

## HR477 Education and Career Development & Planning Advisory Committee

### *Summary of Key Ideas from the Meeting on 10/15/15*

The primary charge of this committee is to deliver recommendations for state policies and programming addressing:

1. Grade-level expectations for education and career development and planning
2. Methods for ensuring all public middle and high school students have access to web-based, individualized tools to plan for postsecondary education, careers, and financial aid, including alignment with high school consumer education instruction
3. Development of a financial literacy program for students and families that aligns postsecondary education and career choices with likely financial outcomes
4. Incorporation of individualized planning for postsecondary education, careers, and financial aid into high school consumer education instruction
5. Methods for increasing FAFSA completion rates

At the meeting held on October 15, 2015 the committee met to discuss strategies that would help get to this goal. The discussion was organized in three grade areas (middle school, 9<sup>th</sup> and 10<sup>th</sup> grades, and 11<sup>th</sup> and 12<sup>th</sup> grades) around three key focus areas:

What individualized planning expectation should apply at the end of each grade span for:

- a) Post-secondary education
- b) Career exploration and development
- c) Financial literacy & financial aid

### ***What individualized planning expectation should apply at the end of each grade span for post-secondary education?***

#### *Middle School:*

- The difference between public and private four-year colleges and universities, two year community colleges, and career schools (tech prep).
- Broaden the understanding of how post-secondary education can affect their lives (financially, in opportunities, health, and freedom).
- In grade 8, complete a 4-6 year education plan tied to career clusters and pathways, with the ability to identify long-and short-term academic, career, and social/emotional goals.
- Social/Emotional development is primary at this age-if there are counselors at the middle school, the primary role tends to be this area. Effective transition to **high school** should be the primary goal, especially for “at-risk” students that classroom teachers are able to identify by the end of the first semester of 8<sup>th</sup> grade.
  - These students could receive early intervention services in their second semester to create a more successful transition through, tutoring, summer field trips to identify potential career interests to create motivation to succeed in high school, visits to high school in a smaller group in the summer, and possibly pairing with a high school mentor from 12<sup>th</sup> grade in freshman year.

#### *9<sup>th</sup> and 10<sup>th</sup> Grades:*

- Update 4-6 year education plan tied to career clusters and pathways.
- Identify long- and short-term academic, career and social/emotional goals.
- Demonstrate an understanding of how to read a transcript, calculate GPA, graduation requirements and college admissions requirements, an understanding of AP, Dual Credit, and Dual Enrollment courses (and how they can contribute to post-secondary access and affordability)
- Understand how school success and academic achievement enhance future career and vocational (occupational) opportunities
- Show how they manage their time effectively
- Assess Grit (Resiliency) and set a goal to improve by the end of the school year. Helpful to identify motivators and how to reach those goals relevant to them.

### *11<sup>th</sup> and 12<sup>th</sup> Grades*

- Grades 11-12: Demonstrate an understanding of post-secondary options
- Grade 12: Complete 4 or more college applications
- Grade 11: Finalize 4-6 year plan with connection to career cluster and pathway and at least 3 potential post-secondary options

***What individualized planning expectation should apply at the end of each grade span for career exploration and development?***

### *Middle School*

- Grade 6:
  - Predict how stereotypes might affect their career identities, what future jobs might be, and how their parents' work influences their lives at home.
  - Analyze the relationship between interests and abilities.
  - Create awareness of the Dictionary of Occupational Titles and of the Occupational Outlook Handbook.
- Grade 7
  - Explain how needs can be met in work and in leisure time.
  - Predict the ways in which some present careers may be different in the future.
  - Describe occupations that are stereotyped and analyze how these stereotypes are reinforced.
  - Analyze various methods of monitoring their progress towards a goal.
- Grade 8
  - Analyze how stereotypes are affecting their career identities.
  - Predict what they need to know to find a satisfying career in the future.
  - Introduce the Holland Code and plan exercises to create an understanding of the different areas of interest for each code (Ideas, things, data, and people) as well as, potential secondary RIASEC codes, realizing that student interests are not developed until the age of fifteen.
  - Evaluate the ways in which certain groups (men, women, and minorities) are stereotyped in the workplace.
  - Describe their present skills and predict their future skills.

