” (Legum & Hoare, 2004). According to ACT (2008), eighth grade achievement is the best predictor of college and career readiness. This demonstrates the clear need for CCR and the importance of middle school students beginning to explore potential interests as well as gaining assistance in making decisions that will impact their high school and post-high school educational and career options. Unfortunately, guidelines as to how it should be executed within the middle grades are underdeveloped and almost 90% of sixth and ninth grade students reflect little or no awareness of how skills, knowledge, or attitudes learned in subject casework could relate to future employment (Legum & Hoare, 2004).

When it comes to making college and career decisions, literature indicates that many factors influence students, which include: parent education level, family socioeconomic status and financial resources, parent expectations and support, child’s values, abilities, and interests, academic achievement, peer influence, temperament and personality, career human agency, and perceived opportunities and behavior. Prior research indicates specific interventions as being critical in College and Career Readiness programs for middle school students at-risk for educational progress. These best-practice recommendations were the basis for the curriculum.

The curriculum is divided into five sections, consisting of three lessons each. With this framework the curriculum was able to touch upon each aspect of College and Career Readiness and include all recommended interventions. This outline also allowed the opportunity to align the curriculum with the National Association for College Admission Counseling’s (NACAC) “Step by Step: College Awareness and Planning” middle school curriculum, of which already-prepared
lesson plans were adapted. The first section of the curriculum is titled “It’s All About Me,” and is focused on self-exploration. Class 1 consists of an orientation to the course, Initial Evaluation, and an icebreaker activity. Class 2, as cited by Rivera and Schaefer (2012) and suggested by the American School Counselor Association (ASCA), students begin to explore their interests, skills, and everyday roles through an activity sheet, group discussion, and writing a self-reflection. During Class 3 students begin to identify specific careers they may want to explore and envision future success as suggested by Rivera and Schaefer’s “Career Institute” program (2009) and NACAC “Step by Step” curriculum.

The second section of the curriculum is titled “Voyage into Vocations” and narrows in on career exploration. Class 4 guides students through the O*Net Interest Profiler in order to find each individual’s Holland Code using the John Holland RIASEC Typology as suggested by Rivera and Schaefer (2012) and ASCA National Standards. The students are also introduced to the web-based career exploration resource, PACareerZone.org, during Class 4 that I had prior success with during my internship experience in 2014. Class 5 is designed to break down stereotypes with activities and discussions about gender-typing, nontraditional careers, and job values. These topics are suggested by many scholars who have researched career counseling for the middle grades, including Curry, Belser, and Binns (2013), Rivera & Schaefer (2009), and Turner and Lapan (2005). During Class 6, students are asked to fill out a generic job application as suggested by Macey (2011), and identify positive role models, an intervention seen as vital by Gibbons and Borders (2010).

The third section of the course is titled “CSI: College Scene Investigation” and is concentrated on college exploration. Class 7 asks students about their current college-knowledge and provides concrete information on tuition and fees, financial aid, and earning power, as
suggested by Gibbons and Borders (2010). Class 8 introduces students to the wide range of possibilities in choosing a college and college major. Class 9 educates students about the many Internet resources available to research college and careers; interventions suggested by Radcliffe and Bos (2011) that help create establish a college culture in schools.

The fourth section of the curriculum is titled “Preparation Station” and aims to prepare students for post-secondary education. Class 10 asks students to begin planning academic courses and extra-curricular activities for high school, as suggested by Radcliffe and Bos (2011) and tested through the “Career Institute” (Rivera & Schaefer, 2009). Class 11 introduces students to what matters most for college admissions, including grades and standardized test scores, it also asks students to complete a generic college application (Radcliffe & Bos, 2011). Class 12 encourages students to self-evaluate their college readiness and begin to set goals, as goal setting is a vital component of College and Career Readiness programs as suggested by Curry, Belser, and Binns (2013).

The fifth and final section of the curriculum is titled “Setting the Stage” and aims to create a strong foundation for success in college and the world of work. Class 13, 14, and 15 address topics including learning styles, study tips, time management, self-esteem, and accommodations for students with disabilities. These classes offer students suggestions for overcoming barriers they may face in regard to abilities, and interests, academic achievement, peer influence, etc., which have been suggested by every team of scholars that have implemented College and Career Readiness programs.
Research Question 2

Once the author-designed, fifteen-week College and Career Readiness curriculum became a final product, “You’re Hired!” research question 2 was under investigation. To find if the comprehensive curriculum could also be successfully implemented in a middle school classroom in order to improve college awareness and career exploration, participants were provided evaluation forms to determine student growth through qualitative data. Due to deadlines and time constraints, the study was unable to complete a data analysis on the results of the College Going Self-Efficacy Scale. Specifically, the middle school semester does not align with the university semester, which prevented me from collecting data at the end of the course for evaluative purposes. Thus, the final evaluation had to be given near-completion. Additionally, the small sample size (n=11) was prohibitive of data analysis for a true, experimental pre-test and post-test. In order to evaluate the impact of the curriculum, narrative data from the students was collected and analyzed through the Initial Open Ended Portion (DiBileo, 2015) and Final Open Ended Portion (DiBileo, 2015) section of the “College and Career Readiness Initial Evaluation” and “College and Career Readiness Final Evaluation.”

During Class 1, students were asked to fill out the College and Career Readiness Initial Evaluation. While all 11 students reported planning to further their education after high school, possibly an influence of each student in the course having at least one parent with a college degree (Gibbons & Borders, 2010), some questions raised concerns. The first of the questions that produced responses that needed to be addressed was, “What challenges might keep you from going to college?” Four students indicated financial concerns writing “college is expensive,” “money,” or something similar. Three students were unsure of what challenges they may face answering “I don’t know.” Three students said interest in attending college might present a
challenge, responding “I have fleeting interests,” “interest (I’m not interested in math),” and “interests.” 1 student reported that family dynamics may keep them away from post-high school education, “family problems.” One student reported “none.”

Next, within the initial evaluation there was an evident pattern with the answers to the prompt, “Please list all of the careers or jobs that you are thinking about for your future.” As indicated by the literature review, a high percentage of middle school students show interest in high-stakes careers. Of the 11 students in the course, 7 reported interest in high-stakes careers, including: 3 “Broadway actress/actor,” “MLS Goalie,” “like Donald Trump,” “Pop Star,” and “YouTube-r.” The other 4 students reported more realistic career goals, which included “journalist,” “small business owner,” “meteorology, astronomy, or psychology,” and “chef or pilot.”

The third question within the initial evaluation that showed significance in responses was, “What else do you hope to learn about in this class?” Seven students showed basic knowledge and interest in college and career readiness topics with responses such as, “jobs and careers available to me,” “how to work towards my goals,” “how to do well in interviews and become a doctor,” “college applications,” “paying for college,” and other similar phrases. Three students were unsure of what they hoped to get out of the class writing, “I don’t know.” One student responded without a specific topic or uncertainty, “anything that has to do with getting out of high school.”

After the implementation of the “You’re Hired!” curriculum, the students were asked to complete the College and Career Readiness Final Evaluation. Narrative data from the Final Open Ended Portion (DiBileo, 2015) was analyzed in order to compare the responses to those from the initial evaluation and look for indications of growth in college and career readiness.
An open-ended question on the final evaluation that demonstrated significance in the student responses read, “How has this class changed your career path? How has it changed your education path?” 8 students reported a change or growth in career or educational choices. Of those 8 students, 6 students reported specific and realistic career goals, including: “meteorology,” “earn a PhD,” “computer program developer,” “business administration to become a CEO,” “this class changed my career path to electrical engineering and business,” and “I learned about a new job I might like called architectural drafter.” The other 2 students indicated less-specific, positive growth, “how many really interesting jobs are out there” and “I have so many more options than I thought I would like.” Three students said they were unsure of change or did not experience a change in career or educational goal, responding “I’m not sure,” “not really but I learned more about college options,” and “not really because I still want to be something in the arts.” This shows an increased awareness from the initial evaluation.

Two other open-ended questions on the final evaluation indicated a successful implementation of the curriculum. First read, “What resources that you learned about in the class do you plan to use?” Five students reported College Board, 4 students reported PA Career Zone, 3 students reported financial aid information, and 3 students reported organization and study skills. This indicates the students will take away useful resources to implement throughout their future college and career searches. The second prompted, “To improve this class I would…” Five students left the question blank signifying there were no improvements to be made to the curriculum. Two students reported better classroom management, “computer rules so less kids play games during lessons” and “more work so less students goof off.” Two students reported wanting more guest speakers. Two students gave extremely positive feedback writing, “nothing it’s perfect” and “this is my favorite class of the day.” These responses denote that the course
was successfully implemented with very little modifications having to be made. Based on student feedback to improve the class, more classroom management techniques should be researched and implemented. As a Rehabilitation and Human Services major, the instructor was not trained in classroom management. However, this would have been helpful with keeping all students on-task during lessons, especially the students with ADD and with ADHD. Secondly, in the beginning of the course, asking the students for more suggestions for guest speakers that they are interested in hearing from and arranging those speakers to come into the classroom.

The students were asked to evaluate the usefulness of the course. They were provided a scale, ranging from Very Useful to Useless. Seven students (63%) reported the class was Very Useful. Three students (27%) reported the class was Somewhat Useful. One student (10%) reported the class was Useful. None of the students reported that the “You’re Hired!” curriculum was Not Very Useful or Useless. This scale was converted to a number rating scale of 5-1, 5 being Very Useful and 1 being Useless. The mean was 4.54 out of 5. This rating indicates a successful implementation of the curriculum to increase interest in and preparation for college and the world of work, for students grades five through eight.

**Research Question 3**

To answer research question 3, the study will compare the objectives of each lesson in the curriculum with the American School Counselor Association’s National Standards for Students in order to determine if it is aligned. Over fifty years of analysis of school counseling theory, research, and practice contributed to creating these standards which identify and prioritize student attitudes, knowledge, and skills that students should possess. The standards have given
school counselors clean goals, expectations, support, and offer students across the country a similar experience.

After using the existing literature to identify a gap and design a comprehensive, age-appropriate curriculum based on extensive knowledge and research of best-practice recommendations, the “You’re Hired!” curriculum was compared side-by-side with the ASCA National Standards. Each objective within the curriculum was matched to the competency and indicator of which it best met. Noted next to each objective, listed in Appendix A through E, is its best-matched National Standard in the format A:A1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1. The course aligns with the competencies and indicators for all three domains of development included in the ASCA National Standards for Students: Academic Development, Career Development, and Personal/Social Development.

The ASCA National Standards for Students (2004) are organized in a hierarchy: Domain, Standard, Competency, and Indicator. Academic Development, the first domain, is meant to guide school counseling programs to implement strategies and activities to support and maximize each student’s learning abilities. Within this domain there is 3 standards. Standard A reads, “Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (p. 5)” This standard has 3 competencies, all of which were met: A:A1 Improve Academic Self-Concept; A:A2 Acquire Skills for Improving Learning; A:A3 Achieve School Success. Standard B reads, “Students will complete school with the academic preparation essential to chose from a wide range of substantial post-secondary options, including college. (p. 6)” This standard has 2 competencies; both were met through the curriculum: Competency A:B1 Improve Learning and A:B2 Plan to Achieve Goals. Finally, Standard C reads, “Students will understand the relationship of academics to the world of work and to life at
home and in the community. (p. 6)” There is one competency A:C1, which has been met, *Relate School to Life Experiences*. In summary of Academic Development, 6 out of 6 (100%) competencies have been met; 17 out of 34 (50%) indicators were met with the curriculum.

The second domain in the ASCA National Standards is Career Development, which “provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, and from job to job. (p. 7)” Within Career Development there is 3 standards. Standard A reads, “Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (p. 7)” Standard A has two competencies, both have been met, C:A1 *Develop Career Awareness* and C:A2 *Develop Employment Readiness*. Standard B states, “Students will employ strategies to achieve future career goals with success and satisfaction. (p. 8)” Two out of 2 competencies have been met, C:B1 *Acquire Career Information* and B:B2 *Identify Career Goals*. Standard C, “Students will understand the relationship between personal qualities, education, training, and the world of work, (p. 8)” is met with both competencies: C:C1 *Acquire Knowledge to Achieve Career Goals* and C:C2 *Apply Skills to Achieve Career Goals*. In summary of Career Development, 6 out of 6 (100%) competencies have been met; 27 out of 43 (approximately 63%) indicators were met with the curriculum.

The third domain, Personal/Social Development defines “personal and social growth as students progress through school and into adulthood. (p. 9)” The first personal/social development Standard A reads, “Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. (p. 9)” Two out of 2 competencies are met: PS:A1 *Acquire Self-Knowledge* and PS:A2 *Acquire Interpersonal Skills*. Standard B states “students will make decisions, set goals and take necessary action to achieve goals. (p. 10)”
Competency PS:B1 *Self-Knowledge Application* has been met. Finally, Standard C under the Personal/Social domain indicates, “Students will understand safety and survival skills (p. 10)” and 1 of 1 competencies are met: PS:C1 *Acquire Personal Safety Skills*. In summary of Personal Social Development, 4 out of 4 (100%) competencies have been met; 16 out of 43 (approximately 37%) indicators were met with the curriculum.

