

Benchmark: Career Self-Assessment & Exploration Assignment

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Author Note

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I have no known conflict of interest to disclose.

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In determining which educational and career path an individual should choose, assessments, reflection, and guidance from others are helpful tools. While taking various personality and value assessments, I learned more about myself and was able to line up those results with potential careers. These assessments are not perfect tools, but they can provide the necessary information in choosing what kind of education or skills one should acquire. Knowing more about my personality and values through these assessments is necessary to be able to provide ethical services as a career counselor. Ethical guidelines should be consistently kept in mind while performing assessments and working with clients in order to prevent imposing one's own values.

Career Self-Assessment

Career Instrument Results

O*NET Interest Profile

The O*NET Interest Profiler helps to identify which of the six personality types from John Holland's theory of types best fits an individual. My top three interest results from the O*NET Interest Profiler were social, artistic, and realistic. Individuals with my top personality type, social, are described as those who enjoy working with people over working with technology, objects, or data (National Center for O*Net Development, 2022; Niles & Harris-Bowlsbey, 2017). Social types like to educate, train, and help others in fields such as education, psychology, and healthcare. Social types work well with others as they are described as being collaborative, empathetic, patient, reliable, and warm. My second personality type, artistic, includes those who like to work with words, music, or physical materials to create and express. These types tend towards jobs where they can sing, compose music, write, dance, or design.

Those in my third personality type, realistic, enjoy sensible, organized, hands-on work with objects and machinery. These types tend towards work that does not include much social interaction- such as farming, carpentry, or mechanic work. The top two occupations found from searching my primary interest area- social, are child, family, and school social workers, and social and human service assistants.

Value Sort Activity

For the value sort activity, I selected ten values to determine which ideals are most important to me and guide the way that I live. My personal values differ slightly from my work values, in that I have a different set of ideals for the way I want to live and the way I want to work. In my personal life, I value independence and freedom-values that would not be beneficial to foster in a collaborative work environment. While my personal and work values do differ somewhat, my top three personal and work values were essentially the same. My top three work values are helping other people, inner harmony, and being around people who are open and honest. When working with other people, it is important to me to have the support of good, kind, people on staff. In the past, I have worked with people who were not open and honest, and it makes work incredibly difficult. The top two occupations that I found with my primary values in mind were probation officers and correctional treatment specialists, and clergy (National Center for O*NET Development, 2022).

Spiritual Discernment Decision-Making Factors Survey

In taking Horton's decision-making factors survey, I discovered which factors are the most important to me when it comes to making decisions that are in accordance with God's will. The top factors in my results were consulting the Bible, praying for wisdom to make Godly decisions, and praying for specific guidance from God (Horton, 2009). In the pursuit of trying to

make Godly decisions, consulting the Bible and asking for wisdom are excellent sources of wisdom. For decisions that are especially difficult or complicated, asking God for specific guidance is best. Some of the other factors involving personal traits and guidance from others were not as important to me as they involve trusting human wisdom. While consideration of these factors is somewhat important in providing more material for decision making, God's words should ultimately be what we lean on in making decisions. Proverbs 3:5 says, "Trust in the Lord with all your heart, and do not lean on your own understanding." (English Standard Version Bible, 2022).

Based on these results, I concluded that the relationship-formation approach to spiritual discernment was the best suited for me. In this approach, God is the shepherd who provides guidance for his sheep but does not tell them exactly where to go (Horton, 2009). God has a general plan and calling for our lives and wants us to follow his wisdom as we grow into maturity in our faith. He does not make our decisions for us but gives us the responsibility to make Godly decisions for ourselves. In this approach, a mature Christian will have developed an intimate relationship with God and be able to make choices following the wisdom and guidance He has provided for their lives. The decision-making factors that are most important to me are the ones that specifically focus on what God has to say about our lives. While the Bible and prayer may not provide us with exact yes or no answers, the general guidance and wisdom found there fits well within the context of the relationship-formation approach.

