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Career Self-Assessment & Exploration Assignment

Career Development and Counseling

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Abstract

After an *O*NET interest profiler,* I discovered my six personality types from Holland's theory of career development. The top two vocational personality types I tested as having were Social and Enterprising. This was an expected outcome for me. Coming from an elementary education background with a strong skill for connection, Holland's theory seemed to be able to accurately point me in the right direction. Next, a connection of these results with my personal values show a strong desire and skill I possess to help others in my job, which is the direction I am heading. Next, an exploration of the characteristics and duties of a mental health counselor showed some helpful insights into that job. The job typically includes the counseling of those struggling with various mental health issues. This can take place in a wide variety of environments. It is an occupation with growing demand, and one that I feel my skills would help me succeed. Still, there are downfalls to the job including possibly having unexpectable working hours. Finally, presented with a case study of a college student facing difficulty choosing a career path, I explored possible solutions a career counselor might take them through to help, including various assessments, networking tips, and focusing on the skills and options highlighted by assessments that are proven to lead to greater career happiness.

Part I: Career Self-Assessment

My scores from the *O*NET Interest Profiler* are, Realistic-0, Investigative-4, Artistic-4, Social-25, Enterprising-15, and Conventional-2. My top 3 vocational personality types are Social, Enterprising and Investigative and Artistic are tied. Holland's social type is described as a helper. This makes sense that it is my highest scoring personality type because I would describe myself as a helper as well. My Bachelor's degree is in elementary education and I was a teacher. I wanted to help children in their academics. As I began my time in the classroom, I quickly realized I wanted to help children beyond just their academics. Therefore, I decided to pursue my Master's in School Counseling. I would say that one of my strongest life skills is relationships and communication. Traits of Holland's social type include, "Convincing, idealistic, social, cooperative, kind; Sympathetic, friendly, patient, tactful, generous; responsible, understanding, helpful, and warm" (2022, p. 62). I do strive to be all of these things, but I would say some of these traits come naturally to me. Specifically, I think that understanding and being sympathetic are strengths of mine. Often, I find that when I am with individuals who I have created a relationship with, it doesn't take long before they are entrusting me with personal information. I have also been told that the individual feels safe telling me things or they will say that they do not feel judgment from me. This is solidified for me in seeing that the social category was much higher than the rest in the interest profiler. Enterprising was the next highest score. Again, this personality points to a strength in interpersonal relationships. Growing up, those around me would point out my leadership tendencies. For example, when I was ten years old, I planned and orchestrated a birthday scavenger hunt for my eight year old sister and a group of her friends. They followed me around the town and hunted for clues that I had thoughtfully laid out. I tend to

take charge and make sure things are in order. I am driven and ambitious when it comes to an idea in my head or something I want to get done. Artistic and Investigative were tied with a score of four. Although, I relate more with the Artistic type over Investigative. I have many artistic hobbies and it has always been an outlet for me. While I was teaching, I enjoyed using my creativity and artistic abilities when I could. The top two occupations that resulted from my interest areas included, Mental Health Counselor, **21-1014.00** and Educational, Guidance, & Career Counselors & Advisors **21-1012.00.**

From the value sort activity, I identified the following values that were very important to me in an occupation. They include influencing others, meaningful work, self-respect, and having a family. My top three were, helping other people, self-respect, with having a family as my top value. Helping other people is important to me because I want to be a part of something bigger than myself and make a difference in someone's life. Self-respect is a top value that goes hand in hand with the first value. I want to feel like my life is not just about myself. If I am doing that, I will have respect and confidence in myself. Lastly, having a family is of utmost importance to me. I have small children and I am a stay at home mother raising them and will go to work when they are older. I chose my profession path knowing being a mother was my top value and would not choose something that does not allow me to focus on my family. Keeping these values in mind, two occupations that were on my list were Mental Health Counselor and Educational Guidance Counselor. Many of the factors from Horton's (2009) survey were very important to me. Considering the circumstances (looking for doors/windows of opportunity), depending on a sense of inner peace from the Holy Spirit, considering personal strengths, talents, gifts, and abilities, and consulting with wise counsel were all factors that I consider very important in my

decision making (2009). I am most likely to follow Biblical Wisdom in my decision making (2009). Horton writes, “Though their decisions and actions may be divinely predetermined, proponents of this approach argue that God has nevertheless established the Scriptures together with our reasoning abilities as the primary means for us to navigate our course in this life” (2009, p. 9). This description matches the way I move forward in my life and make important decisions. I do believe that God has a detailed plan for my life, but I also believe he gives us reasoning and wisdom to make those decisions based upon the knowledge we have in the Bible.

It was an interesting experience to complete the O*Net interest profiler for myself. I was not surprised to see that my top score was in the Social category. Helping, teaching, and giving advice are strengths of mine and things I thoroughly enjoy. Likewise, the fact that Enterprising was next was not surprising because I am a do-er and like to get things done and make decisions. I thought that my Artistic score would be higher than the Investigative score. It was interesting to me that Conventional was scored so low because I do like following clear rules and routines. I was not surprised that my score for Realistic was zero because I have no interest in working with tools, machinery or plants and animals. The overall results do fit my self-assessment and self-perception. I think I am in tune and aware of my abilities and strengths and also my weaknesses.