In total, when aligning the “You’re Hired!” curriculum to the American School Counselor Association National Standards for Students, 9 out of 9 (100%) standards have been met, 16 out of 16 (100%) of competencies have been met, and 60 out of 120 (50%) indicators offer a similar or exact match to the curriculum objectives. It is evident and expected that the Career Development domain held the most significance throughout the curriculum objectives. While the indicators of both the Academic Development and Personal/Social Development domains are outside the scope and main purpose of the curriculum, it is notable that both domains both had 100% competency alignment. Encompassing all three domains of development in a college and career readiness curriculum is appropriate because as noted by Trusty (2015), education goals cannot be separated from personal, social, physical and other developmental processes; and career development cannot be separate from educational and personal development. The career development process relies on aspects of both academic and personal/social development, including knowledge of self, knowledge of worlds of education and work, decision-making, goal setting, and planning (Trusty, 2015).
Chapter 5

Summary and Discussion

“You’re Hired!” is designed to enhance College and Career Readiness curriculum through an interactive course in order to increase interest and preparation for at-risk middle school students, including higher education and vocational training. It includes current career counseling methods and theories that have been successful and incorporates and applies new knowledge for at-risk students or those with internal and/or external barriers that may contribute to educational failure. This course has allowed students to recognize how their middle school experience relates to their future career. It has accomplished the main goal of all career counseling, guidance, and planning by offering students insight into the career development process, including knowledge of self, knowledge of worlds of education and work, decision-making, goal setting, and planning (Trusty, 2015). It is important that they have been exposed to these skills while still in middle school, because they will employ them throughout their lives.

Rosenbaum (1998), a professor of Education and Social Policy, stated, “Protecting students’ high expectations when they are unwarranted is not a kindness; it is a deception. Failing to challenge students to examine the plausibility of their college plans has serious opportunity costs—it prevents them from seeing the importance of high school, it prevents them from taking the additional efforts that might make their plans more likely to come true, and it prevents them from preparing for alternative outcomes. (p.74)” Upon the completion of this
curriculum, each student should have realistic expectations of themselves, the drive to reach their highest potential, and the confidence to exhibit behavior to match their expectations.

The implementation of “You’re Hired!” has been my most valuable learning experience since beginning my undergraduate education at Penn State. As the author and instructor, I was able to take on the role of co-learner in every class lesson and discussion. While I answered questions and corrected misconceptions of the students, I also was able to ask them questions and gain knowledge from their insights. Throughout my College and Career Readiness course, I was given the opportunity to become more career-ready myself.

**Review of Methods and Procedures**

To better understand College and Career Readiness curricula, I tasked myself with writing a curriculum designed around 15 (fifteen) class meetings, one meeting per week for fifteen consecutive weeks. The time frame per session is 1 hour (60 minutes). The lessons were adapted from “Step by Step: College Awareness and Planning,” prepared by the National Association for College Admission Counseling (NACAC) (Hoganson, Gill & Mudge, 2008) and best-practice recommended interventions. Computer uses are incorporated in this course, but manual methods may be substituted. The curriculum design implements a child-centered, or student-centered, approach. Aimed to resonate with at-risk students, this approach recognizes that students have hopes, beliefs, choices, feelings, and wishes and helps to develop these along with independence (IowaCORE, 2012). The curriculum uses a multitude of learning methods, including games, role-play, and multi-media outlets to encourage active learning. To monitor course progress the instructor kept a weekly log and to monitor student progress class work was
collected in the form of an Academic Portfolio and evaluated on a Pass/Fail grading scale. The course objectives were compared to the American School Counselor Association’s National Standards for Students to determine if competencies were met for three domains Academic Development, Career Development, and Personal/Social Development (ASCA, 2004).

The final course roster consisted of 11 students. The 11 students voluntarily chose to enroll in the course. The 9 male students and 2 female students at the State College Area School District’s Delta Middle Level enrolled in the course as an elective for Spring 2016. The students represented grades 5, 6, 7, and 8. The age of the participants ranged from 10 to 14. Approximately, 55% (6) of the students were White, approximately 18% (2) reported Black or African American, approximately 18% (2) reported Asian/Pacific Island American, and approximately 9% (1) indicated other on the demographic form. Of the 11 participants, 3 students reported receiving free or reduced lunch and approximately 45.5% (5) students reported having a disability or IEP.

The Demographic Questionnaire (DiBileo, 2015) was used to describe the personal characteristics of the course participants. The Initial Open Ended Portion (DiBileo, 2015) and Final Open Ended Portion (DiBileo, 2015) were used to measure the students’ college and career readiness growth throughout the course. The Final Open Ended Portion also had a scale for students to rate the course, ranging from Very Useful to Useless. An adapted version of Gibbon and Border’s (2010) College-Going Self Efficacy Scale (CGSES), although the data was not analyzed, was used to measure college going-self efficacy of students by “examining their beliefs about college attendance and college persistence, which is characterized as beliefs about getting into college and beliefs about staying in college despite challenges, respectively” on a scale of 1-4 (Jones, 2013, p.46). An adapted version of the O*Net Interest Profiler was used to help
students find their work-related interests through the identification of their individual *Holland Code*, based on Holland’s Vocational Personality Theory and RIASEC typology.

**Restatement of Research Questions**

The following research questions were addressed in this study:

What does the current literature tell us about effective College and Career Readiness programs? Can a fifteen-week comprehensive, age-appropriate College and Career Readiness curriculum be designed and implemented for middle school students, in order to improve college awareness and career exploration? Can the comprehensive curriculum also align with the American School Counselor Association (ASCA) National Standards for Students?

**Summary of Findings**

This study was based on the growing amount of research informing educators that high school students today are graduating into one of the most competitive employment environments in recent history, and the White House is urging schools to promote “world-class academic standards and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for college and career” (Anctil et al., 2012, p.109). College and Career Readiness (CCR) are part of the “new vision” urged by President Barack Obama and the Unites States Department of Education to gain momentum in providing students with successful post-secondary opportunities. However, the plan of execution of College and Career Readiness programs within the middle grades remains unclear. Thus, it is unsurprising that a study completed by professors in Counselor Education, published by the National Career Development
Association, has found that school counselors spend significantly less time on career development than academic and personal/social development (Anctil et al., 2012). While counselors who have more recently begun their careers place more focus on career development, veteran school counselors report spending very little time on career interventions and the need for more training to effectively implement career interventions (Anctil et al., 2012). The creation and implementation of the “You’re Hired!” College and Career Readiness curriculum for at-risk middle school students hopes to shed knowledge of career theories and interventions for school counselors and make a small impact on a larger issue.

The design and implementation of a fifteen-week comprehensive, age-appropriate College and Career Readiness curriculum for middle school students, in order to improve college awareness and career exploration, has indicated to be a success due to many important findings. First, in the beginning of the course only 1 student reported that they did not perceive any challenges that might keep them from going to college. With that, 4 students indicated financial concerns, 3 students were unsure of what challenges they may face, 3 students said interest in attending college might present a challenge, and 1 student reported that family dynamics may keep them away from post-high school education. After the implementation of my curriculum, all 11 students had gained knowledge of resources that will help them reach their goals. Five students reported College Board, 4 students reported PA Career Zone, 3 students reported financial aid information, and 3 students reported organization and study skills.

Secondly, after the implementation 8 students reported a specific change or overall growth in both interest and knowledge of career or educational choices. Of those 8 students, 6 students reported specific and realistic career goals. This was in comparison to only 4 students reporting realistic career goals in the initial evaluation, while 7 students reported interest in high
stakes careers, this included “Broadway actress/actor,” “MLS Goalie,” “Donald Trump,” “Pop Star,” and “YouTube-r.” After the implementation the students reported occupations including: “meteorology,” “earn a PhD,” “computer program developer,” “business administration,” “electrical engineering and business,” and “architectural drafter.” The other 2 students, who did not indicate specific career goals, still indicated positive career development, “how many really interesting jobs are out there” and “I have so many more options than I thought I would like.”

Open to feedback, the study asked the students what they would do to improve the course, leading to a third important finding. Five students left the question blank signifying there were no improvements to be made to the curriculum. Two students gave extremely positive feedback writing, “nothing it’s perfect” and “this is my favorite class of the day.” Four students suggested changes, 2 were additions to the content (guest speakers), and 2 were in regard to classroom environment. Finally, a small evaluation of data provided the most satisfying finding about the curriculum implementation. The students were provided a scale, ranging from Very Useful to Useless to rate the course. Seven students (63%) reported the class was Very Useful. Three students (27%) reported the class was Somewhat Useful. One student (10%) reported the class was Useful. None of the students reported that the “You’re Hired!” curriculum was Not Very Useful or Useless. I converted this scale to a number rating scale of 5-1, 5 being Very Useful and 1 being Useless. The mean was 4.54 out of 5.

The study was also successful in aligned the curriculum with the American School Counselor Associations National Standards for Students as noted next to each objective throughout the curriculum lesson plans found in Appendix A through E. This set of standards was developed through the examination of over fifty years of theory, research and practice. The course aligns with the competencies and indicators for all three domains of development
included in the ASCA National Standards for Students: Academic Development, Career Development, and Personal/Social Development. Nine out of 9 (100%) standards have been met, 16 out of 16 (100%) of competencies have been met, and 60 out of 120 (50%) indicators offer a similar or exact match to the curriculum objectives and evaluations. It is evident and expected that the Career Development domain held the most significance throughout the curriculum objectives. However, because the career development process encompasses aspects of both academic and personal/social development, all competencies within the National Standards have been matched to objectives the “You’re Hired!” curriculum.

Discussion of Findings

Based on these results, I feel that my pilot implementation of the “You’re Hired!” College and Career Readiness Curriculum for At-Risk Middle School Students was a success. The goal of the course was to address a variety of challenges and solve these complications including: lack of knowledge about the steps involved in choosing a career, lack of knowledge about oneself related to career (values, aptitudes, interests, etc.), lack of information about career and post-secondary options, and lack of knowledge about how to gain further information to assist in the process of decision making. According to the student feedback, I feel that I successfully completed each of the five goals suggested by Radcliffe and Bos (2011) for mentors in creating a college-going culture for at-risk students: (1) understanding the nature of college, (2) recognize that college education is important to future success, (3) gain positive perception and aspirations about college, (4) prepare academically for college admissions, and (5) set short-term and long-term goals. Throughout the course, each question suggested by the Career Institute
(Schaefer & Rivera, 2012) was addressed, and a connection between school subjects and future employment seemed to be made. For example, the “MLS Goalie” developed a back-up career plan of electrical engineer, and “Donald Trump” was translated to a college major in Business Administration and future career as a Chief Executive Officer.

Students participated in several interventions throughout the course designed to heighten educational and occupational literacy through discussions about the college, the world of work and how both are organized. Based on my own observations and informal, verbal feedback from the students throughout the course, I have identified the most impactful interventions in the curriculum. These are consistent with what others have found through best-practice recommendations in the literature and ASCA National Standards for Students (2004). These include: job and college applications, Holland Code and RIASEC Typology, hearing from guest speakers and identifying role models, learning styles questionnaire and study skills and tips. The students were given a generic job application [Job Application, Class 6] and college application [College Application, Class 11] and asked to complete them. The majority of the students reported during class feeling like this helped them realize they did not have enough job-related experience or schooling to complete the applications. The students also realized the need to build relationships with teachers and employers in order to gain references and letters of recommendation. The college applications encouraged students to become involved with more extracurricular activities. Students were also given the opportunity to find careers and college majors that matched their interests through the use of experiential activities that allowed students to determine their Holland Code. They reported that completing the O*Net Interest Profiler [Class 4] and Pennsylvania Career Zone [PACareerZone.org, Class 4] “Quick Assessment,” which provided a list of occupations that matched their code along with the education required to
do the job was very helpful. The students expressed a high level of interest in searching for occupations that matched their code; even conducting additional research outside of class to find occupations they might be interested in pursuing. They reported that these interventions “opened my eyes to how many really interesting jobs are out there” and “the importance of college and job opportunities for myself.” I had a very similar experience with this intervention to that of my 2014 Career Workshop.

The students also positively reviewed using College Board [collegeboard.org, K-W-L Chart, Class 9] to search for schools with their intended majors. Students expressed interest in hearing from guest speakers, which included individuals from STEM careers and women in science, business and technology schools, and theatre and fine arts programs. They reported that this helped them learn about different careers more in depth and allowed them to identify role models in fields they were interested in pursuing. The students enjoyed the guest speakers so much that they indicated that hearing from more would have improved the class. Finally, many students reported that the curriculum helped them to become stronger academically. They expressed interest in finding their individual learning style [How Do I Learn Quiz, Class 13] and implementing the suggested study tips [Study Tips for Different Learning Styles, Class 13].