Personal Reactions

O*NET Interest Profiler

Although I was surprised by the results of the O*NET Interest Profiler, I found that as I explored the different personality types, they were very accurate to my personality. What I find

most interesting about my top three results-social, artistic, and realistic, is how they all seem to contradict each other (National Center for O*NET Development, 2022). Social types enjoy being around people and helping them and artistic types may be more introspective, but both types are averse to systematic and ordered work (Niles & Harris-Bowlsbey, 2017). The realistic type is even more distinct- enjoying systematic, independent, and organized physical work. All of these contradictory descriptors make up who I am and who I can be at different moments. I think it is important to be changeable and flexible in this way as many jobs can require you to wear many different faces throughout the day.

Value Sort Activity

Doing the value sort activity was a clarifying experience for me as it helped me to better understand my own values. Once I had narrowed down the long list of values to just ten, I found it extremely difficult to then have to cut it down until I had my top three values. As I did this activity, I realized that my priority values fell into a few main categories- helping others meaningfully, personal happiness, and having the influence of a good community. It was easier to cut some values out of the list when I realized that they generally meant the same thing or fell into the same category as others. For example, inner harmony, creativity, meaningful work, order, growth, and security all fall into the personal happiness category for me. If I am able to find just some of these qualities in my work, they would greatly contribute to how fulfilling and happy my job makes me feel.

Spiritual Discernment Decision-Making Factors Survey

In taking the spiritual discernment decision-making factors survey I was especially interested in those factors that I had marked the least important. These factors were mainly the ones that depended on the counsel of others or oneself. I believe that this is a result of my nature

of not being extremely trusting of myself or others. I would rather depend on the wisdom of God and the Bible to direct my decisions than depend on the advice of others or my own judgment. While I would like to say that this is due to the strong Christian upbringing that I had, it is more likely due to the influence of my past negative experiences that have led me not to trust people easily. I also believe this has influenced my independent personality, and I would much rather seek out answers from God than be told by others what to do. I am always examining my spiritual beliefs, and I think the most important place to go with questions is straight to the source.

Evaluation of Instruments

In reviewing the O*NET interest profiler, many of the questions asked whether I would enjoy certain experiences (National Center for O*NET Development, 2022). I found it difficult to answer questions about experiences that I have never had. I also noticed that the way some of these experiences were phrased may result in gendered outcomes- women may not consider experiences such as laying brick or buying and selling stocks to be realistic experiences for them. This may also be a cultural issue, as I did not grow up in an environment where I was able to see women holding jobs like developing medicine or studying water pollution. There were a lot of questions in the survey, which made me rush to finish answering the questions towards the end. These factors may have influenced some of my answers, preventing me from receiving a score that was more accurate to my personality. I did not find these issues to be true with the value sort activity or the spiritual discernment factors survey.

Conceptualization

The results from the O*NET interest profiler, the value sort activity, and the spiritual discernment factor survey went together in some ways and were contradictory in others. While

my social personality trait goes together with my top value of helping others, neither of those things fit in with my individualistic approach to spiritual discernment (National Center for O*NET Development, 2022). I had a moderate level of differentiation between my different Holland personality types. My top two- social and artistic, had 27 and 24 points respectively, with realistic scoring only 17 points. No other personality trait scored higher than eleven, which shows that these top three traits have a strong presence in my personality. Social and artistic personality traits are right next to each other on Holland's hexagon, meaning they are very similar types with a high level of consistency (Niles & Harris-Bowlsbey, 2017). Directly opposite these two types is the realistic personality type- showing just how different this type is from the other two. In order for these traits to be in congruence with my career, I would have a varied work environment that involved me working with others in a creative way, but also be able to do some kind of hands-on work by myself.

The careers that were consistently being recommended to me by O*NET were careers that involved helping people or society, such as the corrections officer or social worker. Given that I am currently studying to be a school counselor, I would say that my personality type and career goals are currently well matched up. My approach to spiritual discernment has had a heavy influence on my decision to become a school counselor, as I did a lot of praying before I went ahead with this decision. In keeping with the relationship-formation approach to spiritual discernment, I am not sure if this is God's specific path for me, but I know it is a good path that lines up with the wisdom I have been given by God and the Bible. If I was to make recommendations to myself as a career counselor, I would say to keep on track with what I am doing.