My spiritual discernment is influenced by my religious and spiritual upbringing. My mother was highly influential in instilling Christian values and encouraging our spiritual gifts. It was something that was talked about often and I grew up very involved in church and church activities. My mom would set an example of using her spiritual gifts and was always helping others. She would also point out the strengths she saw in each of her children. I know this plays a

large part in my pursuit of a helping career. My mother is also a mental health counselor, so I see how these factors have impacted my decision making as I have grown up.

In examining the assessment instruments, I find that gender has influenced my scores. According to Bullock-Yowell and Reardon, “In comparison to men, women have been employed in more varied kinds of work, including Conventional, Realistic, Social, and more recently, Enterprising areas” (2024, p. 146). Gender does have an impact in decision making. Personally, I believe I have the strengths associated with the Social category because my mom had a strong influence in my life, where my father did not have as strong of an influence. My assessment results could have been affected by interruptions while taking the assessment.

Looking at Holland’s Hexagon, my scores show a high level of differentiation. Social and Enterprising are located next to each other and they are directly across from Realistic which was my lowest score. Niles and Harris-Bowlsbey write, “The social environment requires participation in activities that inform, train, develop, cure, or enlighten others” (2022, p. 63). This means that there is a high congruence for my personality type and the occupational environment. Additionally, there would be a high degree of consistency if I was in an Enterprising environment or an Artistic environment based on the hexagonal model (2022, p. 65). Based on congruence and my prospective work environment, my work as a school counselor or potential mental health counselor have the highest congruence match, a social personality in a highly social work environment. The themes that are evident in the careers are many of them were professions that dealt with fostering relationships and working with others. For these careers it would be important to have positive people skills. For example, social workers, educational administrators, and counselors all work with people on a daily basis. Additionally, in

order to pursue these career paths, one would need to be driven, self-motivated and patient. I believe these are traits that I possess and I believe God has wired these traits into my being. I have used spiritual discernment in the career choices that I have made over the course of my adulthood. To start, I began college by pursuing a nursing degree. It wasn't something I sought counsel on, or prayed heavily about. I jumped into college right away pursuing that direction. I never felt at peace about it and I believe that is important in decision making. Eventually, I found myself switching paths and applying to an Elementary Education program. Things fell together very seamlessly and I felt as though God was opening doors for me in this career. As I continued my student teaching I began to feel a shift in what I really cared about in the profession. I did not want to prioritize grades and academics but I wanted to emotionally help the students who were struggling. This led me to pursue a School Counseling degree. I have asked God for clarity and discernment every step of the way. As I mentioned, I started out pursuing a nursing degree. I did not enjoy the material, I had no motivation and I greatly struggled with the content courses for nursing. When I look at the assessment results it explains why I did not feel satisfied in this career choice. The code for a Registered Nurse is SIC. Investigative and Conventional were low scoring for me. Niles and Harris-Bowlsbey say about Investigative that, "These tendencies lead to acquisition of scientific and mathematical competencies and to a deficit in leadership ability" (2022, p. 61). It supports the fact that I was dissatisfied in this career choice because math and scientific competencies were a challenge for me. I have much more enjoyed my experience in teaching and school counseling practicum because I was able to utilize my strengths of interpersonal skills. As a Career Counselor, I would have encouraged myself to shadow a nurse before jumping into that degree. I also would have completed a RIASEC test prior to college to

best set myself up for success in a career choice. The Career Beliefs Inventory would be a helpful tool going forward in my career. I think my negative thoughts about myself have an effect on my progress. As it is explained, "Some clients allow discouragement and other problematic conditions to thwart their efforts to act. The CBI measures self-defeating beliefs that clients must address if they are to move forward" (2022, p. 75).

Part II: 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, 2024). I have decided to explore the characteristics of a Mental Health Counselor, **21-1014.00.** The typical work day for a mental health counselor includes holding group or individual counseling sessions helping those struggling with a variety of challenges. Counselors on a daily basis will provide individuals with medical and emotional support. They are responsible for recording information through notes, emails, and referrals. Counselors will communicate often with supervisors, subordinates and other peers. Activities include fostering relationships, caring for others, and planning. A mental health counselor will aid individuals by teaching skills and strategies to the client and families. They may help with substance abuse issues. Additionally, counselors will document their sessions. Some duties include, assessing suicide risk, maintaining confidentiality and preparing treatment plans. Counselors require technology skills such as utilizing email, medical databases, presentation software and video call software. The work environment for a mental health counselor varies. Settings include, mental health centers, hospitals, prisons, and treatment centers (CareerOneStop). Hours for a Counselor are often full time and may need to be available to work evenings, weekends and nights. Some private counselors who do not work in a center may