Students verbally expressed excitement during class time about group activities and those that allowed active-learning and provided opportunities for movement. They expressed gratification in being able to complete a group challenge. As the instructor I observed group bonding through the “Middle School Bingo” activity [Class 1], which allowed the students to get to know each other and move around the room. This is an icebreaker I would implement again and recommend to other educators. Throughout the course I adapted other activities to include a group “challenge” or movement. One example of this was the “Gender Roles” activity [Class 5].
Rather than having the students complete part A and B of the handout individually, the class was split into two teams. Activities such as this encouraged cooperative learning. The students also enjoyed opportunities to share about their lives and learn about the lives of other group members. As the instructor, I observed that interventions implementing group discussions had an effect of a strong show of emotional support for each other. Because of this, many interventions that were planned to be independent work [i.e. My Role Model, Class 6] were converted into group discussions.

**Limitations and Strengths**

There are several limitations to be considered when interpreting the results of “You’re Hired!” Career and College Readiness Curriculum. One of the limitations to the course implementation was a small sample size (n=11). Because only 11 students participated in the course, the ability to generalize the outcome of the curriculum with other student populations is limited. This number was also prohibitive of data analysis, in addition to the time constraint, for a true, experimental pre-test and post-test of the College Going Self-Efficacy Scale. Therefore, the success of the course cannot be expressed with a quantitative value, other than the Usefulness rating.

Other limitations may include the modifications that could have been made to the curriculum as suggested by the students. Two students reported better classroom management would have improved the course, “computer rules so less kids play games during lessons” and “more work so less students goof off.” Therefore, my lack of training in classroom management techniques may have somewhat diminished the effectiveness and efficiency of the course for
some students. In hindsight, I would have done more research on this topic as this would have been helpful with keeping all students on-task during lessons. This may have better prepared me to provide instruction to students with disabilities, including ADD and ADHD. Also, 2 students reported wanting more guest speakers for course improvement. Therefore, at the start of the course I would have asked the students for suggestions of who they would like to speak in front of the class to better have met their needs.

As explained in chapter 3, The Delta Program has a philosophy of student empowerment, and therefore the generalizability of the curriculum implementation may be limited. What may have presented a strength to my study, may be a limitation to future implementations. My pilot implementation of “You’re Hired!” occurred within an ideal school environment, which provided support from both administration and students who were extremely receptive of my ideas. However, schools within other districts may need more motivation in order to see the importance of allowing counselors to provide College and Career Readiness programs and be accepting of the extensive curriculum. For example, within overwhelmed school districts (i.e. inner city), the administrators may not offer the necessary support to counselors. In the same respect, students may be resistant and resentful to the counselor although their need for this curriculum is high. It is possible that in order to have a successful implementation, the school needs to first acknowledge the importance of the program and offer full support throughout it’s course.

The positive results of this study could be attributed to a variety of strengths within the design of the curriculum and the environment in which it was implemented. First, the physical structure of the classroom. The course was instructed in a classroom in which the seating was an inside-facing, circular formation. This helped to encourage and facilitate discussion between the
students and the instructor. This physical structure also promoted child-centered, collaborative learning. Secondly, being the author of the curriculum my have been a contributor to the success of the course. Starting from scratch, I became connected to the curriculum over the course of many months of work and therefore, fully invested in its implementation. When it came time to implement the curriculum in front of the classroom I had become fully familiar with the contents and knew the lessons plans in-and-out. A counselor with less time and energy invested into the curriculum may not render the same results in its implementation. Finally, approaching the class from a mentor role was also likely a contribution to the successful implementation of “You’re Hired!” Supporting and extending on the research done by Radcliffe and Bos (2001), this allowed students the freedom to explore and allowed me to create and foster a goal-oriented relationship between the students and myself.

Implications and Recommendations for Future Research

I believe this thesis offers a number of implications for school counselors. First, school counselors must recognize the importance of implementing College and Career Readiness programs in their schools. Also, they should acknowledge the necessity of beginning these exploration programs in middle school, if not prior. It is obvious that students have begun to think about their post-high school options by this point and counselors must intervene proactively in identifying students potentially at-risk for diminishing their vocational and academic goals due to lack of knowledge. We know that school counselors spend significantly less time on career development than academic and personal/social development (Anctil et al., 2012), and the results from research questions 1 and 2 should serve as motivation to make CCR a
nationwide effort by all school counselors. With that, the results from research question 3 should encourage school counselors to look towards the American School Counselor National Standards for Students for recommendations in guiding the development of their own successful CCR programs.

Next, interventions should be based in self-efficacy theory and address ways to increase beliefs about students’ ability to attend and persist in college (Gibbons & Borders, 2010). In the beginning of the course, many of the students were discouraged about attending college for a number of reasons, and after implementing interventions which promoted access to opportunities for academic success, role models, concrete information about college costs, financial aid, and how to select a college, the students were able to realize that college may be a feasible goal for them. “Failing to challenge students to examine the plausibility of their college plans has serious opportunity costs—it prevents them from seeing the importance of high school, it prevents them from taking the additional efforts that might make their plans more likely to come true, and it prevents them from preparing for alternative outcomes” (Rosenbaum, 1998, p.74). In addition, counselors should always remember that, “Protecting students’ high expectations when they are unwarranted is not a kindness; it is a deception” (Rosenbaum, 1998, p.74).

This was my pilot implementation of “You’re Hired!” and further research using this curriculum should be pursued. For future research it is important to note that the “You’re Hired!” curriculum was not designed only for this specific sample of students. There is reason to believe this curriculum is appropriate for, and will be successful with, students with a range of at-risk classifications and internal or external barriers at home, at school, or in the community. Although it has not yet been tested, I have reason to believe the “You’re Hired!” curriculum can be successfully implemented and helpful for students classified as Remote Risk (low SES, belonging
to a minority group, poor access to good education), High Risk (aggression, conduct problems, impulsivity, anxiety, affective problems, hopelessness, and deficits in social skills and coping behaviors), and Imminent Risk (vulnerable and underserved populations, exhibit gateway behaviors). The curriculum was successfully implemented with a sample size of n=11. Due to curriculum flexibility there is reason to believe that “You’re Hired!” can also be implemented in both a small group setting and a larger classroom setting, in addition to a small classroom setting.

Possible studies may implement the curriculum in these diverse settings (large classroom, small group, etc.) to determine whether it is logistically appropriate for these settings. Studies examining the utility of the curriculum with various student groups, including high school students, can determine whether it is appropriate for older adolescents. Another study may implement a formal experimental data analysis of pre-test and post-test data College-Going Self-Efficacy Scale to measure the effectiveness of the course with a quantitative value. Using T-tests, a future study can compare means to determine if there is significant improvement. Longitudinal studies could examine changes in college and career exploration beliefs over time for “You’re Hired!” participants and control students, as the curriculum may be useful as a measure of changing beliefs about college-going and job attainment. While additional studies are needed to explore the validity and reliability of the “You’re Hired!” College and Career Readiness Curriculum for At-Risk Middle School Students, the results provided from the pilot implementation offer positive initial evidence regarding its use with middle school students.

It is my hope that through the creation and implementation of my honors thesis I have shed light on this somewhat grey area of College and Career Readiness in the middle grades. I have always had a passion for helping students realize their full potential through education and career planning, and this experience has greatly enhanced that. This has become a life-long goal
and continuous journey. I plan to use what I have learned through my thesis to guide what I accomplish in graduate school and beyond. I will continue to contribute to the field of school counseling by investigating College and Career Readiness methods that will best suit this population.
Appendix A

Classes 1-3: “It’s All About Me”

A. Class 1: “Where Am I Now?”
   a. Orientation
   b. Initial Evaluation
   c. Peer Connections

B. Class 2: “My Interests and Skills”
   a. Interests, Skills, and Roles

C. Class 3: “Making a Name for Myself”
   a. Identify specific careers to explore
   b. Envision success
Class 1

Objective:

1. Orientate students to counselor and course (*Standard PS:C1.6*)
2. Students will complete initial evaluation (*Standard A:B2.2*)
4. Students will complete ice breaker activity (*Standard PS:A2.6, PS:A2.8*)

Materials:

- College and Career Readiness Course Syllabus
- Initial Evaluation Handout
- All About Me handout
- Middle School Bingo Cards
- Pen or Pencil

Instructions:

1. Provide introduction and introduce counselor
2. Ask students to complete the Initial Evaluation and collect the Handout
3. Ask students their perceptions/beliefs about the College and Career Readiness Course. What do they hope to get out of it? Allow students to ask questions
4. Provide clarification and an explanation of the College and Career Readiness Course
5. Complete Middle School Bingo Activity

Activity:

1. Pass out a bingo card to each player.
2. Players circulate to find classmates who match descriptions in the bingo squares
3. When a match is found, the player writes the name of the individual in the square. Different names must be used in each square.
4. When a player has filled a row with names, s/he yells “Bingo!”
5. Check the entire card, identifying group members matching each description.
6. Read through card and have all participants stand when a category applies to them, in order to make peer connections

Evaluation:

Students will have completed an evaluation and had an opportunity to have their questions answered. They will make connections with peers within their class.
Demographic Questionnaire

1. Age: ________

2. Sex: Female _____ Male _____

3. Year in School:
   _____ Sixth Grade
   _____ Seventh Grade
   _____ Eighth Grade

4. Race/Ethnicity:
   _____ Black or African American
   _____ Latina/o or Hispanic
   _____ White or European American
   _____ Asian/Pacific Island American
   _____ Native American
   _____ Other (please specify) ___________________

5. What is your mother’s highest level of education:
   _____ Below High School
   _____ High School Graduate or GED
   _____ Some College
   _____ College Graduate
   _____ Graduate School
   _____ Don’t know
6. What is your father’s highest level of education:
   ______ Below High School
   ______ High School Graduate or GED
   ______ Some College
   ______ College Graduate
   ______ Graduate School
   ______ Don’t know

7. Do you participate in your school’s free and reduced-lunch program?
   Yes ______ No ______

8. What is your grade point average (GPA)? ____________

9. Do you have a disability/Individualized Education Plan (IEP)?
   ______ ADHD
   ______ Dyslexia
   ______ Other Learning Disability (please specify) ________________
   ______ Physical Disability or Chronic Health Condition (please specify)
   _______________________
   ______ Depression
   ______ Anxiety
   ______ Other Emotional Disorder (please specify) ________________
Initial Evaluation Open Ended Portion

1. Do you plan to attend college or vocational school to further your education after high school?

2. What challenges might keep you from going to college? (Money, grades, family, interests, etc.)

3. What specific activities do you enjoy or are particularly interested in? (What are your hobbies? What do you like to do?)

4. Please list all of the careers or jobs that you are thinking about for your future. If you do not know the exact name, please describe it.
5. What subjects do you need to do better in so that you will do well in college and your future career/job goals?

6. What are some possible careers you would like to learn more about?

7. What else do you hope to learn about in this class?
College-Going Self-Efficacy Scale

**Instructions:** Answer questions 1-30; please indicate how confident you are by circling the letter that responds to your confidence letter.

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<thead>
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<th>Not at all sure</th>
<th>Somewhat sure</th>
<th>Sure</th>
<th>Very Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. I can find a way to pay for college
2. I can get accepted to a college
3. I can have family support for going to college
4. I can get a scholarship or grant for college
5. I can go to college after high school
6. I could pay for each year of college
7. I can choose the high school classes needed to get into a good college
8. I could get A’s and B’s in college
9. I could get my family to support my wish of finishing college
10. I can choose college courses that best fit my interests
11. I can choose a good college
12. I can make an educational plan that will prepare me for college
13. I can get good grades in my high school math classes
14. I can make my family proud with my choices after high school
15. I can know enough about computers to get into college
16. I can pay for college even if my family can not help me
17. I could pick the right things to study at college
18. I could fit in at college
19. I could be smart enough to finish college
20. I could make friends at college
21. I could get the education I need for my career of choice
22. I could do the classwork and homework assignments in college classes
23. I could set my own schedule while in college
24. I could take care of myself in college
25. I could care for my family responsibilities while in college
26. I would like being in college
27. I could finish college and receive a college degree
28. I could get good enough grades to get or keep a scholarship
29. I could get a job after I graduate from college
30. I can get good grades in my high school science classes
<table>
<thead>
<tr>
<th><strong>All About Me</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>Name I Go By</td>
</tr>
<tr>
<td>My Birthday</td>
</tr>
<tr>
<td>Favorite Book</td>
</tr>
<tr>
<td>Favorite Subject</td>
</tr>
<tr>
<td>Favorite Teacher</td>
</tr>
<tr>
<td>Favorite Food</td>
</tr>
<tr>
<td>Best Friend(s)</td>
</tr>
<tr>
<td>Favorite Sports</td>
</tr>
<tr>
<td>Classes I Struggle In</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Plays a musical instrument</td>
</tr>
<tr>
<td>Will be a first generation college student</td>
</tr>
<tr>
<td>Speaks more than 1 language</td>
</tr>
<tr>
<td>Has a brother or sister who attend college</td>
</tr>
<tr>
<td>Is an 8(^{th}) grader</td>
</tr>
</tbody>
</table>
Class 2

Objective:
1. Students will begin to evaluate their interests and skills (Standard C:C2.1, A:A3.3)
2. Students will connect certain classes, activities, and roles to learn about themselves (Standard C:A1.3, C:A1.8, C:A1.9)
3. Students will begin to relate interests to careers (Standard C:C1.3)

Materials:
- My Interests handout
- Pen or Pencil

Instructions:
1. Ask students to complete Part I of My Interests Handout
2. Have a class discussion about their results
3. Ask students to complete Part II of My Interests Handout
4. Have students find a partner and share their responses to receive feedback about career ideas
5. Have a class discussion about some jobs that were identified and write them on the chalkboard
6. Ask students to individually rank their interests from the most important to the least important and write a 3 to 5-sentence reflection on the back of the My Interests handout.