Occupational Exploration

Unless otherwise cited, the career information presented in this paper was obtained from O*NET On-Line (National Center for O*NET Development, 2022). The career that I found fit best with the results from my O*NET career self-assessment is the mental health counselor (O*NET SOC Code 21-1014.00). This career lines up with all three of my top personality traits- social, artistic, and realistic, in that it is a varied work environment with a heavy emphasis on social skills and helping others in creative ways, but also involves some independent, hands-on work. I believe that this job is a good match for my personality, values, and skills.

Nature of the Work

Mental health counselors provide individuals with assistance in achieving their best mental and emotional health. They may work with individuals who have problems with mental health, behavioral issues, addiction, marital problems, and more. Mental health counselors mainly treat clients by encouraging an open expression and exploration of their problems. In a typical day, mental health counselors may counsel clients, maintain records, perform assessments of clients, and write reports. Having good social and active listening skills is extremely vital to being able to successfully interact with and counsel clients. Counselors must also have good reading and writing comprehension skills in order to carry out duties such as record keeping (U.S. Department of Labor, 2022).

Working Conditions

The field of mental health counseling is broad, so the work environment for mental health counselors varies depending on the type of work they are doing. Most counselors work full-time during the typical workday, but this can vary as well. Counselors may work in hospitals, prisons, schools, private practices, or residential treatment centers with clients of all ages and walks of life (U.S. Department of Labor, 2022). The nature of the work means that counselors will be

working with and alongside others for the majority of their workday. Mental health counseling can be a stressful job with a heavy workload, and counselors may have to be prepared to deal with crises at a moment's notice.

Preparation and Qualifications

A bachelor's degree is the minimum requirement for working as a mental health counselor. Students in this field usually complete degrees in the social sciences, although higher education is necessary to provide many mental health services. In order to obtain a license in the field of mental health, individuals must typically obtain a master's degree with supervised experience (U.S. Department of Labor, 2022). Some feel that personal experience with overcoming mental health issues or substance abuse makes them especially valuable as counselors. Important traits for those seeking to be mental health counselors include empathy, interpersonal skills, active listening skills, and resilience for the stressful experiences they may encounter.

Opportunities and Future Outlook

Employment in the field of mental health counseling has a very good outlook, with a growth of 23% being expected by 2030 (U.S. Bureau of Labor Statistics, 2022). There are currently 327,500 mental health counselors employed in the United States, about 52% of whom have obtained a master's degree (U.S. Bureau of Labor Statistics, 2022; U.S. Department of Labor, 2022). The field is only expected to grow as individuals seek help with issues related to mental health, addiction, and COVID-19. The states that employ the highest number of mental health counselors are California, New York, and Pennsylvania. Nationally, outpatient care centers employ the most mental health counselors.

Benefits

Entry-level pay for mental health counselors starts at about \$30,870 annually, with the median pay being \$48,520 with some earning up to \$77,980 (U.S. Department of Labor, 2022). Where I live in Virginia, the local mean wage is only slightly higher than the national average at \$49,380. Wages are highest in Utah, Alaska, and the District of Columbia, where mental health counselors earn a mean wage of around \$65,000 a year (U.S. Bureau of Labor Statistics, 2022). Top earners work in industries such as the government, hospitals, and individual and family services. As full-time workers, mental health counselors can receive benefits such as health insurance, and paid leave. Non-economic benefits may include the satisfaction of being able to help others and finding real meaning in their work.

Disadvantages and/or Special Situations

While the average mental health counselor will work full-time during normal business hours, some counselors working in inpatient facilities or hospitals may be required to work nights and weekends (U.S. Bureau of Labor Statistics, 2022). Counselors working on-call may be called in at any hour to deal with emergency situations. Counselors may find themselves working in facilities where they are given a large workload and many clients to provide services to. Not all facilities will provide counselors with the resources that they need to provide adequate services. Working as a mental health counselor may be mentally as well as physically taxing and even dangerous.