arrange their own hours and clients. If a counselor works in a mental health center or treatment center they would likely work with other counselors. Counselors have face to face discussions every day in the occupation. In order to become licensed, a counselor must have a number of supervised practice hours. The populations worked with vary from all ages but counselors can specialize in certain areas or age groups. Likewise, counselors see individuals from all socio-econocmic levels and deal with a variety of presenting issues. There is psychological stress in the profession. A counselor is privy to others struggles and hurt, which can negatively wear on one's own mind and body. Often counselors are the ones called in crisis situations for help. Education for a career in mental health counseling includes a bachelor's degree and a master's degree. Counselors must be licensed through the state they intend to practice in. Experience includes internship and supervision hours. Worker characteristics that are important include being a good listener and understanding information through oral comprehension, reading and using facial expressions, recognizing problems, speaking clearly, empathy and reading and writing comprehension. Workforce characteristics in this occupation include that in 2023 there were 449,800 employed counselors. The occupation is projected to grow 9% or higher. There are 48,900 job openings. Counselors are needed in every state and geographic location being big or small cities. The median wages for a counselor are $25.82 an hour and $53,710 annually. In my state of Wyoming, the medium income is $62,990 with the high end of the range being $104,000. For counselors working at smaller centers, health insurance may not be offered, but this would depend on each individual counseling service center. The psychological, personal and lifestyle rewards come from the fact that there is flexibility in scheduling, the fact that you are making a positive difference in an individual's life and there is a level of achievement that satisfies work

values in the profession. A disadvantage for this career could be unpredictable and inconsistent payments. Clients may not pay in a timely manner and insurance can take a while to process. Additionally, crises may happen at any hour of the day and the counselor could be contacted. Clients may only be available later in the evenings and the counselor has to work around the client's schedules. There could be slower seasons like the summer where people are not coming in for counseling sessions as often lending to unpredictable schedules.

The values of the occupation appeal to me. I think I would enjoy the environment and one on one face time with clients. Additionally, the independence of the occupation is appealing. I would enjoy being more in control of my own schedule, especially since my top priority is having a family and my children would come first. I could plan counseling sessions around my own life events. The amount of supervision hours during internship was something that surprised me. For my state, the requirement is 3,000 hours. I was also surprised to see that the interest code was Social Investigative (SI). I have learned that this might be a good fit for me in my pursuit of a career. Although, I would have to take into consideration things like additional schooling and internship hours. I believe overall the occupation characteristics match very well with my values like influencing others, achievement, meaningful work, self-respect and having a family. This occupation fits with my career goals because I want to be a role model for my children and others. I want to be in a line of work where I can be proud and confident in the choices I have made and how I am impacting others through my career. I want to be challenged in my work and have opportunities for growth. As far as using career information and resources, it is smart to fully explore a career in this way. It’s important for clients to be encouraged to think about values, work environment, limitations, shadowing, daily tasks, etc. that otherwise they may not

think about. Limitations are explained as, "…Most early theories of career development were based on the experiences of White middle-class males and often lack applicability to women and members of diverse racial, ethnic, socioeconomic, and religious groups: (2022, p. 77). The career counselor would need to make sure the theory they are implementing is culturally appropriate.

Part III: Practical Application

As the counselor in this scenario it is important to start with the ASCA Ethical Standard A.1. Supporting Student Development (d) "Provide culturally responsive instruction and appraisal and advisement to students" (ASCA, 2022). My personal position would be to encourage the student to pursue a Nursing degree because the Engineering degree is not something that she is motivated and passionate about. Her motivation is coming from the expectations of her parents. The struggles she is experiencing with sleep, grades, and energy are a sign to evaluate her career path. Although this may be my personal position, it would not be culturally sensitive to encourage the client to disregard her parents desires. Li & Xie write, "Asian parents hold high expectations for their children, and Asian children also hold high expectations themselves, irrespective of family socioeconomic status" (2020, p. 284). Her being afraid to disappoint her parents is a real fear and the counselor would need to be sensitive and culturally understanding of that. A strategy that I would use as the counselor is to remain neutral and listen to her concerns. Another strategy is to intentionally address my own beliefs and biases prior to the counseling sessions. That way I am aware of the opinions I have and refrain from making suggestions that go along with my personal opinions. I would want to focus solely on the client and help her in her exploration process. I would help her identify her own beliefs about spiritual discernment and get to the bottom of why she might believe that nursing would not be

the will of God for her life. The client would benefit from additional assessments to narrow down her interests, and also to give her further confirmation of what better possible career paths there might be for her. One of the assessments that this client would benefit from is the Careers Factor Inventory (CFI), Chartrand et al., 1997. The CFI will give the client more information about why she is struggling making a decision. A more informal approach that could potentially help the client really think about what she wants in a career would be utilizing a career fantasy. In this technique the client would fantasize about what the ideal career and work day would look like down to the details. The counselor would instruct the client to imagine any job that they would like and what that entails. A forced choice activity would also be beneficial for this client because she would have to choose between nursing or engineering. The forced choice activity would require the client to rank work values, job characteristics, and work settings (2022). Another suggestion for this student would be to consider doing job shadowing, which many universities will help set up, to further explore the career directions she is interested in. The value of job shadowing is its ability to show the student what a real day on a given job looks like. This might help her to solidify what direction to go with her career, while still showing her parents that she truly explored and pursued the option they wished for her.