Evaluation:
Students will have a completed My Interests Handout. They will have had the opportunity to discuss their results and prioritize/reflect on their interests.
## My Interests

**Part I:** Look at the table below. In the first column, list the classes you like best and tell why. In the middle column, list the activities you enjoy most and tell why. In the final column, list any jobs or roles you currently have and enjoy and tell why.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Activities</th>
<th>Jobs/Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II:** Answer the following questions based on your responses to and discussions about Part I.
1. How are the classes you like and the activities you like the same or different?
2. What classes, activities, and jobs/roles do you think you will want to continue in high school?
3. What classes, activities, and jobs/roles do you look forward to adding in high school?
4. What future careers can grow out of the classes, activities, and jobs/roles that you like?
Class 3

Objective:
1. Students will identify specific careers they would like to learn more about (Standard A:B2.6, C:B1.1, C:C1.2)
2. Students will envision themselves in a career where they can become successful (Standard A:A1.1, C:C1.7)

Materials:
- Career Exploration handout
- Markers and colored pencils

Instructions:
1. Ask students to fill out the Career Exploration handout
2. Give students an opportunity for group discussion
3. Have students find someone in the class with a similar career interest
4. Distribute markers/colored pencils
5. Have students design a business card for themselves with the career that they would most like to learn about

Evaluation:
Students will have identified the career(s) that they are the most interested in on their personal business card.
Career Exploration Sheet

Answer the following questions. In the box below, design your own business card.

1. I would like to know more about a career in:

2. I think this could be a good career for me because:

3. To learn more about this career, I should talk to:

4. I can also learn more about this career from the following places:

5. This is what my business card would look like if I worked in this career:
Appendix B

Class 4-6: “Voyage into Vocations”

A. Class 4: “My TYPE of Job”
   a. O*Net Interest Profiler
   b. John Holland RIASEC Typology (Holland Code)
   c. PACareerZone.org

B. Class 5: “Breaking Boundaries”
   a. Gender-typing
   b. Nontraditional Careers
   c. The Value of a Job

C. Class 6: “Eyes on the Prize”
   a. Job Application
   b. Identifying Role Models
Class 4

Objective:
1. Students will identify their individual Holland Code through the O*Net Interest Profiler (*Standard A:B2.2, C:B1.2*)
2. Students will identify careers that are aligned with their Holland Code (*Standard C:A1.2*)
3. Students will identify different types of educational preparation required for occupations (*Standard C:B1.3*)
4. Students will show proficiency in using PACareerZone.org (*Standard C:B1.5*)

Materials:
- O*Net Interest Profiler & Scoring Handout (downloadable version found on https://www.onetcenter.org/IP)
- Holland Code Handout
- Computer
- PA Career Zone Handout
- Pen or Pencil

Instructions:
1. Ask student to complete the O*Net Interest Profiler and score themselves to find their Holland Code
2. Offer a brief introduction to the Holland Code
3. Direct students to PACareerZone.org
4. Direct students to the “Quick Assessment” page and ask students to read about and select their Holland code; click “View Results”
5. Ask students to identify if their chosen career from Class 3 (Business Cards) matches their Holland Code
6. Ask students to complete the PA Career Zone Handout
7. Allow students to explore other resources on PACareerZone.org

Evaluation:
Students will have identified their 3-letter John Holland Code and will identify 3 careers and their educational requirements that match their code.
The Holland Code

This is your Holland Code: the letters representing your three highest numbers

______  _______  _______

The RIASEC Holland Code is a theory of how people choose careers. It says, for example, that RI people (those whose strongest interests are in the Realistic and Investigative themes) will seek out RI jobs. “Engineer” is one of the many occupations, which has an RI code.

The R and I themes are close to each other on the hexagon and therefore share a common stronger interest of working with things, rather than working with people. The themes are multidimensional; this is but one level. College majors and over 12,000 occupations have been coded in this way and can provide useful and insightful information about where you might find satisfaction in the world of work.

<table>
<thead>
<tr>
<th>C = Conventional</th>
<th>E = Enterprising</th>
<th>A = Artistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>R = Realistic</td>
<td>I = Investigative</td>
<td>S = Social</td>
</tr>
</tbody>
</table>
Enterprising

<table>
<thead>
<tr>
<th>Enterprising Individuals:</th>
<th>Typical Jobs Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See themselves as skilled with words</td>
<td>• Banker</td>
</tr>
<tr>
<td>• Seek careers where they can lead others</td>
<td>• Salesperson</td>
</tr>
<tr>
<td>• Enjoy convincing others to think the way they do</td>
<td>• Business Executive</td>
</tr>
<tr>
<td>• Can persuade others to buy their products</td>
<td>• Buyer</td>
</tr>
<tr>
<td></td>
<td>• Financial Planner</td>
</tr>
<tr>
<td></td>
<td>• Lawyer</td>
</tr>
</tbody>
</table>

**Industries:** Accounting, Financial Services, Law Firms, Management Consulting

Conventional

<table>
<thead>
<tr>
<th>Conventional Individuals:</th>
<th>Typical Jobs Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prefer jobs with clearly defined duties</td>
<td>• Bank Teller</td>
</tr>
<tr>
<td>• Like to work with words and numbers</td>
<td>• Secretary</td>
</tr>
<tr>
<td>• Are orderly and systematic</td>
<td>• Accountant</td>
</tr>
<tr>
<td>• Value financial success and status</td>
<td>• Insurance Clerk</td>
</tr>
<tr>
<td></td>
<td>• Computer Operator</td>
</tr>
<tr>
<td></td>
<td>• Budget Analyst</td>
</tr>
</tbody>
</table>

**Industries:** Banking, Collections, Government, Insurance, Staffing Services
### Artistic

<table>
<thead>
<tr>
<th>Artistic Individuals:</th>
<th>Typical Jobs Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prize independence</td>
<td>• Musician</td>
</tr>
<tr>
<td>• Enjoy creative activities such as music, writing, entertainment, and art</td>
<td>• Writer</td>
</tr>
<tr>
<td>• Appreciate the artistic work of others in museums, theatres, and books</td>
<td>• Artist</td>
</tr>
<tr>
<td>• Actively seek opportunities for self expression</td>
<td>• Fashion Designer</td>
</tr>
<tr>
<td></td>
<td>• Actor/Actress</td>
</tr>
<tr>
<td></td>
<td>• Photographer</td>
</tr>
</tbody>
</table>

**Industries:** Advertising/Public Relations, Publishing, Journalism, Web Page Creation, Media (TV/Radio), Graphics

### Realistic

<table>
<thead>
<tr>
<th>Realistic Individuals:</th>
<th>Typical Jobs Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prefer to work with tools and objects rather than with people and words</td>
<td>• Auto Technician</td>
</tr>
<tr>
<td>• Like to build things</td>
<td>• Cook</td>
</tr>
<tr>
<td>• Want to see practical results from their work</td>
<td>• Carpenter</td>
</tr>
<tr>
<td>• Enjoy mechanical activities</td>
<td>• Truck Driver</td>
</tr>
<tr>
<td>• Like work that requires physical strength</td>
<td>• Farmer</td>
</tr>
<tr>
<td></td>
<td>• Electrician</td>
</tr>
<tr>
<td></td>
<td>• Aircraft mechanic</td>
</tr>
</tbody>
</table>

**Industries:** Manufacturing, Trades (Construction/Electrical/Plumbing/Air Conditioning/Etc.), Restaurants/Catering, Computers, Painting
### Investigative

**Investigative Individuals:**
- Put a high value on math and science
- Are curious, creative, and studious
- Like to work with theories or unproved ideas
- Prefer to work alone

**Typical Jobs Include:**
- Software engineer
- Chemical engineer
- Architect
- Veterinarian
- Biologist
- Physician
- Web Site Developer

**Industries:** Biotechnology, Engineering, Environmental, Healthcare

### Social

**Social Individuals:**
- Care about the well-being of others
- Get along well with other people
- Have strong verbal skills
- Like to provide service for others

**Typical Jobs Include:**
- Counselor
- Social Worker
- Teacher
- Nurse
- Recreation Leader
- Psychologist

**Industries:** Business Organizations, Car Sales, Education and Childcare Services, Mental Health, Hotels, Real Estate, Retail and Sales
www.PACareerZone.org

This is a website created by the Pennsylvania Department of Education for career exploration. It includes three major pieces, “Assess Yourself,” “Explore Job Families,” and “Budget Your Life.” This website is free to use.

**Instructions:** Identify THREE careers that you are interested in. List the name of the occupation, the education and training required, the average salary, and the job rate (growth).

1. Name of Occupation: __________________________________________________
   
   Education/Training:
   __________________________________________________
   __________________________________________________
   __________________________________________________
   Salary: _____________________________
   Job Rate (Growth): ___________________

2. Name of Occupation: __________________________________________________
   
   Education/Training:
   __________________________________________________
   __________________________________________________
   __________________________________________________
   Salary: _____________________________
   Job Rate (Growth): ___________________

3. Name of Occupation: __________________________________________________
   
   Education/Training:
   __________________________________________________
   __________________________________________________
   __________________________________________________
   Salary: _____________________________
   Job Rate (Growth): ___________________
Class 5

Objective:

1. Students will examine career choices and how they relate to changing male/female roles. (*Standard PS:A1.11, PS:A1.12*)
2. Students will explore non-traditional careers (*Standard CA1.2, CB1.7, CB1.8*)
3. Students will identify and reassign the value of a job (*Standard PS:A1.2*)

Materials:

- Gender Roles Handout
- Chalkboard/Smart board
- Guest Speaker(s)-optional
- Value of a Job Assignment Handout

Instructions:

1. Ask students to complete the Gender Roles Worksheet
2. Allow time for class discussion about the student’s results/reactions
3. Create a chart on the board with two columns, “Male” and “Female,” and ask students to name traditional gender-stereotyped careers
4. Create a third column labeled “Non-Traditional” and ask students to identify 10-15 careers that break gender stereotypes
5. Optional: Introduce non-traditional guest speaker
6. Before class dismissal, talk briefly about job values and distribute Assignment Handout to be completed for homework

Homework:

- Value of a Job Assignment

Evaluation:

Students will have identified 10-15 non-traditional careers and will reassign a job value.
Gender Roles

Instructions: Take 5 minutes to complete part A and B. This will not be evaluated.

Part A: name a male who held each of the following positions.

1. Artist: __________________________________________
2. Astronaut: ______________________________________
3. Athlete: _________________________________________
4. Author: _________________________________________
5. Explorer: ________________________________________
6. Scientist: _________________________________________
7. Leader of a Nation: _______________________________
8. Musician: _________________________________________
9. CEO: ___________________________________________

Part B: name a female who held each of the following positions.

1. Artist: __________________________________________
2. Astronaut: ______________________________________
3. Athlete: _________________________________________
4. Author: _________________________________________
5. Explorer: ________________________________________
6. Scientist: _________________________________________
7. Leader of a Nation: _______________________________
8. Musician: _________________________________________
9. CEO: ___________________________________________

Questions:

1. Was Part A or Part B easier to complete? Why?
2. Is your answer to the first question evidence of gender inequality? Why?
3. Do you think we have reached gender equality in society?
4. What is the medias role in creating gender stereotypes and roles?
Value of a Job

**Instructions:** Research a career on PACareerZone.org and assign a new salary based on your perception of the job’s value. Write a defense of that new salary. Please chose a career that you have not already researched, it may be in a similar field.