Reflection

The aspect that appeals to me most about the work of a mental health counselor is the satisfaction of doing a job that benefits individuals as well as society. This occupation is broad and varied, which may make it unattractive for those who look for consistency in their work, but I think this makes the job exciting. The aspect that worries me the most about this job is how

stressful it can be, and that not every place of employment provides counselors with the resources to take care of themselves. The field of mental health counseling fits well with my personality types- my social personality trait is probably the most important trait to have as a counselor. My main value of helping others fits perfectly, which will in turn satisfy my value of having inner harmony. I believe that I have the social and active listening skills required for this job, and I am currently on my way to receiving the proper education.

Practical Application

In this case scenario, a nineteen-year-old Asian-American client comes to the career counselor struggling to decide whether or not to change her major. Some of the challenges that she faces are her personal stress levels, average grades in her current major, fear of disappointing her parents, and a Holland personality type that conflicts with her current career goals. As the career counselor in this case, I need to ensure that I follow ethical guidelines as I guide her through this situation. In order to best follow ethical guidelines, I must first familiarize myself with them and examine where I may have difficulties. With ethical guidelines in mind, I will use counseling strategies to advise and guide the client.

Ethical Guidelines & Personal Influence

The most relevant and applicable ethical guideline in this situation is found in section A.4.b. of both the American Counseling Association's (ACA) 2016 Code of Ethics as well as the Nation Career Development Association's (NCDA) 2016 Code of Ethics. This guideline states that counselors must be aware of their own values and avoid imposing them on their clients. In my position as this client's counselor, I need to be aware of how my personal values may inform my opinion and guidance to her in this situation.

One important aspect of our client-counselor relationship that should be recognized is that this client is Asian American, and I am white. My own cultural values may tell me that the client should not worry about pleasing or upsetting her parents, but the client's cultural attitude may be very different. Our similarities may also have an influence on how I address the client's concerns, as we both have social as our main Holland personality type. I know that I would be excited by this similarity and may try to steer her into a similar field that I am in. The case scenario also states that the client and myself have different spiritual discernment decision-making styles, which tells me the client is likely a Christian and open to discussing spiritual topics. Because of the importance I place on consulting God and the Bible in the relationship-formation approach, I may have difficulty with the client placing more importance on other areas.

Strategy for Maintaining Ethical Guidelines

There are several proactive steps that counselors can take to avoid breaking ethical guidelines and imposing personal views on a client. The first preventative step one can take is to educate themselves on the various values that are held by different people groups and to examine one's own values (Niles & Harris-Bowlsbey, 2017). In order to best serve this particular client who is a nineteen-year-old Asian American woman, I need to become more familiar with the culture and values held by young Asian Americans. Doing so is in accordance with both the NCDA and the ACA's Ethical Code A.4.b., which states that counselors must respect client diversity and seek training in areas where values may differ (American Counseling Association, 2016; National Career Development Association, 2015). In familiarizing myself with their values, I should examine how different they are from my own and how that may impact my ability to provide unbiased counseling. Learning more about other cultures and examining my

own values is not something that I can do once and be done, but something that I must be doing continually as a counselor.

Counselors can prevent value impositions on clients by being committed to client autonomy and respecting beliefs and values that differ from their own (Niles & Harris-Bowlsbey, 2017). Autonomy, or the right of individuals to make their own choices, is an ethical principle that is foundational to the field of counseling (American Counseling Association, 2016). Although the client and I may have different backgrounds, values, and spiritual discernment styles, I need to respect what the client holds to be important. Choices that the client makes need to be based on their value system and not my own. If I find it too difficult to counsel this client without imposing my own values, I need to consult with others or potentially refer the client to another counselor. Section A.11.a. of the ACA's 2016 Code of Ethics states that counselors must avoid continuing counseling relationships and appropriately refer clients if they cannot competently assist them.

Strategies for Addressing Client Concerns

The difference in spiritual discernment decision-making styles that the client and I have is stated as very noticeable in this case scenario. This would be one of the first things that I address in this situation as it may impact my ability to counsel the client in an unbiased manner. The first step I would take here is to gather more information by having the client take the spiritual discernment decision-making survey. Once I am sure of what her specific decision-making style is, I will be better able to compare it to my own and make sure that I am promoting her personal style and not my own. I may also want her to do the value sort activity so I can get a gauge on what values are the most important to her in making these difficult career decisions.