There are a number of technological aids that could be used to help this student as well. Her journey of finding a career must first pass through the door of choosing a college major that will lead to a career, hopefully allowing her to have the best chance at career satisfaction. Unfortunately, the route which she is on currently is leading to issues such as an inability to sleep, headaches, and low energy. While there may be many reasons outside of her career stress that these struggles could be going on, it is important to the career counselor to try and minimize

that stress as best we can. Having her take a computer-assisted interest assessment would be a great way to point her toward potential college majors that would line up with her interests, which has been found to lead to higher grade point averages when followed (Trusty, 2014.) This technological aid would hopefully allow the student to achieve her expected high GPA from her parents, leading to less stress, and allowing her to be more excited to study what is before her. Though the higher GPA is welcomed, the educational (and future career) satisfaction would be the driving motivation as a career counselor to have her complete a computer-assisted interest assessment. They are helpful tools for people in her exact situation. An additional way that technology could help in her journey would be to explore networking opportunities with alumni from the university in her potential careers. Connecting with those who were once in her shoes deciding on a major, going through the required coursework to graduate, as well as currently working in those careers would be helpful to her in her own journey. This type of networking could easily be done over email or Zoom, or less formal career mentoring that could be done through sites like LinkedIn. As a career counselor, being connected to the alumni network would be a helpful tool for students to have access to through you. With each graduating class you would have a growing pool of those that current students could reach out to for information about any number of careers. Finally, the student should be encouraged to look into all the career options in their various assessments. The choice she is working under now of “her choice” versus “her parent’s choice” is unhelpful. The encouragement to her should not be to simply decide between those two options of nursing and engineering, but to give honest thought and personal research to the career paths that seem interesting and of value to her. Additionally, any others highlighted in the results of her assessments should be thought through. The internet is a great

tool for quickly exploring the college major options as well future career options like through CareerOneStop. There is very little commitment necessary to rule out certain careers suggested simply by looking up what that occupation does on a daily basis. On the positive side, there may be a newly sparked interest that could potentially lead to a career which could be easily confirmed by a Google search, watching a short YouTube video, or reaching out to a professional via social media. This sort of career openness was linked to higher self-confidence among other outcomes in a 2008 study (Bimrose, Barnes, & Hughes).

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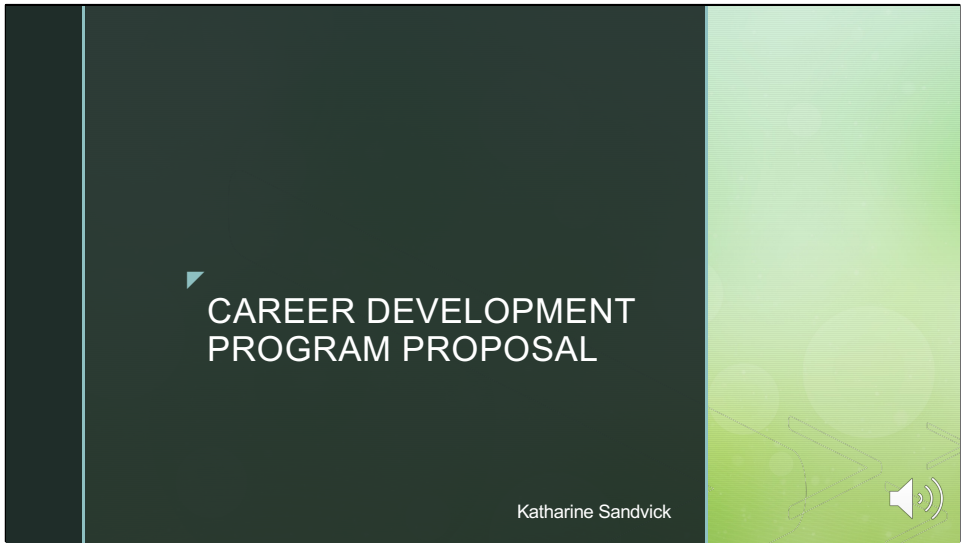
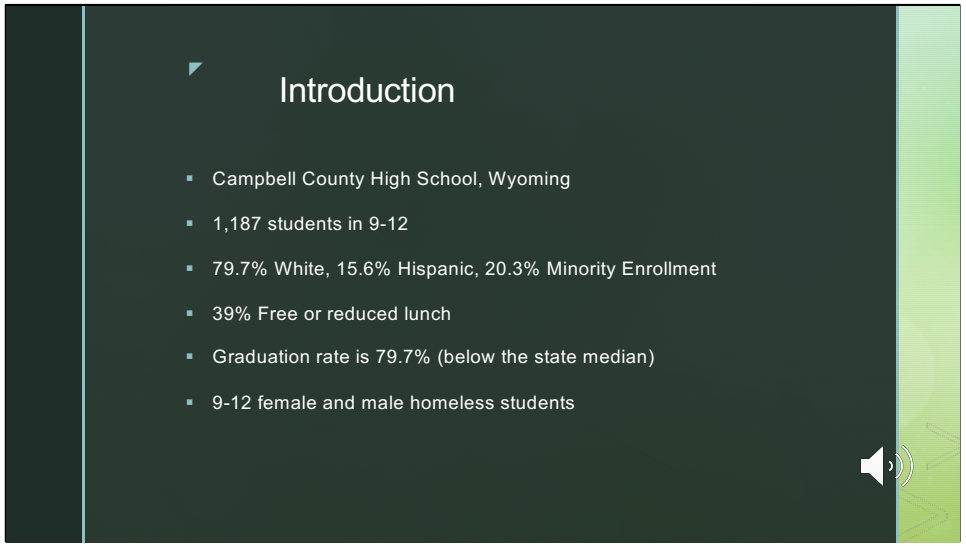
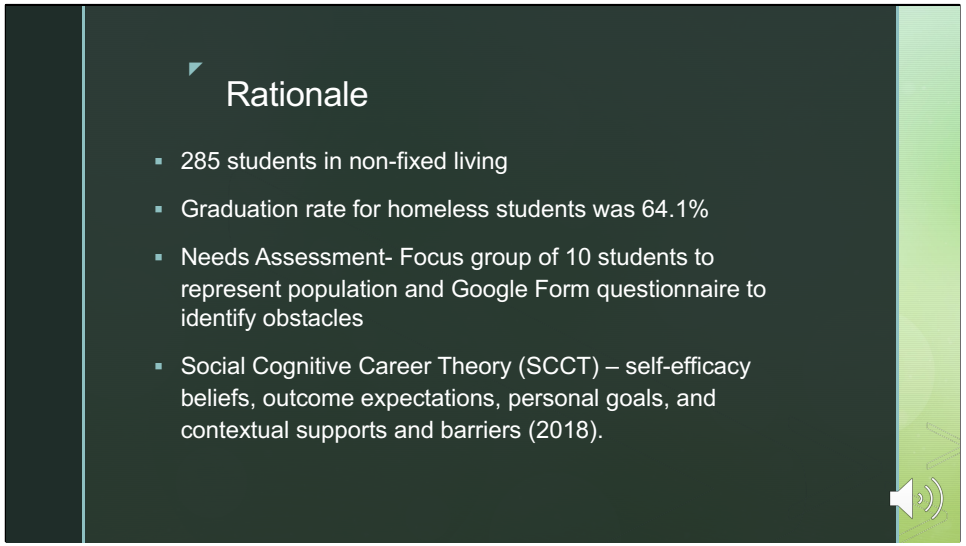
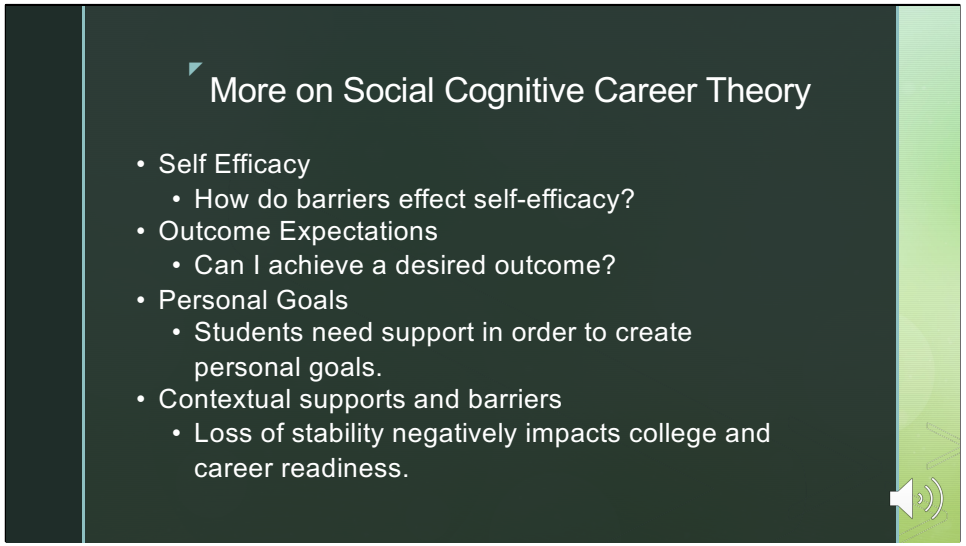