1. Career Title: _____________________________________________________________

2. Education Required:

   _____________________________________________________________
   _____________________________________________________________

3. Important Job Duties and Responsibilities:

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

4. Current Salary (Wages):

   _____________________________________________________________

5. New Salary based on your perception of the Job’s Value:

   _____________________________________________________________

6. Why do you think this job deserves the new salary you have assigned it?

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
Class 6

Objective:
1. Students will be able to openly discuss job values (*Standard C:A1.1, C:B1.8*)
2. Students will be able to fill out a generic job application (*Standard C:A2.2, PS:C1.1*)
3. Students will begin their first resume (*Standard C:A2.6*)
4. Students will examine what makes a positive role model (*Standard PS:A2.3, PS:C1.6*)

Materials:
- Completed Job Application Example
- Blank Job Application Handout
- My Role Model Assignment Handout
- Chalkboard and Chalk
- Computer
- Pen or Pencil

Instructions:
1. Collect Job Values Homework and display in the classroom
2. Give a brief introduction to completing job applications by showing students an example of a completed job application
3. Ask students to fill out the blank Job Application Handout for the job that is their #1 choice from the exploration. Allow time for discussion with students about any difficulties they had when completing the application and how they can improve their applications
4. Direct students to careerkids.com, “My First Resume”
5. Ask students to complete the online form and download their resume
6. Have a class discussion about role models. Make a list on the chalkboard of qualities that depict positive role models. Make another list on the chalkboard of a few positive role models (i.e. President Obama)
7. Ask students to identify a role model in their life right now (parent, relative, teacher) and a role model who they do not know personally (someone who has their dream job or sets a good example for others)
8. Distribute My Role Model Handout to be completed for homework with one of the two role models they have identified

Homework:
My Role Model Assignment Handout
**Evaluation:**

Students will have accurately and completely filled out a generic job application and developed an elementary resume. Students will identify one (1) role model presently in their life, and one (1) role model they do not personally know.
# JOB APPLICATION

## General Information

<table>
<thead>
<tr>
<th>Name (Last)</th>
<th>(First)</th>
<th>(Middle Initial)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (Mailing Address)</th>
<th>(City)</th>
<th>(State)</th>
<th>(Zip Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(Home Telephone)</th>
<th>(Other Telephone)</th>
<th>(Email Address)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Position

<table>
<thead>
<tr>
<th>(Type of Employment Desired)</th>
<th>Will Accept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>__Full-Time</td>
</tr>
<tr>
<td></td>
<td>__Part-Time</td>
</tr>
<tr>
<td></td>
<td>__Temporary</td>
</tr>
</tbody>
</table>

Are you able to perform the essential functions of the job you are applying for, with or without reasonable accommodation?  
____Yes ____No

<table>
<thead>
<tr>
<th>(Salary Desired)</th>
<th>(Date Available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Availability

<table>
<thead>
<tr>
<th>(Days available to work)</th>
<th>Can you work nights?</th>
</tr>
</thead>
<tbody>
<tr>
<td>__Monday __Tuesday __Wednesday __Thursday __Friday __Saturday __Sunday</td>
<td></td>
</tr>
<tr>
<td>How many hours can you work weekly? ______</td>
<td></td>
</tr>
</tbody>
</table>

## Education and Training

High school graduate or General Education (GED) Test Passed?  ____Yes  ____No

If no, list highest grade completed: ______

<table>
<thead>
<tr>
<th>College, Trade School, Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name of Institution)</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
**Special Skills** (List all important skills)


**Work Experience** (List all previous jobs including voluntary work)

<table>
<thead>
<tr>
<th>(Employer Name)</th>
<th>(Job Title)</th>
<th>(Specific Duties)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.  

<table>
<thead>
<tr>
<th></th>
<th>___Yes</th>
<th>___No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?</td>
<td>___Yes</td>
<td>___No</td>
</tr>
<tr>
<td>If yes, please explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have a valid drivers license?  

<table>
<thead>
<tr>
<th></th>
<th>___Yes</th>
<th>___No</th>
</tr>
</thead>
</table>

**References**

<table>
<thead>
<tr>
<th>(Name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

_I certify that all answers and statements on this are true and complete to the best of my knowledge. I understand that, should this application contain false or misleading information, my application may be rejected or my employment with this company terminated._

Signature __________________________ Date ________________
My Role Model

**Instructions:** Identify a positive role model. Write 10-15 sentences about why that person is your role model.

Role Model Name: ______________________________________________________

This person is my role model because

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________


Appendix C

Class 7-9: “CSI: College Scene Investigation”

A. Class 7: “College Knowledge”
   a. What do I know about college?
   b. Tuition Prices and Earning Power

B. Class 8: “All of the Possibilities”
   a. Different types of colleges
   b. Careers by Degree

C. Class 9: “Taking it to the WEB”
   a. Using the Internet to research colleges and careers
Class 7

Objective:

1. Students will begin to evaluate their current knowledge about college and impressions about furthering their education (*Standard C:B2.1, C:C1.1, C:C2.1, A:A3.5*)
2. Students will address the question “Is college worth the cost?” by making connections between tuition prices and earning power (*Standard C:B1.8, C:C1.5*)

Materials:

- Computer
- College Knowledge Survey Handout
- Is College Worth the Cost? Handout
- Pen or Pencil

Instructions:

1. Collect My Role Model Homework and display in the classroom if students permit
2. Ask students to complete the College Knowledge Survey by answering each question in a few words
3. Have a class discussion about the students’ answers to learn what they think college can do to help them in a future career
4. Distribute the Is College Worth the Cost? Handout and allow students a moment to look it over
5. Help the students understand the chart and info graphics on the Cost Handout
6. Show the class “Why Go” a video from The CollegeBoard (ycg.org/edpays)
7. Ask students to share any opinions or ask any questions they may have about college tuition and job salaries based on education level

Evaluation:

Students will have expressed their current knowledge about college both on paper and verbally. Students will have had the opportunity to discuss their feelings on if college tuition is with the future financial benefits.
Name: __________________________________

College Knowledge Survey

1. What do you think of when you hear the word “college”? 

2. Whom do you know who goes to college or has been to college? Where?

3. Why do you think students continue on to college after high school?

4. What jobs do you think require a college education?

5. What colleges do you know about? How do you know about these colleges?

6. What other things do you think that you can do in college besides study and take classes?

7. Why do you want to go to college?
Is College Worth the Cost?

<table>
<thead>
<tr>
<th>Type of College</th>
<th>Average Published Yearly Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Two-Year College (in-district students)</td>
<td>$3,347</td>
</tr>
<tr>
<td>Public Four-Year College (in-state students)</td>
<td>$9,139</td>
</tr>
<tr>
<td>Public Four-Year College (out-of-state students)</td>
<td>$22,958</td>
</tr>
<tr>
<td>Private Four-Year College</td>
<td>$31,231</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau

Note: Chart shows 2008 median earnings for full-time workers at least 25 years old.
Class 8

Objective:
1. Students will examine different types of colleges (*Standard C:B2.2*)
2. Students will familiarize careers by degree (*Standard C:B2.1, C:C1.1, C:C1.4*)

Materials:
- Chalkboard/Smart board
- How Can I Start to Think About College Handout
- Career Paper Strips
- Careers by Degree Handout

Instructions:
1. Distribute the How Can I Start to Think About College Handout to each student and allow a few minutes for them to read it over
2. Review the College Vocabulary with the students
3. Write each category of college on the board as headings and ask students to write names of colleges in the appropriate category
4. Evaluate each suggested college accurately
5. Distribute 1-2 strips of paper labeled with an occupation from the Careers by Degree Handout
6. Ask students to place the career under the appropriate college category
7. Reveal the correct careers by degree according to the Handout
8. Allow students time to express concerns and ask questions about the material

Evaluation:
Students will accurately categorize names of schools by types of colleges. Students will accurately categorize careers by college and degree type.
How Can I Start to Think About College?

Although college might seem like it is a long way off, in a couple of years you will begin to think about particular colleges that you might want to attend. Picking one college out of hundreds of possibilities will require a lot of thought and research. Here are some ways to get started in thinking about your college options.

Questions to Consider

Answers to these questions will help you apply what you have already learned about yourself as you think about college possibilities.

- How do I learn best? In large classes or small groups?
- Do I like being one of the best in the class, or do I need the competition of other equally bright classmates in order to challenge myself?
- Do I learn more quickly when structure is clear and uniform, or does freedom to make choices about how I spend my time for a class fit me better?
- What extracurricular activities have been most important to me? Which will I want to continue in college?
- Who are my friends? Do I want my relationships in college to be similar or different?

Involve Your Family

It is a good idea to start talking about college with your family to find out if they are ready to support you as you plan for college. Find out if you and your parents or guardians are on the same page. Share with them all that you have been learning.

- Are there colleges that they hope you will consider?
- Are they comfortable with allowing you to travel a great distance for college?
- Are there limits to what they can or will contribute to your college finances?

Work on Your College Vocabulary

- Liberal Arts Colleges: focus on the education of undergraduate students. Classes are generally taught by professors who see teaching as their primary responsibility. Students who attend liberal arts colleges are exposed to a broad sampling of classes. In addition, they select at least one area of in-depth study that is their college “major.” Many employers look for graduates of liberal arts programs because they are well rounded.
- Universities: are generally larger and include a liberal arts college, as well as colleges focused on preparation for a specific career, like nursing or education. Universities offer a greater range of academic choices than do liberal arts colleges, but often come with classes that are quite large.
- Technical Institutes and Professional Schools: enroll students who have made clear decisions about what they want to study and emphasize preparation for specific careers, for
example in music or fine arts, engineering or technical sciences. You will want to be quite sure of your future direction before selecting one of these options.

- **Historically Black Colleges and Universities:** find their origins in the time when African-American students were systematically denied access to most other colleges and universities. Students at HBCU’s have a unique opportunity to experience an educational community in which they are a part of the majority. They find committed faculty mentors who encourage their expectations of success.

- **Tribal Colleges:** similar to HBCU’s, in focusing on the needs of education of American-Indian students.

- **Women’s Colleges:** similarly, with their larger numbers of female faculty and administrators, offer college women confidence-building role models, greater opportunities to serve in a full range of student leadership positions, and a heightened awareness of career possibilities for women. Women’s colleges graduate a high number of science majors, as well as students who will continue on to graduate school and/or professional studies.

- **Community or Junior Colleges:** generally offer the first two years of a liberal arts education, in addition to specialized occupation preparation. An associate’s degree is awarded at the end of a two-year program of studies, following which many students continue their education at a four-year institution.

- **Proprietary Institutions:** are considered for-profit companies that operate under the demands of investors and stockholders. They attract adult learners and part-time students in search of narrowly focused professional training opportunities. Their programs usually offer a non-traditional format. Many for-profits also have classes solely available online.

- **Public Colleges and Universities:** are financed by citizens who pay taxes in your state. Their primary mission is to serve students who live where you do. Generally, costs to students are less than those of private colleges.

- **Private Colleges and Universities:** are not supported by state or taxes. Some receive support from a religious group.

- **Financial Aid:** comes in many forms and helps students with need pay for college costs. Financial aid includes:
  - **Grants:** money given to students based upon family income
  - **Scholarships:** awards based upon school performance, test scores, or special talents (like sports or music).

- **Undergraduate degrees:**
  - **Associate degree:** two-year degree earned at a community college or two-year private college.
  - **Bachelor’s degree:** completed at a four-year institution.
## Careers By Degree

<table>
<thead>
<tr>
<th>Two-Year College (Associate degree)</th>
<th>Four-Year College (Bachelor’s degree)</th>
<th>More than Four Years (Graduate Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dental Hygienist</td>
<td>• Teacher</td>
<td>• Physician</td>
</tr>
<tr>
<td>• Automotive Technician</td>
<td>• News Reporter</td>
<td>• Dentist</td>
</tr>
<tr>
<td>• Electrician</td>
<td>• Journalist/Writer</td>
<td>• Lawyer</td>
</tr>
<tr>
<td>• Plumber</td>
<td>• Engineer</td>
<td>• Psychologist</td>
</tr>
<tr>
<td>• Computer Repairer</td>
<td>• Accountant</td>
<td>• School Counselor</td>
</tr>
<tr>
<td>• Firefighter</td>
<td>• Social Worker</td>
<td>• University Professor</td>
</tr>
<tr>
<td>• Policeman</td>
<td>• Registered Nurse</td>
<td>• Pharmacist</td>
</tr>
<tr>
<td>• Physical Therapist Assistant</td>
<td>• Business Manager</td>
<td>• Physical Therapist</td>
</tr>
<tr>
<td>• Medical Assistant</td>
<td>• Librarian</td>
<td>• Occupational Therapist</td>
</tr>
<tr>
<td>• X-Ray Technician</td>
<td>• Hotel Manager</td>
<td>• Speech Pathologist</td>
</tr>
<tr>
<td>• Chef/Head Cook</td>
<td>• Advertising Sales Agent</td>
<td>• Veterinarian</td>
</tr>
<tr>
<td></td>
<td>• Pilot</td>
<td>• Minister/Priest/Rabbi</td>
</tr>
</tbody>
</table>

Can you think of any others?
Class 9

Objective:
1. Students will become proficient in navigating www.collegeboard.org (Standard C:B1.5, C:B1.6)
2. Students will conduct a college search using www.collegeboard.org (Standard C:B1.5, C:B1.6)
3. Students will complete a Know-Want-Learn Chart about college (Standard A:B1.5)
4. Students will become familiar with internet resources available for learning about college and careers (Standard C:B1.5, C:B1.6)

Materials:
- Computer
- Know-Want-Learn Chart Handout
- Internet Sites for College Exploration Handout
- Pen or Pencil

Instructions:
1. Direct students to www.collegeboard.org
2. Direct students to “College Search” page and ask students to complete the search with their educational preferences
3. Ask students to select 3 schools from their College Search results that they might be interested in
4. Ask students to complete the Know-Want-Learn Chart Handout using those 3 schools
5. Discuss the students’ charts with the class
6. Distribute the Internet Sites for College Exploration Handout

Evaluation:
Students will have a completed Know-Want-Learn Chart with information about 3 colleges from their www.collegeboard.org “College Search” results.
**Know-Want-Learn (KWL) Chart**

**Instructions:** Choose 3 colleges that you are interested in. List what you already know about a college in the KNOW column. List what you still want to find out about a college in the WANT column. List any new information you learn in the LEARN column.