Using further assessment tools with the client would act as a segue into the second step of an open discussion on our personal cultural differences and how the client would like to approach the situation. Having done the spiritual discernment decision-making survey, I could encourage her to use the decision-making factors that she finds the most important to help know what God's will is for her education and career. This would help her to address her concern that she is not following God's will in picking the right major. The values that the client chooses as important in the value sort activity could also be used to help the client decide what they are going to do. For example, if the client chose the value of excellence, I could encourage them that while they are getting average grades in their current major, they may be able to achieve excellence in a field that is better suited to their personality type.

A third strategy that I would utilize with the client is a miracle question. A miracle question is a tool that helps clients see past obstacles and envision the future that they desire for themselves (Kayrouz & Hansen, 2019). This is typically done by asking the client to imagine a scenario where a miracle has happened, a wish has been granted, or a magic wand has been waved so that money or time is no object. These types of questions are not generally culturally sensitive and should be changed and adapted to the client's background. With this client, I would use the miracle question in a culturally sensitive way to help her see past her two main concerns- her parents and knowing God's will. This would help lead her to the decision that she truly wants for herself, however, the relevance of her concerns should not be ignored. Once she has figured out the decision she wants to make, further discussion can be had about fitting this decision in with the will of her parents and God.

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Career Development Program Proposal

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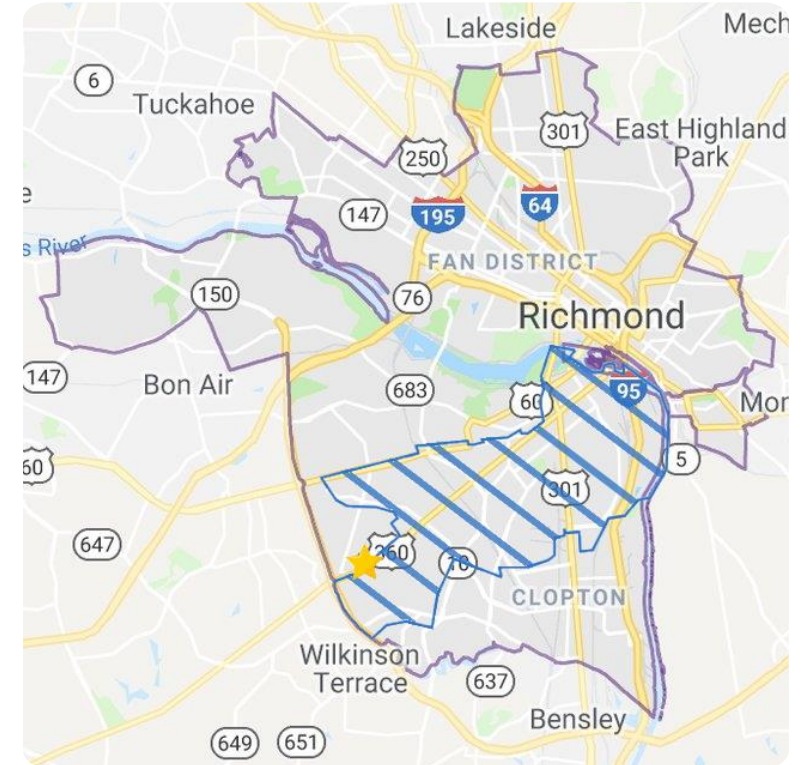
River City Middle School

- Located in Richmond, Virginia
 - Population: 226,610 (United States Census Bureau, 2020).
 - Ethnic diversity: 46% black, 45% white, and 7% Hispanic
- Richmond Public Schools (RPS)
 - Population: 25,000 students (Richmond Public Schools, 2022).
 - Seven Middle Schools



Our School Zone:

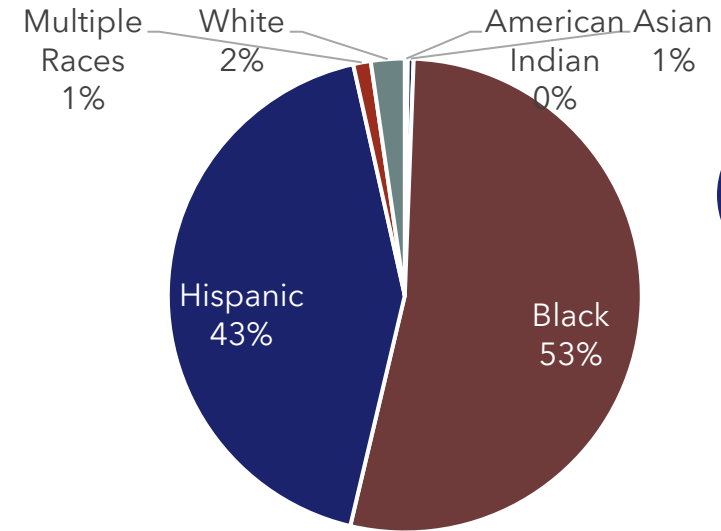
- Median income: \$40,000 (United States Census Bureau, 2020).
- Poverty rate: 26%
- 47% of households are single female parent households.
- 82% have completed high school degree or higher.
- In 17% of households, a language other than English is spoken. 14% speak Spanish.
- Main industries : educational services, health care, and social assistance, management, entertainment, and food services.



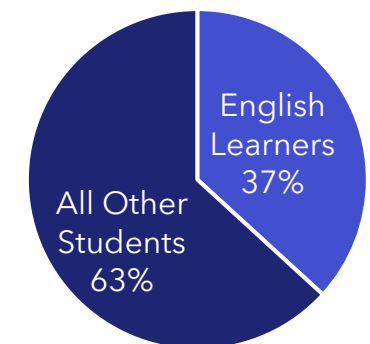
Student Demographics

- 1,417 are currently enrolled at River City Middle School (Virginia Department of Education, 2022).
- The two major ethnic populations are Black and Hispanic students.
- English learners comprise 37% of our student population.
- 59% of our student population is economically disadvantaged.

Student Demographics



English Learners



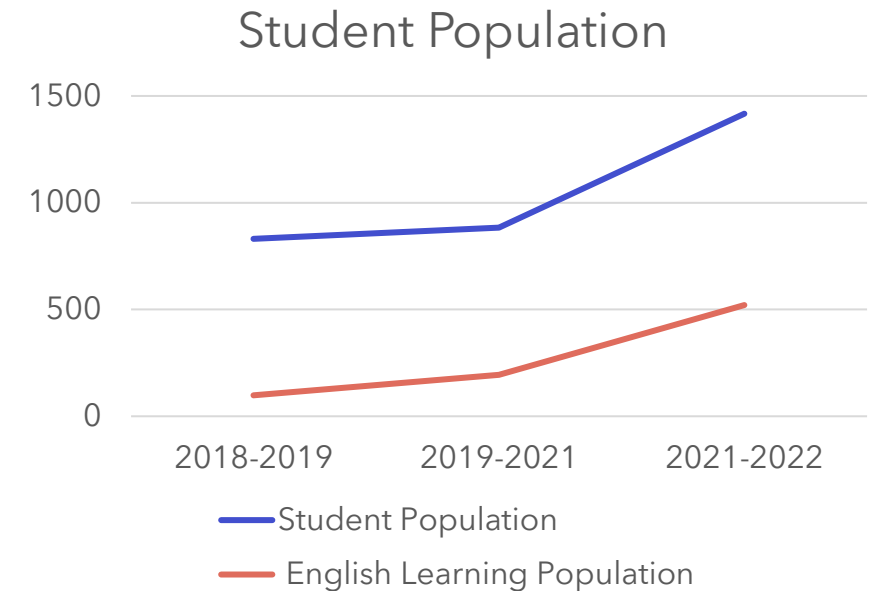


Target Population

- I am proposing that we implement a four-part career development program with our eighth grade Spanish-speaking English learners.
- English learners are failing state tests at higher rates than other grades (Richmond Public Schools, 2022).
- We currently have 381 eighth graders, about 137 of whom are English learners.