CAREER DEVELOPMENT PROGRAM PROPOSAL
Katharine Sandvick



Campbell County High School in Wyoming serves 1,187 students in 9-12 grade in a western rural community. The primary industries are coal mining and oil extraction. The median household income in this community is $90,000. 79.7% of students are white, 15.6% are Hispanic, .8% Black, 1.3% Asian, 1.5% American Indian/Alaska Native. There is a 20.3% minority enrollment. 39% of students receive free or reduced lunch. The graduation rate is 79% which is below the state median (US News). The program is going to be focusing on male and female 9-12 grade homeless students with the purpose of increasing graduation rates among homeless students.



Within the school district, there are 285 students in a non-fixed living situation. In 2022-2023 the graduation rate for homeless students was 64.1%. This shows a need for a specific career development program benefiting homeless high school students grades 9-12 at Campbell County High School. A focus group of 10 individuals with non-fixed living was conducted by the school counselor to represent this population. The individuals completed a google form questionnaire to gather more information on factors hindering the track to graduation and access to resources that are needed. The rationale for this program is based upon Social Cognitive Career Theory (SCCT). This theory for career development focuses on self-efficacy beliefs, outcome expectations, personal goals and contextual supports and barriers to achieve career success (2018). Niles and Harris-Bowlsbey (2022) write, “These, however, are also influenced by contextual factors (e.g., job opportunities, access to training opportunities, financial resources)”. (p. 82).



We will look further into each of these four areas to analyze how homeless students face challenges in each area. Self efficacy is important because is the beliefs that an individual has about themselves and what they can accomplish. Self-efficacy propels students forward in their academic and career success. Student's who are in non-fixed living situations may face continual barriers that negatively impact their self-efficacy and their beliefs of what they are capable of achieving.