- Ask students to do an informational interview after identifying career pathway areas of interests and/or a written report in Language Arts about an occupation using O'net or the DOT, etc.

#### *9<sup>th</sup> and 10<sup>th</sup> Grades*

- As freshmen, students are still adjusting to high school so career development is premature. Thoughts for students may be primarily on obtaining a driving license and possibly a part time job, sports, etc. Career exploration is a good first step, as well as how to fill out a job application and interviewing, or the concept of volunteer work as a career builder and help to develop social emotional (employability) skills.
- Grade 9:
  - Discuss how values and needs influence career choices
  - Analyze how choices they are making now affect their lives in the future
  - Describe their skills, abilities and interests. Developmentally adolescents not ready to do a valid assessment until age 15 and then interests change until late 20"s
- Grade 10:
  - Review their educational plan and set educational goals based on self-assessment and career exploration
  - Evaluate the needs for flexibility in their roles and in their choices
  - Assess their ability to achieve past goals and integrate this knowledge into future planning
  - Assess their ability to achieve past goals and integrate this knowledge into future planning
  - Completion of career interest inventory and analyze the results
- Grades 9-10:
  - Participation in one or more extra-curricular activities
  - Knowledge of learning style
  - Completion of PSAT, Aspire etc.
  - Make connections between careers and education

#### *11<sup>th</sup> and 12<sup>th</sup> Grades:*

- *Grade 11: Evaluate the importance of setting realistic career goals and striving towards them, as well as acquiring skills for bringing about positive change.*
- *Grade 12: Review their career goals, analyze the relationship between work and family roles, and conduct a realistic assessment of their current skills, abilities, and career prospects.*
- *Grades 11-12: Take the ACT assessment-based on past academic performance and interest*
- *Develop a flexible Career Plan through an assignment within Consumer Education that is graded. Follow up with guidance counselor is an option to review the plan.*

***What individualized planning expectation should apply at the end of each grade span for financial literacy and financial aid?***

#### *Middle School*

- Students seem too young to understand the concept of the different types of aid for post-secondary education. All of these excellent topics seem like a good suggestion for parent communication and outreach through parent sessions or on school websites.
- Potentially: knowledge of the FAFSA, knowledge of income taxes and its role in applying for financial aid, knowledge of the definitions and experience with: a) Grants; Scholarships; Work Study; and Loans.
- Potentially: Provide mock opportunities for applying for scholarships.
- Conversations about how to apply for College.
- Knowledge of how grades can affect financial aid opportunities

### *9<sup>th</sup> and 10<sup>th</sup> Grade*

- Knowledge of the different types of aid for post-secondary education
  - “Gift” aid: money that does not have to be paid back (for example, grants and scholarships)
  - “Self-help” aid: money that you work for or that you will need to pay back later (for example, work-study or loans)
- Knowledge of the definitions and experience with:
  - Grants; scholarships; work study (which employers like to see); loans; mock opportunities for applying for scholarships; conversations about how to apply for College; and also develop a low/no cost strategy
- Knowledge of how grades can affect financial aid opportunities and extra-curricular activities and connections to people their network
- Analysis of data on post-secondary remediation and options for addressing improving outcomes.
- Ongoing dialogue across levels to align expectations and curricula.
- Dialogue across levels to evaluate and select methods for improving student outcomes.

### *11<sup>th</sup> and 12 Grade:*

- Demonstrate an understanding of the financial aid process
- Grade 12: Complete the FAFSA
- Grades 11-12: Complete a scholarship
- Grade 12: Demonstrate knowledge of how to manage a budget while in college. Understand the concept of compound interest in savings and the result of high interest rates on credit cards.

### *Additional themes:*

- Preparation of counselors and their role in helping students identify potential careers
- Continuation culture-what does that mean and how can it be implemented in schools?
- What are courses/benchmarks to help students identify careers and develop goals?
- Focus on 4-5 key issues at each level in common areas, e.g.:
  - 9<sup>th</sup> grade: Am I on track to graduate?
  - 11<sup>th</sup> grade: What is my career goal and career cluster of interest?
  - 11<sup>th</sup> grade: Am I ready for credit bearing coursework in math and ELA?
  - 12 grade: How much federal financial aid will I receive?