Rationale

- In the U.S., English-learners represent one of the fastest growing student populations (Hanover Research, 2017).
- As our student body has grown at River City Middle, so has our number of English learners (Virginia Department of Education, 2022).
- While we do have career development programs as well as Language Instruction Educational Programs (LIEP's) in place, we can bring the two together as a bridge program to address the needs of our English learning population.
- Career exploration programs can improve academic performance by giving children a deeper understanding of educational objectives (Oliveira, Araújo, 2022).
- Children are our future- by uplifting this group of students now, we can drastically improve the conditions in our district in the future.



Program Standards & Learning Objectives

ASCA Mindset & Behavior Standards:

- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment (American School Counselor Association, 2021).
- M 4. Self-confidence in ability to succeed.
- B-LS 7. Long- and short-term academic, career and social/emotional goals.

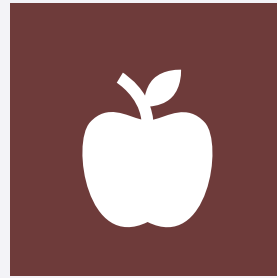
NCDG Standards:

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept (Brown, 2004).
- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL CM1 Create and manage a career plan that meets your career goals.

Measurable Learning Objectives:



By the end of their participation in a career literacy program, Spanish-speaking eighth grade students will be knowledgeable in career language as well as their own Holland personality type.



At the end of five in-class career presentations, English learners and other students will have successfully worked together to link their Holland personality type to a career field.



By the end of the year long, four-part career program, eighth grade Spanish-speaking students will have built up career literacy, competence, and confidence by being exposed to multiple inclusive experiences.

Career Development Interventions

The Four-Part Plan



Building Career Literacy



In-Class Career Presentations



Confidence-Building Psychoeducational Group



Career Fair

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- Holland theory was founded by John Holland on the basis that personality types can be linked to corresponding vocations (Niles & Harris-Bowlesby, 2017).
 - The general idea is that as students learn more about their own personality, they learn what types of jobs they would be suited for.



Holland Theory



Building Career Literacy

- Implementation:
 - Easily implemented into our existing LIEP classes for those at beginning literacy levels.
- Goals:
 - English-language instructors will help increase the student's ability to talk about the types of work that interests them (Hanover Research, 2017).
 - Students will participate in Holland type testing to develop understanding of self and career goals.
- Reasoning:
 - In order to create an effective career plan, students must first have knowledge of themselves and the different careers available to them (Niles & Harris-Bowlesby, 2017).
 - There is a high correlation between English language proficiency and success in the workplace (Hanover Research, 2017).

In-Class Career Presentations

- Implementation:
 - School Counselors will make career presentations in the fields relating to our core 8th grade academics, linking them with Holland types.
 - Career presentations will be held in-class, with English learners pairing up with non-English learners to answer mock-interview questions pertaining to the presentation.
- Goals:
 - English learners avoid segregation and gain feelings of acceptance from English speaking students.
 - Expose all eighth-grade students to a wide variety of career options and present them with information about how to attain that career.
- Reasoning:
 - Equipping students with career knowledge will empower them for the future and give them internal motivation to succeed in their academics (Oliveira, Araújo, 2022).





Confidence-Building Psychoeducational Group

- Implementation:
 - Recruit English learners who are struggling with understanding of their Holland type and participation in the in-class presentations.
 - Screen for areas of career development they are struggling with the most.
 - Multiple groups of 5-6 students can be formed depending on the need
- Goals:
 - Increase students understanding of their own personality and how that knowledge can aid them in the career selection process.
- Reasoning:
 - By building up knowledge of themselves, we hope to bolster student confidence that they can set and achieve career goals (Niles & Harris-Bowlesby, 2017).