<table>
<thead>
<tr>
<th>College #1 Name:</th>
<th>College #2 Name:</th>
<th>College #3 Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WANT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Internet Sites for College Exploration

College Information
The College Board: www.collegeboard.org
CSO College Center: www.CSOCollegeCenter.org
KnowHow2Go: www.knowhow2go.org
Hobson’s College View: www.collegeview.com
Peterson’s: www.petersons.com
The Common Application Online: www.commonapp.org
Colleges That Change Lives: www.ctcl.org

Financial Aid and Scholarship Information
Federal Student Aid: http://studentaid.ed.gov
Free Application for Federal Student Aid (FAFSA): www.fafsa.gov
FAFSA4caster: www.fafsa4caster.ed.gov
CSS/PROFILE: https://profileonline.collegeboard.com
The Smart Student Guide to Financial Aid: www.finaid.org
FastWeb: www.fastweb.com
FindTuition: www.findtuition.com
Sallie Mae: www.salliemae.com

Testing
ACT: www.act.org
ACT Fee Waiver Instructions: www.actstudent.org/faq/answers/feewaiver.html
SAT: The College Board: www.collegeboard.com
SAT Fee Waiver Instructions: www.collegeboard.com/student/testing/sat/fees/feewaivers.html
Preliminary SAT (PSAT): www.collegeboard.com/student/testing/psat/about.html
Free Test Prep from Number2.com: www.number2.com
The Princeton Review: www.princetonreview.com
Kaplan’s Test Prep: www.kaptest.com

Associations/Organizations and Research/Policy
National Association for College Admission Counseling: www.nacacnet.org
Hispanic Association of Colleges and Universities: www.hacu.net/hacu/Default_EN.asp
National Association for Equal Opportunity in Higher Education: www.naefo.org
First In The Family: www.firstinthefamily.org

Athletics
The Official NCAA Initial-Eligibility Clearinghouse Web site: http://eligibilitycenter.org
Campus Champs: www.campuschamps.org
Athletic Aid: www.athleticaid.com
Appendix D

Class 10-12: “Preparation Station”

A. Class 10: “Inside and Outside of the Classroom”
   a. Course Planning
   b. Extra Curricular Activities

B. Class 11: “Key to Success: Applications and Standardized Tests”
   a. What Matters most for college admission
   b. College applications

C. Class 12: “My Ideal Plan”
   a. College Readiness
   b. Goal Setting
Class 10

Objective:

1. Orientate students to courses that are commonly required to meet admissions expectations for colleges *(Standard A:B1.5, A:B2.6, A:B2.7)*
2. Students will plan classes to take in high school to prepare for college *(Standard A:A3.4, A:B2.1, AB2.3)*
3. Students will plan extracurricular activities to get involved with in high school *(Standard A:A3.3)*

Materials:

- Classes for College Handout
- Course Planning Guide Handout
- Activities Questionnaire
- Interests and Related Activities Handout
- Pen or Pencil

Instructions:

1. Review the Classes for College Handout with students. Allow them to ask any questions they may have
2. Ask students to complete the Course Planning Guide Handout
3. Ask students to complete the activities questionnaire
4. Explain to students the importance of extracurricular activities in college admissions
5. Ask students to find a partner and “brainstorm” ideas to complete the Interests and Related Activities Handout
6. Allow time for discussion if possible

Evaluation:

Students will have created a plan for courses to take and extracurricular activities to become involved in during high school.
Courses for College

If you are planning to go to college, it is important that you take the right classes in high school. Beginning in 9th grade, the majority of your classes should be the ones that will prepare you for admission and success in college. Most admissions officers will tell you that the first thing they look at is your choice of classes, even before they look at grades. You want to make sure you meet the admission criteria for ALL colleges in which you are interested. It is better to be over-prepared than under-prepared.

Here is what you need by the end of your senior year in order to meet the admission expectations at a majority of colleges:

- **4 full years of English classes.** This includes courses in which you study writing and courses in which you read literature. Colleges know that you need to be able to write well in nearly every career. You need to be able to read and analyze, and you need to develop strong communication skills!
- **4 full years of math classes.** Students who take math in each year of high school are far more successful in college than students taking only three years. Math is the tool that you will use for many other classes, especially those in science. Your math classes should include at least four of the following six classes, in this order:
  - Pre-algebra
  - Algebra
  - Geometry
  - Algebra II and/or trigonometry
  - Pre-calculus
  - Calculus
  Never “skip” a year of math in high school because you will lose your momentum. If you do not take math in your senior year, you will find that the math classes required in college will be very difficult!
- **3-4 years of laboratory science classes.** You will have the strongest background if you have taken at least one year each of:
  - Biology
  - Chemistry
  - Physics
- **2 years, at a minimum, of social sciences.** Most college freshmen studied World History and US History in high school. Other social science options include:
  - Government
  - Sociology
  - Geography
  - Psychology
- **2-4 years of foreign language.** More and more colleges are requiring a minimum of 2 years of language study while in high school, as an admission criterion. Because many colleges require students to study a second language, it is important that you expose yourself to the study of languages while in high school.
### Course Planning Guide

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum College Prep</th>
<th>State universities and other selective college requirements</th>
<th>Highly selective college recommendations</th>
<th>Courses I would like to take</th>
<th>Courses I need to take</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 years, with emphasis on essay/theme writing</td>
<td>4 years, with emphasis on written/oral communications and literature</td>
<td>4 years at the Honors/AP level when possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3 years, including algebra, geometry, and advanced algebra</td>
<td>4 years, including geometry, and advanced algebra</td>
<td>4 years, including trigonometry, pre-calculus, and calculus (if available)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>2-3 years, including 1 year of U.S. history and 1-2 years from other social sciences</td>
<td>2-3 years, including 1 year of U.S. History and 1-2 years from other social sciences</td>
<td>3-4 years, including 1 year of U.S. History, 1 year of World or European History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 years of lab science: biology, chemistry or physics</td>
<td>3-4 years of lab science: biology, chemistry or physics</td>
<td>3-4 years of lab science: biology, chemistry, and physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Some programs require 2 years of one language</td>
<td>2-3 years of one foreign language</td>
<td>3-4 years of one language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other classes I plan to take (i.e. visual or performing arts, home economics, etc.):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Name: ________________________________

**Activities Questionnaire**

1. What activities do you enjoy outside of the daily routine of school? Why?

2. In what sports or games do you participate? With whom?

3. In what school-sponsored activities have you participated and why did you select these?

4. Have you had any leadership roles on sports teams, in local organizations, religious institutions, youth groups, or school sponsored activities? If so, what are they?

5. What summer experiences have been particularly important to you (camps, church or family activities, etc.)?

6. What kind of music do you like? Do you play an instrument? Sing? Would you like to? Do you have friends of family members that are somehow involved in music?

7. Have you ever been involved with any volunteer or community service work? Why did you do it and what did you learn from it? Would you like to continue this in high school?
### Interests and Related Activities

<table>
<thead>
<tr>
<th>Interests and Talents</th>
<th>Current Related Activities</th>
<th>Possible Related High School Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example: acting)</td>
<td>(Example: watching movies)</td>
<td>(Example: joining the drama club)</td>
</tr>
<tr>
<td></td>
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</table>
Class 11

Objective:
1. Orientate students to what factors are the most important for college admissions (*Standard A:C1.6, C:C1.1*)

Materials:
- What Matters Most Handout
- College Application Handout
- Pen or Pencil

Instructions:
1. Review the What Matters Most Handout with students. Allow them to ask any questions they may have
2. Ask students to complete the College Application Handout
3. Allow time for class discussion for student questions and reactions

Evaluation:
Students will have a completed college application.
What Matters Most

Which Factors Rank as the Most Important to a College?

**Overall high school grades:** Your transcript will list every class that you have taken in high school and the grade you received in that class. Colleges will be looking to see whether you took challenging courses or whether you opted for the easier route.

**College prep course grades (AP and honors):** For most selective institutions, college prep courses count more than those of regular courses. If your high school does not offer those advanced courses, try to take the most challenging courses available.

**Standardized test scores:** These include the results of the SAT Reasoning Test, the ACT test, the SAT Subject Tests, and Advanced Placement (AP) tests. SAT Reasoning Test and the ACT scores are the two most requested.

**The admission essay:** Almost every application will ask you to submit an essay or personal statement based on a question the college provides. Your essay is your opportunity to put a “personality” behind the application. The essay gives you a chance to say why you want to attend that particular college.

**Extracurricular commitment:** What you do in your spare time says a lot about you. Maybe you’ve pursued a sport, spent years developing a talent, or made a strong commitment to work or volunteering. What counts most to colleges, especially highly selective colleges, is how long you have been involved, how much time you allot each week, and whether or not you have taken a role of leadership in your activity.

**Demonstrated interest:** Whether it’s showing up for a college visit, calling admission officers, or an enthusiastic interview, showing that you really want to attend a college can help your chances—especially at private colleges.

**A special talent:** This is a skill that makes you stand out. Whether it’s your piano playing or your creativity in painting, a special talent that is valued by a college could give you a leg up on other candidates, not to mention access to scholarships that list your talent as one qualification.

**Letters of recommendation:** Although not all colleges ask for them, some colleges require that you ask certain teachers, your high school counselor, and possibly your principal to complete and submit to colleges recommendation forms as a testimony of your achievements and capabilities. They are supposed to be letters of praise, so look for faculty with whom you’ve had a good history, who know you well and who can vouch for your likelihood of academic success.

**Class rank:** Class rank shows where you place numerically in your senior class based on your Grade Point Average (GPA). The higher your GPA, the better chance you have of being in a higher rank. However, fewer and fewer colleges are giving class rank high importance.

