CAREER DEVELOPMENT PROGRAM PROPOSAL

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Introduction

- Campbell County High School, Wyoming
- 1,187 students in 9-12
- 79.7% White, 15.6% Hispanic, 20.3% Minority Enrollment
- 39% Free or reduced lunch
- Graduation rate is 79.7% (below the state median)
- 9-12 female and male homeless students

Rationale

- 285 students in non-fixed living
- Graduation rate for homeless students was 64.1%
- Needs Assessment- Focus group of 10 students to represent population and Google Form questionnaire to identify obstacles
- Social Cognitive Career Theory (SCCT) – self-efficacy beliefs, outcome expectations, personal goals, and contextual supports and barriers (2018).

More on Social Cognitive Career Theory

- Self Efficacy
  - How do barriers effect self-efficacy?
- Outcome Expectations
  - Can I achieve a desired outcome?
- Personal Goals
  - Students need support in order to create personal goals.
- Contextual supports and barriers
  - Loss of stability negatively impacts college and career readiness.

Program Standards

- PS1.A6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals)
- ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- M 4. Self-confidence in ability to succeed
- M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success
- B-SMS 5. Perseverance to achieve long and short-term goals

Learning Outcomes

- 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.

Career development Interventions

- **Proactive Training Thinking Programs**
  - Small group sessions Proactive Personality Scale (PPS) (Seibert et al., 1999).
  - **Family involvement Interventions**
    - Career Workshops, Parenting Practices, Career Role models, Assist in planning (2014).
  - **Decisional Balance Sheet Procedure**
    - Identify and address barriers proactively
    - Develop strategies to overcome barriers
  - **Social Enterprise Intervention**
    - Builds on survival skills to foster entrepreneurial skills
    - Guest Speaker

Delivery

- **45 min/weekly small group**
  - Arranged through google form and consulting teachers
- **Face to face counseling sessions for the Decisional Balance Sheet Intervention**
  - Will arrange transportation with the guardian if necessary
- **Parent workshops**
  - These workshops will be culturally sensitive and appropriate
- **Social Enterprise Intervention**
  - Community partners to engage student in field experiences

Marketing

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$

Evaluation of Program

- Ongoing Summative Assessments
  - Questionnaires and Likert Scales done by participants: Aligned with standard M 4. Self-confidence in ability to succeed
- Data collected pre/post program for graduation rates among homeless students-
  - ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- Exit Interviews from students in the program-
  - M 4. Self-confidence in ability to succeed

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