Career Fair



- Implementation:
 - Recruit local businesses, parents, and community members to present students with information about their chosen field in a school “fair” format.
 - Each career field will be connected to Holland personality types that students will have explored throughout the year.
 - Games, prizes, and a closing speaker will encourage student and family participation.
- Goals:
 - Expose all eighth-grade students to the wide variety of careers available to them.
 - Recruit volunteers of all races so that children can see themselves in prospective careers.
- Reasoning:
 - Exposing children to a full spectrum of careers and being able to see the people working those careers will inspire confidence that they too can reach their career goals (Chambers, et al., 2018).

Delivery

Building Career Literacy:

- School counselors will work together with language instruction teachers to implement career literacy as a goal of LIEP. This program will be available to our English learners.
- School counselors will assist in class with Holland personality type testing, which is available in Spanish for free through O*Net.

In-Class Career Presentation:

- School counselors will work together and consult with career experts to create these presentations. Each school counselor will be assigned to presenting in one of the five core classes. Volunteers may come to talk about their career.
- All presentations will be made with our English learners in mind.
- Each presentation will take up one class period, and presentations will occur throughout the year. This program will be available to all our eighth-grade students.

Delivery

Confidence Building Psychoeducational Group:

- This group will be held by school counselors once the in-class presentations are complete and will be available to our English learners.
- Group will be held afterschool to avoid segregating English learners.

Career Fair:

- The career fair will be held after-school in the school gym and will be available to all eighth grade students and their families.
- We will need to recruit local businesses, parents, and community members to present their occupation to the students.
- Games such as a scavenger hunt will be held to encourage participation.
- A speaker will speak about their occupation at the end to encourage everyone to stay until the end.

Program Marketing

Building Career Literacy:

- Program will be written into LIEP.

In-Class Career Presentation:

- All students will participate as presentations will happen in each class. Teachers and counselors can market through word of mouth.

Confidence Building Psychoeducational Group:

- This group will be marketed through word of mouth in the career literacy and in-class programs. Students who want to learn more about career development and their personality type will be encouraged to join.
- Posters placed throughout the school will encourage participation.

Career Fair:

- Career fair will be marketed through an Instagram campaign featuring community members who will be participating in the career fair.
- Can also be marketed through posters, flyers.
- A mention in our school newsletter as well as an email to parents will invite them to participate.

Instagram Campaign:



Resources Needed & Potential Costs of the Program

- The major resource needed for this program is people. Teachers, counselors, and volunteers will all work together to impart career competence to students.
- Volunteers are an important resource to acquire- we will need volunteers to tell students about their career in the in-class presentation as well as the career fair.
- Potential costs of the program are expected to be very low, as we are working with the resources that we already have.
- The career fair will be very low cost as we already have the tables and various stereo equipment we will need.

Potential Costs Estimated

Need	Description	Total Cost
Printing Flyers	5 cents per page x 100 for group flyers and x200 for the career fair	\$15
Refreshments for Psychoeducational Group	One Dozen Donuts at \$15 X 5 group sessions	\$75
Prize for Career Fair Scavenger Hunt	One Apple iPad 256gb	\$399
Instagram ads for Career Fair	\$3 per thousand views X 5000 views	\$15
	Total:	\$504

Evaluation of Program

- Student Questionnaire:
 - Questionnaires will be given asking students to self-report on issues stated in the program objectives- such as feelings of confidence, acceptance, career goals, and academic achievement.
 - Positive or negative feeling will be reported on a scale of one to five.
 - They will be given at the very beginning of the year, as well as at the very end of our four-part career program and results will be compared to see if students report any change.
 - Questionnaires will also be distributed in Spanish.
- Observation of changes in school testing data:
 - Richmond Public Schools collects school testing data every year, changes in the performance of English-speaking students will be specifically observed.

Measurable Learning Objectives:



By the end of their participation in a career literacy program, Spanish-speaking eighth grade students will be knowledgeable in career language as well as their own Holland personality type.



At the end of five in-class career presentations, English learners and other students will have successfully worked together to link their holland personality type to a career field.



By the end of the year long, four-part career program, eighth grade Spanish-speaking students will have built up career literacy, competence, and confidence by being exposed to multiple inclusive experiences.



Thank you!

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