While all of these factors are important, it is up to the college to tell you, which are the most important to them. You can see that colleges want more than just test scores and GPAs. They want a student who will be a *successful, contributing member of their community.*
College Application

Personal Information
First/Given Name: _________________________________
Middle: _____________________________
Last/family/Surname: _____________________________
Suffix: ______
Preferred name (nickname, if not first name):
__________________________________________
Have you ever used any other names? _____Yes _____No
If yes: ______________________________________
Sex: ____ Male _____Female Date of Birth: ____-____-______

Address
Permanent Address:
_____________________________________________
City: ______________ State: _________ Zip: ___________

Contact Details
Email Address:

___________________________________________
Preferred phone number: ______-______-___________ ____Home
_____Cell ___Other
Alternate phone number: ______-______-___________ ____Home
_____Cell ___Other

Demographics
Religious Preference: __Bahá’í __Baptist __Buddhist __Caodaiis
__Cheondoist __Christian Scientist __Church of Christ __Church of
World Messianity __Confucianist __Congregationalist (UCC)
__Disciples of Christ __Friend (Quaker) __Hindu __Jain
__Jehovah's Witness __Jewish __Latter-day Saint (Mormon)
__Lutheran __Methodist __Moravian __Muslim __Orthodox
__Other – Christian __Other __Pentecostal __Presbyterian
__Rastafari __Reformed __Roman Catholic __Scientology __Seicho-no-Le-ist __Seventh Day Adventist __Sikh __Taoist __Tenrikyoist __Unitarian Universalist (UU) __Wiccan (Pagan) __Yazidi __None

U.S. Armed forces status:
___None
___Currently serving
___Previously served
___Currently Dependent

Are you Hispanic or Latino: ___ Yes ___ No

Please indicate how you identify yourself:
___American Indian or Alaska Native
___Asian
___Black or African American
___Native Hawaiian or Other Pacific Islander
___White

Geography
Country of Birth: _______________________
City of Birth: _________________________
Number of years you have lived in the U.S.: ___________ Number of years you have lived outside of the U.S.: ______

Languages
Number of Languages you are proficient in: _______
First Language: _______________________
Spoken at Home: _______________________
Other: _________________________ Please circle: Speak/Read/Write
Other: _________________________ Please circle: Speak/Read/Write
Other: _________________________ Please circle: Speak/Read/Write

Citizenship
_____U.S. Citizen or U.S. National _____U.S. Dual Citizen
_____U.S. Permanent Resident or Refugee _____Other
Household
Parents Marital Status: (relative to each other) ____Married ____ Separated ___Divorced ___Widowed ___Never Married ___Civil/Domestic Partners
With whom do you make your permanent residence? ___Parent 1 ___Parent 2 ___Both ___Legal Guardian ___Other
Parent 1 Name: ____________________________
Country of Birth: _____________
Occupation: __________________________
Education Level: ___________________
Parent 2 Name: ____________________________
Country of Birth: _____________
Occupation: __________________________
Education Level: ___________________
Number of Siblings: ________________
Name 1/Age/Education Level:
_________________/_____/__________________
Name 2/Age/Education Level:
_________________/_____/__________________
Name 3/Age/Education Level:
_________________/_____/__________________
Name 4/Age/Education Level:
_________________/_____/__________________

Education
School:
________________________________________
Date of Entry: ______-______-__________
Is this a boarding school: __ Yes __No
Graduation Date: ______-______-_______
Counselor: ________________________________
Grades
Class Rank: _____ Approximate Graduating Class Size: _____
Cumulative GPA: _________ GPA Scale: __________
Current or Most recent courses:
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
Have you received any honors related to your academic
achievement? ___Yes ___No
If yes, please list:
1. __________________________________________
2. __________________________________________
3. __________________________________________

Future Plans
Career Interest:

_________________________________________

Degree you intend to earn:

_________________________________________

Have you taken the ACT or SAT?
___Yes, SAT
___Yes, ACT
___ No

Activities
Activity Type 1:

_________________________________________

Position Leadership Position: _____Yes ___ No
If yes: __________________________________________
Please describe this activity and anything you have accomplished or any recognition you received:

Participation grade levels: ___9____10____11____12
Time of participation: 
____During school year
____During summer
____All year
I intend to participate in a similar activity in college: __ Y __ N

Activity Type 2:

Position Leadership Position: _____Yes ___ No
If yes: __________________________

Please describe this activity and anything you have accomplished or any recognition you received:

Participation grade levels: ___9____10____11____12
Time of participation: 
____During school year
____During summer
____All year
I intend to participate in a similar activity in college: __ Y __ N

Activity Type 3:

Position Leadership Position: _____Yes ___ No
If yes: __________________________

Please describe this activity and anything you have accomplished or any recognition you received:

Participation grade levels: ___9____10____11____12
Time of participation:
During school year
During summer
All year
I intend to participate in a similar activity in college: Y N

Activity Type 4:

Position Leadership Position: Y N
If yes: 

Please describe this activity and anything you have accomplished or any recognition you received:

Participation grade levels: 9 10 11 12
Time of participation:
During school year
During summer
All year
I intend to participate in a similar activity in college: Y N

Personal Statement (250 Words):

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, which resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution.

Y N
Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise required by law or ordered by a court to be kept confidential.

_____Yes
_____No

Please provide an answer if you wish to provide details of circumstances or qualifications not reflected in the application (650) Words:


Is all of the information on this application is true to the best of your knowledge? _____Yes _____ No
Signature: 
Date: 

Schools you would like your application sent to:
1. 
2. 
3. 
4. 
5. 
6. 
Class 12

Objective:
1. Students will evaluate their college readiness (*Standard A:A1.1*)
2. Students will develop an “ideal plan” for college and career (*Standard PS:B1.9, PS:B1.12*)

Materials:
- Am I Ready Quiz Handout
- My Ideal Plan Handout
- My College Assignment Handout
- Pen or Pencil

Instructions:
1. Ask students to complete the Am I Ready Quiz Handout and find their Final Score
2. Review the quiz with the class. Reward the student(s) with the highest score(s)
3. Ask the students to complete the My Ideal Plan Handout
4. Ask students who are willing to volunteer to share their plan with the class
5. Before class dismissal, notify students of College Colors Day [held on Class 13] and distribute My College Handout to be completed for homework with the information of the school each student chose for “My Ideal Plan.” Students should use [www.collegeboard.org](http://www.collegeboard.org) or other suggested resources

Homework:
My College Handout

Evaluation:
Students will have a written “ideal plan” for college and career.
Name: ___________________________________________

**Am I Ready Quiz**

1. I plan to take the high school classes required by colleges for admission.
   ______ Yes (+2)
   ______ No (+0)
   Current Score: ___________

2. I plan to get involved in some musical activities in high school.
   ______ Yes (+1)
   ______ No (+0)
   Current Score: ___________

3. I will meet with my counselor during my first year of high school to discuss my plan to go to college.
   ______ Yes (+2)
   ______ No (+0)
   Current Score: ___________

4. I plan to spend my summers “hanging out.”
   ______ Yes (-1)
   ______ No (+0)
   Current Score: ___________

5. I plan to take at least three years of the same foreign language in high school.
   ______ Yes (+2)
   ______ No (+0)
   Current Score: ___________

6. I never speak to my teachers outside of class.
   ______ Yes (-2)
   ______ No (+0)
   Current Score: ___________

7. I spend more time on the phone and watching TV than I do working on my homework.
   ______ Yes (-4)
   ______ No (+0)
   Current Score: ___________

8. I do not like science and plan on taking the bare minimum of lab science classes.
   ______ Yes (-1)
   ______ No (+0)
   Current Score: ___________

9. I have talked to my family about the fact that I want to go to college and asked for their support.
   ______ Yes (+2)
   ______ No (+0)
   Current Score: ___________
10. I spend more time thinking about the next party than my next class.
   ______ Yes (-1)
   ______ No (+0)
   Current Score: ___________

11. I study at least ½ hour each night for each academic class I am taking.
    ______ Yes (+3)
    ______ No (+0)
   Current Score: ___________

12. No one in my family has gone to college, but I am determined to do so.
    ______ Yes (+2)
    ______ No (+0)
   Current Score: ___________

13. This summer I plan to get a volunteer job related to my career interest.
    ______ Yes (+2)
    ______ No (+0)
   Current Score: ___________

14. I do not plan on participating in any activities while I am in high school.
    ______ Yes (-3)
    ______ No (+0)
   Current Score: ___________

15. I plan to participate in a community service project.
    ______ Yes (+1)
    ______ No (+0)
   Current Score: ___________

16. I have a public library card and visit the library for a quiet place to study.
    ______ Yes (+2)
    ______ No (+0)
   Current Score: ___________

17. I belong to a sports team and work hard to do my best.
    ______ Yes (+2)
    ______ No (+0)
   Current Score: ___________

18. I plan to belong to student government or work on the school paper.
    ______ Yes (+1)
    ______ No (+0)
   Current Score: ___________ 

19. I have gotten behind in one of my classes, but stayed after school to get extra help from the teacher.
    ______ Yes (+1)
    ______ No (+0)
   Current Score: ___________
20. I make sure my parents or guardians know how my schoolwork is going and regularly share my grades and report cards with them.

_______ Yes (+3)
_______ No (+0)
Current Score: __________

Final Score: ___________________
Name: ___________________________

My Ideal Plan

After high school, I will attend

____________________________________________________________________________________

____________________________________________________________________________________

I think that this is the best school for me because

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

My major or area of study will be

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

This is in hopes of one day having a career as

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

This is my dream job because

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I will work hard to make this dream a reality.
Name: ________________________________________

**My College**

College Name: ________________________________________________________________

Public or Private: ________________________________________________________________

Size (small/medium/large, total undergrads): ____________________________

Location (City, State): __________________________________________________________

Mascot: ___________________________________________________________________

Colors: ___________________________________________________________________

Popular Majors/Programs:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Famous Alumni:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Logo (draw):
Appendix E

Class 13-15: “Setting the Stage”

A. Class 13: “Study Skills and Time Management”
   a. Learning styles and study tips
   b. Time Management

B. Class 14: “Self-Esteem”
   a. Self-esteem and positive self-image

C. Class 15: “Overcoming Obstacles”
   a. Complications
   b. Accommodations
   c. Final Evaluation
Class 13

Objective:

1. Students will examine their personal learning style and study tips (*Standard A:A2.4, A:B1.3, A:B1.6*)
2. Students will examine their current time management skills and plan for any needed improvement (*Standard A:A2.1, A:C1.1, C:A1.10, C:A2.9*)

Materials:

- How Do I Learn Quiz
- Banking Your Time Game Instructions
- Play Money (24 bills/pennies per student)
- Personal Daily Time Chart Handout
- Pen or Pencil

Instructions:

1. Collect My College Handout Homework and display in the classroom for students to look at
2. Ask students to complete the How Do I Learn Quiz
3. Review the Study Tips for Learning Styles Handout. Ask students to circle five (5) study tips they will use in the future according to their personal learning style
4. Distribute Play Money to each student
5. Read the Banking Your Time Game Instructions to the class
6. Play Banking Your Time Game
7. Ask students to complete the Personal Daily Time Chart Handout according to what they learned from the game

Evaluation:

Students will select five (5) study tips that they will use based on their learning style. Students will complete a time chart to follow daily.
How Do I Learn Quiz

Instructions: Read each statement below and write the appropriate number as it applies to you:
(1) Never (2) Sometimes (3) Often or Always

Learning by seeing:
___ I remember information better if I write it down.
___ Looking at the person who is talking helps keep me focused.
___ I need a quiet place to get my work done.
___ I find it easiest to learn something new by watching a demonstration of how to do it.
___ I enjoy reading most when I can read descriptive passages that allow me to create mental pictures.
___ I usually remember people I have met by their faces (I forget names).
___ When I take a test, I can see the textbook page in my head.
___ I need to write down directions, not just take them verbally.
___ Music or background noises distract my attention from the task at hand.
___ I doodle and draw pictures on the margins of my notebook pages.
___ I react very strongly to colors.
___ TOTAL

Learning by hearing:
___ My papers and notebooks always seem messy.
___ When I read, it helps to use my finger to track my place on the line.
___ I find it easiest to learn something new by listening to someone explain how to do it.
___ I enjoy reading most when I can read dialogue between characters.
___ I usually remember people I have met by their names (I forget faces).
___ I don’t follow written directions well.
___ If I hear something, I will remember it.
___ Writing has always been difficult for me.
___ I would rather listen and learn than read and learn.
___ Pages with small print or poor quality copies are difficult for me to read.
___ My eyes tire quickly, even though my vision check-up is always fine.
___ TOTAL

Learning by doing:
___ I start a project before reading the directions.
___ I hate to sit at a desk for long periods of time.
___ I enjoy reading most when I can read stories with a lot of action in the beginning.
___ I usually remember people I have met by their mannerisms, motions, and actions.
___ I prefer first to see something done and then do it myself.
___ I use trial and error approach to problem-solving.
___ I like to read my textbook while doing something else.
___ I take frequent study breaks.
___ I have a difficult time giving step-by-step instructions.
___ I use my hands when describing things.
___ I have to rewrite or type my class notes to reinforce the material.
___ TOTAL

Record your totals here: Visual: _________ Hearing: _________ Sensing: ___________
## Study Tips for Different Learning Styles

<table>
<thead>
<tr>
<th>Seeing (Visual)</th>
<th>Hearing (Auditory)</th>
<th>Doing (Sensing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use guiding imagery</td>
<td>Use tapes</td>
<td>Pace/Walk while you study</td>
</tr>
<tr>
<td>Form pictures in your mind</td>
<td>Watch television</td>
<td>Physically “do it”</td>
</tr>
<tr>
<td>Take notes</td>
<td>Listen to music</td>
<td>Practice repeated times</td>
</tr>
<tr>
<td>Use “cue” words</td>
<td>Speak/listen to speakers</td>
<td>Role play</td>
</tr>
<tr>
<td>Use notebooks</td>
<td>Make up rhymes or poems</td>
<td>Exercise</td>
</tr>
<tr>
<td>Use study cards</td>
<td>Read aloud</td>
<td>Dance</td>
</tr>
<tr>
<td>Color code</td>
<td>Talk to yourself</td>
<td>Write list repeatedly</td>
</tr>
<tr>
<td>Use photographic pictures</td>
<td>Repeat things orally</td>
<td>Move in your chair</td>
</tr>
<tr>
<td>Use charts or graphs</td>
<td>Have discussions</td>
<td>Watch lips move in front of a mirror</td>
</tr>
<tr>
<td>Use maps</td>
<td>Listen carefully</td>
<td>Breathe slowly</td>
</tr>
<tr>
<td>Make drawings</td>
<td>Say words in syllables</td>
<td>Write on surfaces with your finger</td>
</tr>
<tr>
<td>Use mnemonics (acronyms, visual chains, mind maps)</td>
<td>Use mnemonics (word links, rhymes, poems)</td>
<td>Use mnemonics (word links, rhymes, poems, lyrics)</td>
</tr>
</tbody>
</table>

- **Sit close to the front** of the classroom when possible.
- **Join in** class discussions.
- **Ask questions!** If you don’t understand something, chances are others in the class don’t understand either.
- **Keep up** with class assignments. Finish them before they’re due.
- **Ask for help** in any class in which you find yourself falling behind. Remember, your teachers want to help you succeed!
- Look for ways to **sharpen your basic skills** in each class. You can practice your writing skills in history, your algebra skills in science, and your math and science skills in vocational education classes.
- **Learn keyboarding** skills so you can type your own schoolwork and use a computer.
- Learn to take **good class notes.** You’ll be taking lots of notes during the rest of your life.
- Learn to **proofread, correct, and rewrite** your written work.
- **Develop test-taking skills.** Your counselor and teachers can show you how to get the most out of your test preparation.
“Banking Your Time” Game Instructions

1. Provide play money (24 bills or pennies) to represent the 24 hours of the day to each student.

2. Ask the students to place all of the money to one side of their desk. This side will represent the “unused” hours of the day.

