

Name: _____

Date: _____

Planning Your Routine

Planning out your day can help you see how you spend your time. A routine can help you make good habits and give yourself enough time for all your activities.

Plan your daily routine below. You can include activities like waking up, getting ready for the day, eating meals, classes, riding to and from school, after-school programs, time with friends, and bedtime.

6:00am		2:00pm	
6:30am		2:30pm	Recess
7:00am	Wake up	3:00pm	Workshop
7:30am	Bus comes	3:30pm	Foundational Skills
8:00am		4:00pm	Language arts
8:30am		4:30pm	Dismissal
9:00am	School Starts	5:00pm	Walk the dog
9:30am	Morning meeting	5:30pm	Play video games
10:00am	}	6:00pm	
10:30am		6:30pm	Dinner
11:00am		7:00pm	hang out with brother
11:30am	LUNCH	7:30pm	
12:00pm	Reading + responding	8:00pm	
12:30pm		8:30pm	
1:00pm	Resource	9:00pm	Bed
1:30pm	Science + SS	9:30pm	

Name: _____

Date: _____

Planning Self-Assessment

Planning helps us use our time well. Have you ever thought about how to ask your parents for something you want, or what ingredients you needed to bake cookies? Then you have made a plan!

The following prompts are ways that you can plan and think ahead in order to make your school day easier. Make a checkmark showing whether these are things you can do, or if they are something you need help with.

	I can do that!	I need some help with that.
I can take time in the morning to think and plan out my day.		✓
I can get to school on time without having to rush.	✓	
I can come to class prepared with what I will need for the day.	✓	
When the class transitions, I can get ready for the next subject.	✓	
I can turn in assignments on time.		✓
I can be packed and ready to leave school when the bell rings.	✓	
I can go to bed at a good time and get enough sleep.	✓	



Career Development Program Proposal

Sarah DeVoe

School of Behavioral Sciences, Liberty University

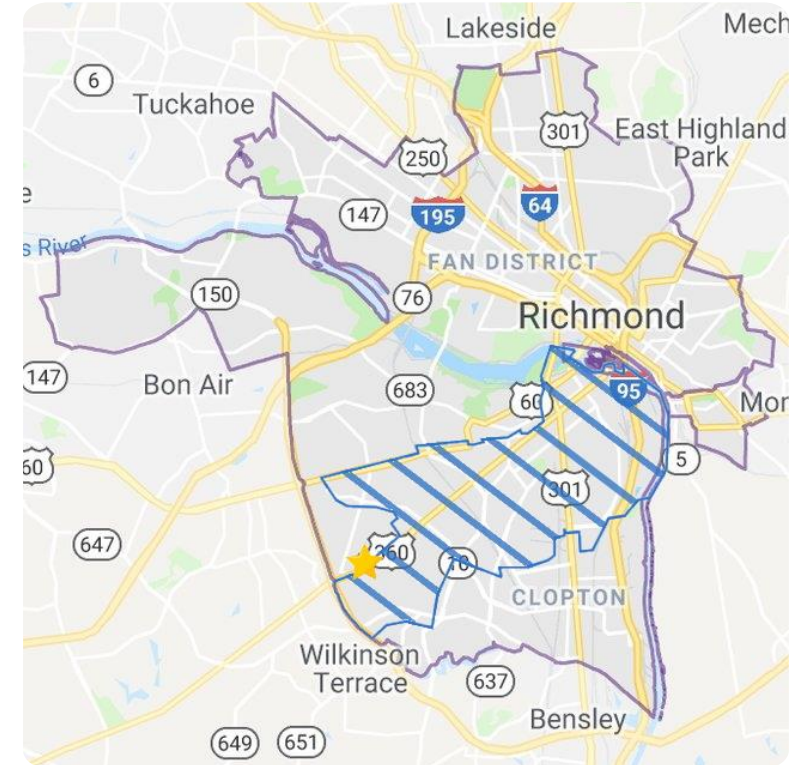
River City Middle School

- 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:

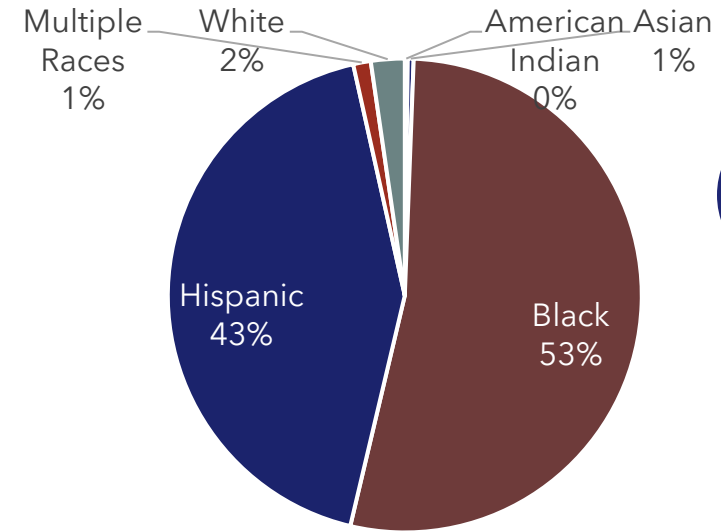
- Median income: \$40,000 (United States Census Bureau, 2020).
- Poverty rate: 26%
- 47% of households are single female parent households.
- 82% have completed high school degree or higher.
- In 17% of households, a language other than English is spoken. 14% speak Spanish.
- Main industries : educational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



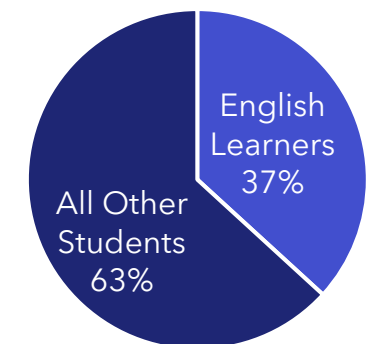
Student Demographics

- 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



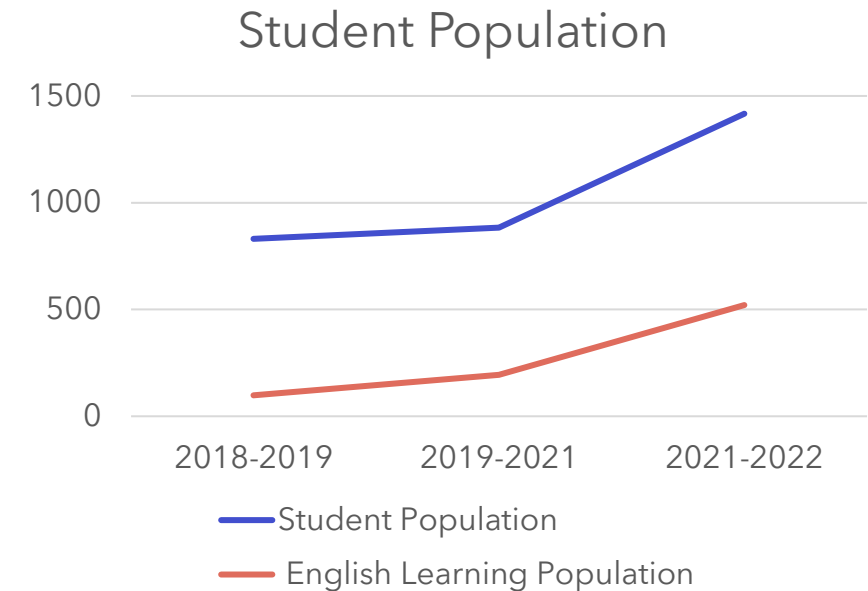


Target Population

- 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.

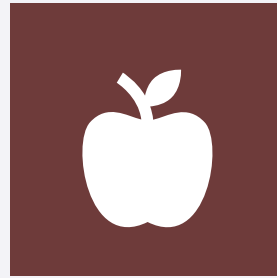
NCDG Standards:

- 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

- 
- 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:



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Thank you!

Resources:

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