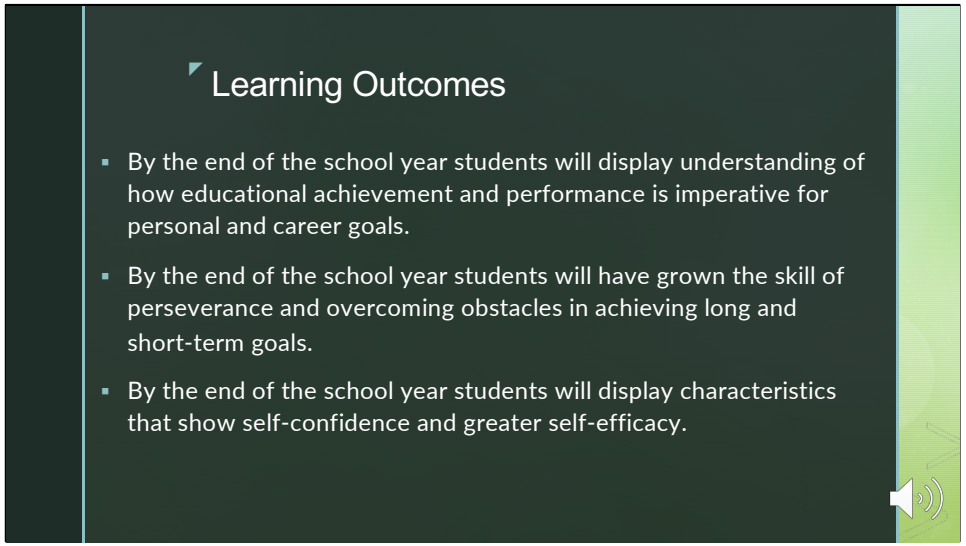
Outcome expectations: How an individual believes a circumstance will turn out effects the choices they make. Havlik, Sanders, & Wilson (2018) write, "Thus, those who feel that they can make contributions to bring about desired change and see a stronger connection between their actions and future consequences show stronger commitments to the pursuit of their desired futures" (p. 8).

Personal Goals: Students who are facing the challenge of non fixed living may have a harder time setting personal goals. The focus might be on helping other family members financially. Setting personal goals for the short and long term can help students reach success.

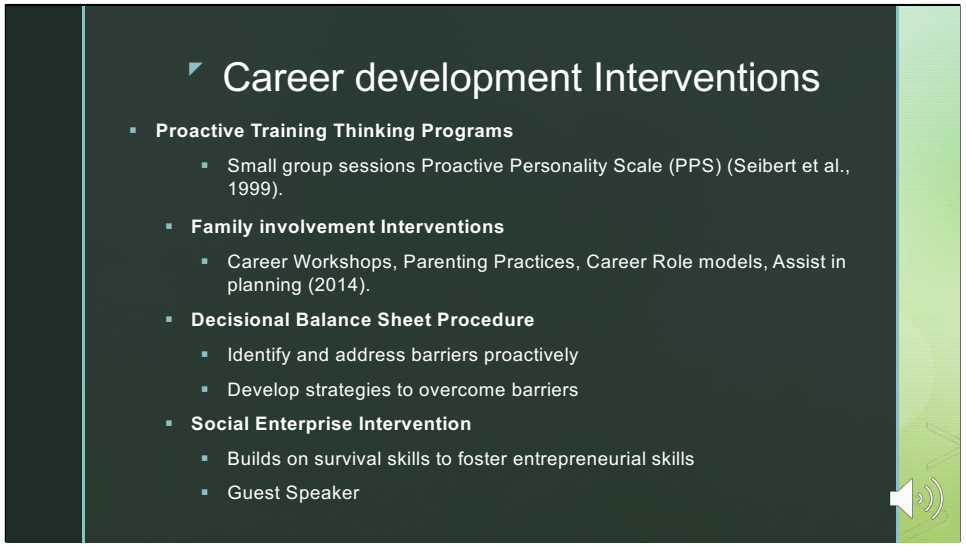
Contextual supports and barriers: The main barriers for students in this group is the loss of their home or non consistent housing. Without this stability, students struggle to focus on academics, relationships, extracurricular activities, and college readiness. Havlik, Sanders, & Wilson (2018) write, "Further, SEH, particularly those who are unaccompanied, may have to take on jobs to support themselves and struggle with balancing their work, while trying to meet their own basic needs..." (p. 11).

In order to benefit this population of students, it is important to specifically increase their self-efficacy and outcome expectations towards graduation and college. Havlik & Duckhorn (2023) write, "In particular, the participants highlighted the need to ensure that students experiencing homelessness developed two of the concepts in SCCT: (a) self-efficacy in college-going and (b) outcome expectations towards college" (p. 296).

National Career Development Guidelines and ASCA Student Standards: Mindsets and Behaviors for student success.



By the end of the school year students will display understanding of how educational achievement and performance is imperative for personal and career goals.
By the end of the school year students will have grown the skill of perseverance and overcoming obstacles in achieving long and short-term goals.
By the end of the school year students will display characteristics that show self-confidence and greater self-efficacy.