3. Ask the students how much time he/she needs each day to do the following. For each hour they need, move one bill/penny to the other side of the desk. This side will represent the “used” hours of the day.
   - Sleep
   - Shower, dressing, getting ready for school
   - Breakfast
   - Travel to and from school
   - School hours
   - After school sports, activity, or job
   - Household chores
   - Homework
   - Dinner
   - Television
   - Personal Time

4. Have the students reflect on how he/she banked the time. What are the things that have to be done, compared to the things that he/she wants to do? How can a person prioritize?

5. Ask students to complete the Personal Daily Time Chart. Talk about how they are currently using their time and what changed they might make in order to be a better student.
**Personal Daily Time Chart**

**Instructions:** Write one of these activities in each of the hours below, according to how much time you think you should spend on the activity to be the best student. Try to follow this chart every day.

- Sleep
- Shower, dressing, getting ready for school
- Breakfast
- Travel to and from school
- School hours
- After school sports, activity, or job
- Household chores
- Homework
- Dinner
- Television
- Personal Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 AM</td>
<td></td>
</tr>
<tr>
<td>7 AM</td>
<td></td>
</tr>
<tr>
<td>8 AM</td>
<td></td>
</tr>
<tr>
<td>9 AM</td>
<td></td>
</tr>
<tr>
<td>10 AM</td>
<td></td>
</tr>
<tr>
<td>11 AM</td>
<td></td>
</tr>
<tr>
<td>NOON</td>
<td></td>
</tr>
<tr>
<td>1 PM</td>
<td></td>
</tr>
<tr>
<td>2 PM</td>
<td></td>
</tr>
<tr>
<td>3 PM</td>
<td></td>
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<tr>
<td>4 PM</td>
<td></td>
</tr>
<tr>
<td>5 PM</td>
<td></td>
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<tr>
<td>6 PM</td>
<td></td>
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<td>7 PM</td>
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<td>8 PM</td>
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<tr>
<td>9 PM</td>
<td></td>
</tr>
<tr>
<td>10 PM</td>
<td></td>
</tr>
<tr>
<td>11 PM</td>
<td></td>
</tr>
<tr>
<td>MIDNIGHT</td>
<td></td>
</tr>
</tbody>
</table>
Class 14

Objective:

1. Students will be able to describe self-esteem (*Standard PS:A1.1*)
2. Students will learn strategies they can do to protect, raise, and reinforce self-esteem (*Standard PS:B1.4, PS:C1.10, PS:C1.11*)

Materials:

- Self-Esteem Discussion Questions
- M&M’s for Self-Esteem Game Instructions
- M&M’s (1 per student)
- Chalkboard and Chalk

Instructions:

1. Have a class discussion about self-esteem. This should be a student-led class based on student needs and inquiries. Use Self-Esteem Discussion Questions to guide students.
2. Write a definition for self-esteem on the chalkboard that all students can agree with.
3. Make a list on the chalkboard of reasons why a student might have low self-esteem and what things can be done to enhance self-esteem.
4. Distribute one (1) M&M to each student.
5. Read the M&M for Self-Esteem Game Instructions to the class.
7. Divide students into groups of 3-4.
8. Have students sit in front of the chalkboard, one at a time, in their groups while the other two students write positive phrases about them around the student on the chalkboard. If possible, take a picture for the student to keep.
9. End class with a discussion about other ways to facilitate self-esteem and coping skills for stress and conflict.

Evaluation:

Students will define self-esteem. Students will know five (5) strategies they can do to protect, raise, and reinforce self-esteem.
Self-Esteem Discussion Questions

1. Who can tell me what self-esteem is? How can we define self-esteem?
2. Is there a difference between self-esteem and being conceited?
3. When we say someone has high self-esteem, what does that mean?
4. Do you think everyone is entitled to have a high self-esteem?
5. Do you think you have to "prove yourself" in some way in order to deserve high self-esteem? (Do you have to be great at something? Do you have to be part of the "in-crowd?" Do you have to be good-looking?)
6. Is there any reason why someone should not be entitled to have good self-esteem?
7. Where does high self-esteem come from?
8. Why do you think some people have high self-esteem and others have low self-esteem?
9. What causes low self-esteem?
10. Can we sometimes be too critical of ourselves?
11. What can we do to protect, raise, or reinforce our self-esteem? And others?
“M&M’s for Self-Esteem” Game Instructions

1. Provide one (1) M&M Candy to each student.

2. Go around the classroom and ask each student to say something about him or herself, according to the color code, which raises their self-esteem.

Color Code:

- **Red**: Something I am really good at…
- **Orange**: Something that makes me unique…
- **Yellow**: Something I love about myself…
- **Blue**: Something I do really well in at school…
- **Brown**: Something I am grateful for…
- **Green**: Something that makes me feel happy…
Class 15

Objective:
1. Students will learn about accommodations available to them in school and the workplace (Standard C:A2.3)
2. Students will complete Final Evaluation (Standard A:B2.2)
3. Students will have a completed college and career-planning portfolio consisting of all of the work completed in the duration of the course (Standard C:B2.5)

Materials:
- Accommodations in School and the Workplace Handout
- Final Evaluation Handout
- Pen or Pencil

Instructions:
1. Have a class discussion about any complications that the students think they may face in going to college or starting a career
2. Review Accommodations in School and the Workplace Handout. Allow students to ask questions
3. Ask students to complete the Final Evaluation and collect the Handout
4. Offer closing remarks and allow students to ask any final questions they may have and address any concerns
5. Encourage students to share the information they have learned in this course with their parent/guardian(s)
6. Encourage students to visit the school counselor if they wish to explore college and careers further

Evaluation:
Students will be aware of accommodations available to them. Students will have completed the evaluation and has an opportunity to have their questions answered.
Accommodations in School and the Workplace

Reasonable Accommodation: A reasonable accommodation is any modification or adjustment that will enable a qualified student with a disability to participate in a course, program, facility, activity or service and includes adjustments to assure that a qualified individual with a disability has rights and privileges equal to students without disabilities. Reasonable accommodations may include academic adjustments, auxiliary aids, services, or modifications for facilities.

Academic Adjustment: A reasonable academic adjustment is an academic modification or adjustment that minimizes or eliminates the impact of a disability, allowing the individual to gain equal access and have an equal opportunity to participate in the University's courses, programs, services, activities, and facilities.

Examples of reasonable academic adjustments: extension of time for tests, course substitution of non-essential requirements, priority registration, etc. (this is not an exhaustive list).

Auxiliary Aid: A reasonable auxiliary aid might include adaptive equipment, assistive technology, FM systems, electronic textbooks or books in alternative formats, computers for testing, etc. (this is not an exhaustive list).

Services: A reasonable service may include a reader for tests, note-taker for a course, test proctors, sign language interpreters, real-time captioning etc. (this is not an exhaustive list).

Modifications: A modification may include the removal of architectural barriers.
Demographic Questionnaire

1. Age: ________

2. Sex: Female ______ Male ______

3. Year in School:
   ______ Sixth Grade
   ______ Seventh Grade
   ______ Eighth Grade

4. Race/Ethnicity:
   ______ Black or African American
   ______ Latina/o or Hispanic
   ______ White or European American
   ______ Asian/Pacific Island American
   ______ Native American
   ______ Other (please specify) _______________________

5. What is your mother’s highest level of education:
   ______ Below High School
   ______ High School Graduate or GED
   ______ Some College
   ______ College Graduate
   ______ Graduate School
   ______ Don’t know
6. What is your father’s highest level of education:
   ______ Below High School
   ______ High School Graduate or GED
   ______ Some College
   ______ College Graduate
   ______ Graduate School
   ______ Don’t know

7. Do you participate in your school’s free and reduced-lunch program?
   Yes ______ No _____

8. What is your grade point average (GPA)? _____________

9. Do you have a disability/Individualized Education Plan (IEP)?
   ______ ADHD
   ______ Dyslexia
   ______ Other Learning Disability (please specify) _______________
   ______ Physical Disability or Chronic Health Condition (please specify)
     ____________________________
   ______ Depression
   ______ Anxiety
   ______ Other Emotional Disorder (please specify) _________________
Final Evaluation Open Ended Portion

1. What is the most important thing you learned about in this class and how will it help you in your future plans?

2. What have you discovered about yourself, your interests, and abilities when relating them to choosing a career?

3. How have your views changed/remained the same concerning setting life goals?

4. What resources that you learned about in the class do you plan to use?

5. How has this class changed your career path? How has it changed your education path?

6. If you could change one thing about this class what would it be?

7. The best thing about this class was….
8. To improve this class I would.…

9. I would rate this class (circle one):

Very Useful  Somewhat Useful  Useful  Not Very Useful  Useless
## College-Going Self-Efficacy Scale

**Instructions:** Answer questions 1-30; please indicate how confident you are by circling the letter that responds to your confidence letter.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all sure</th>
<th>Somewhat sure</th>
<th>Sure</th>
<th>Very Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. I can find a way to pay for college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32. I can get accepted to a college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33. I can have family support for going to college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34. I can get a scholarship or grant for college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. I can go to college after high school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. I could pay for each year of college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. I can choose the high school classes needed to get into a good college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. I could get A’s and B’s in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. I could get my family to support my wish of finishing college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. I can choose college courses that best fit my interests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. I can choose a good college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42. I can make an educational plan that will prepare me for college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. I can get good grades in my high school math classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. I can make my family proud with my choices after high school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45. I can know enough about computers to get into college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46. I can pay for college even if my family can not help me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47. I could pick the right things to study at college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48. I could fit in at college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49. I could be smart enough to finish college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50. I could make friends at college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>51. I could get the education I need for my career of choice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>52. I could do the coursework and homework assignments in college classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>53. I could set my own schedule while in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>54. I could take care of myself in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>55. I could care for my family responsibilities while in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>56. I would like being in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>57. I could finish college and receive a college degree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>58. I could get good enough grades to get or keep a scholarship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>59. I could get a job after I graduate from college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>60. I can get good grades in my high school science classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


ACADEMIC VITA

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EDUCATION
The Pennsylvania State University, Schreyer Honors College
- B.S. in Rehabilitation & Human Services, College of Education
  University Park, PA
  May 2016

PROFESSIONAL EXPERIENCE
The Delta Program, State College, Pennsylvania
School Counseling Intern
  Spring 2016

West Scranton Intermediate School, Scranton, Pennsylvania
School Counseling Intern
  Spring 2014

Scranton School District, Scranton, PA
Substitute Para-Professional
  Summer 2015-Present

LEADERSHIP ACTIVITIES
Rehabilitation & Human Services Student Organization
  President (2014-2015)
  Fall 2012-Present

Trilogy, Special Interest THON Organization
  President (2015-2016)
  Correspondence Chair (2014-2015)
  Spring 2013-Present

Schreyer Honors College Career Development Program
  Mentor
  Fall 2014-Present

AWARDS & SPECIAL RECOGNITION
Baccalaureate Commencement Ceremony, College of Education, Penn State University
Rehabilitation and Human Services Student Marshal
  Spring 2016

The Honor Society of Phi Kappa Phi
Pennsylvania State University Chapter
  Spring 2016-Present

National Society of Collegiate Scholars
Pennsylvania State University Chapter
  Spring 2013-Present

Special Topics in Education, Brazil, South America
  Represented the Penn State College of Education at the Instituto de Educação Superior de Brasília
  Spring/Summer 2015
  Awarded Schreyer Ambassador Travel Grant