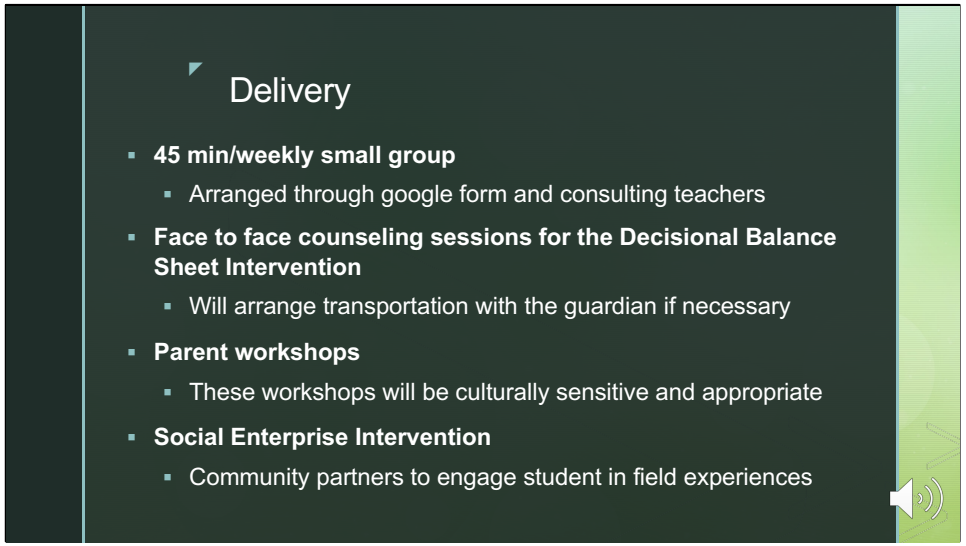
The first intervention will be based upon the standard, B-SMS 5. Perseverance to achieve long and short-term goals. A small group focusing on a proactive training thinking program will aim at teaching students how to seize opportunities that are in front of them and be proactive in making positive decisions for themselves. The goal for this small group will be to encourage these students to see beyond their living situation and to focus on opportunities that they do have. Hsieh & Huang (2014) write, "As stated previously, individuals with high proactive personality are relatively un-constrained by situational forces and thus should have a greater sense of self-determination and self-efficacy in their career lives" (p. 31).

The second intervention will include parental education for their child's career exploration. As listed above, these include, career workshops, parenting practices, being career role models and assisting in career planning (2014). The area that would be of main focus is, "Transform their values and beliefs regarding their children's career development into everyday parenting practices…" (p. 38). The parent/guardian can help encourage the student's self-efficacy by valuing the child's education. If the belief from the parent/guardian is the high school student should be financially responsible for the family instead of pursuing their

own education, the student does not feel as though they have an option to explore college or careers. Hsieh & Huang (2014) explain, "More family involvement in career counseling practices is suggested, especially for students from low SES families" (p.38). These interventions including the parents/guardians will be culturally sensitive and take into consideration family beliefs, cultures and values.

This intervention is a Decisional Balance Sheet Procedure. This will help students identify obstacles standing in the way of their desired outcomes for career development. It allows students to consider what may happen if they pursue a certain career and identify any barriers or negative aspects ahead of time. Then, the school counselor would help the student develop strategies to prevent or maneuver the barriers that would keep the student from exploring a career, or in this case barriers that keep them from graduating (2022). As Niles and Harris Bowlsbey (2022) state, "Problems in career development emerge when individuals prematurely foreclose on occupational options due to inaccurate self-efficacy beliefs, outcome expectations, or both…" (p. 83).

The Social Enterprise Intervention encourages homeless youth to develop and hone their entrepreneurial skills that they may already possess from surviving in a homeless situation. The intervention trains the student in business skills that they would need. During the training, the school counselor helps the individual identify what specific skills they would need to strengthen or develop to be successful in starting some sort of business. Ferguson (2018) writes, "With both vocational and business training tailored to youths' entrepreneurial skills, and clinical and mentoring supports, homeless youth can transfer their survival skills into skills that help them start and maintain a business" (p. 3). The school counselor will arrange a guest speaker to teach how they got to where they are at in their success.



The first intervention will be conducted through small groups that meet with the school counselor for 45 minutes, weekly. In order to deliver this small group, the school counselor will use a google form and send it to the students to see whether they could meet with the school counselor during their lunch time once a week. Otherwise, the school counselor will work with the teachers to find a slot of time.

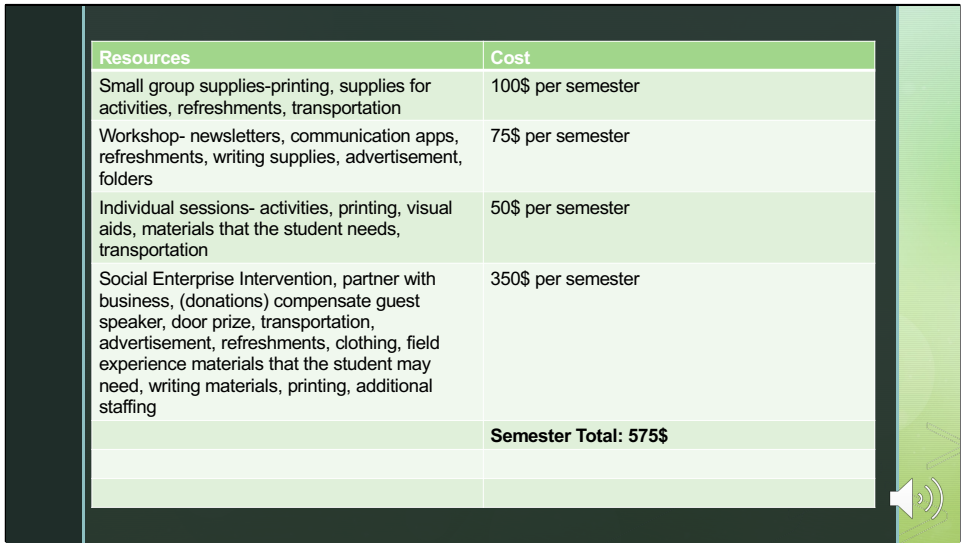
The delivery for parent workshops and career planning support will take place at a time and location that works for all parents of students in the small group population. The school counselor will promote the event through newsletters or other forms of communication through apps. The school counselor will offer several classes and workshops that focus educating parents in ways they can help their student graduate high school and providing resources that could be beneficial.

The Decisional Balance Sheet Procedure intervention will be done on an individual counseling basis meeting face to face. The school counselor will arrange a time to meet with the students and their teacher. If the student can only meet after school or before school the counselor will arrange transportation

and obtain permission from the guardian.

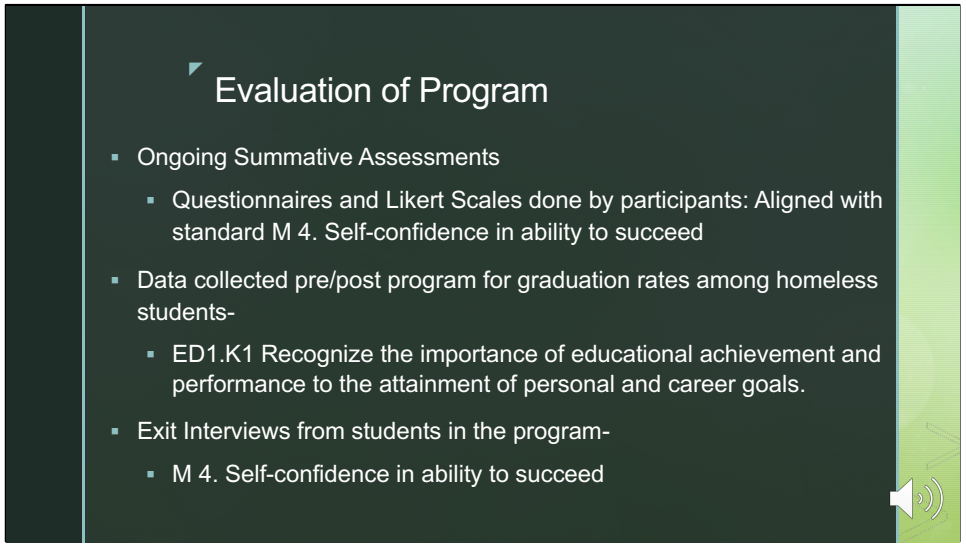
The school counselor will collaborate with connections in the community to arrange opportunities for internships, shadowing opportunities or mentorship programs with entrepreneurial business owners. The student will identify the skills they need to work on with the school counselor and then the school counselor will arrange the most beneficial experience for that student in order to gain those skills.

To promote the Social Enterprise Intervention and entrepreneurial opportunities, I am going to promote the guest speaker event through the school's social media for six weeks prior to the event. To create interest, the guest speaker will do six snippet videos (one each week) that create intrigue of his story and get students to come to the event. After the guest speaker event is when the students will have the opportunity to continue career counseling services with the counselor and apply for mentorship or field experience opportunities. Every student who attends can put their name in for a drawing to win a 100$ gift card to amazon donated by a local business.



Resources	Cost
Small group supplies-printing, supplies for activities, refreshments, transportation	100$ per semester
Workshop- newsletters, communication apps, refreshments, writing supplies, advertisement, folders	75$ per semester
Individual sessions- activities, printing, visual aids, materials that the student needs, transportation	50$ per semester
Social Enterprise Intervention, partner with business, (donations) compensate guest speaker, door prize, transportation, advertisement, refreshments, clothing, field experience materials that the student may need, writing materials, printing, additional staffing	350$ per semester
	Semester Total: 575$

Here are the resources needed to run the program.



There will be summative assessments that are ongoing in the group and individual sessions to determine if the individuals feel like they are growing in the learning targets. These summative assessments will be in Questionnaire/Likert scale format where students will determine how they feel they have improved in perseverance characteristics and other skills that we were working on. Specifically aligned with M 4. Self-confidence in ability to succeed. This will be done before the semester sessions and after. One variable that will be measured pre and post program is the graduation rate of homeless students as this is the main target. Data will be collected at the beginning of the school year and then at the end of the school year. The numbers will determine whether the program was effective in guiding homeless students towards a career path and high school graduation. Lastly, the school counselor will conduct exit interviews with students who participated in the program. The interview will be focused on whether the individual felt they were given the tools, resources and support that they needed in order to succeed in graduating high school. The school counselor will use all the following data to evaluate the effectiveness of the program. If the program was not effective in the way that he/she was expecting, the data will show which specific areas need adjustments and revision.

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