Matching Interests to Career choice
Presented by

Steven Bellenot, Niruka Goenaga, Lindsey Page, Janet Stevenson, Pam Weeks

with guest speakers
Dr. Dianne Hollems, Lisa Imel, Maggie Miller, Tim Rakstang
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| 53 | 17 | 45 | 18 |
How long did you take classes at Hillsborough Community College (HCC)?
Was your grade point average above or below 3.0?
How many credits did you earn at HCC?
When did you know your career choice?
Describe your motivation level before knowing your major.
Describe your motivation level after knowing your major.
How long were you at Florida Agricultural and Mechanical University (FAMU)?
What was your grade point average at FAMU?
How many credits did you earn at FAMU?
Maggie Miller
Lead trainer for MyCareerShines powered by Kuder.
Niruka Goenaga
Advising Students in Math Sequences and Career Paths

Factor 3 – Choices affect career and post-secondary options

Niki Goenaga, Assistant Professor
Miami Dade College

Lisa Imel, M.Ed.
Consultant, Academic Innovations &
President, EDSolutions Group

Dr. Diane Hollems
Co-Founder & Director of Strategic Partnerships
Get Focused...Stay Focused!

June 27, 2019
ADVISING Students into Math Sequences and Career Paths

✓ Factor 1: Increase parent involvement and connectedness

✓ Factor 2: Help students find what they are interested in and what they are good at

✓ Factor 3: Help students understand that making good choices in high school will help them make the most of their post-secondary experience
Help students understand that choices affect their post-secondary experience

✓ Increase student awareness of what they need to do in high school to maximize post-secondary experience

✓ Increase awareness on the different post-secondary options available to them

✓ Educate them on what their successful peers have done
FACTOR 3 RECOMMENDATION:

Guidance is Key to Student Success

“Even before the 52 percent budget cut to Matriculation funding in 2009-10, colleges were unable to provide all students with access to counseling services to help them clarify and refine their educational objectives and assist with the development of education plans to achieve those objectives. Student to counselor ratios range from 800 to 1 to 1,800 to 1 in the community colleges.”

Advancing Student Success in the California Community Colleges Recommendations of the California Community Colleges Student Success Task Force, pp. 22-23
FACTOR 3 RECOMMENDATION:

Guidance via
Get Focused...Stay Focused!

Support ASCA National Standards for Students and GWU Freshman Transition Standards

\[
\begin{align*}
\text{1,300 students} : 1 \text{ counselor} &= 83 \text{ minutes} \\
\text{(average ratio in California community colleges)}
\end{align*}
\]

GFSF students = at least 138 hours classroom-based guidance + 10-year Plan with informed career path

Student Success Course = approx. 48 hours classroom-based guidance + 10-year Plan with informed career path
A Life, Education, & Career Decision-making Process

Get Focused! Stay

Who Am I? What Do I Want? How Do I Get it?

Goals of the Program:
- College and Post-Secondary Path
- College and Career Ready
- Informed, Declared Major
- 10-year Skills-Based Career & Education Plan
FLIPPING THE COLLEGE DECISION-MAKING PARADIGM

1. CAREER
2. MAJOR
3. COLLEGE
First...Get Focused!

WHO AM I?
✓ Personal Profile
✓ Definition of Success & Mission

WHAT DO I WANT?
✓ The Lifestyle I Want
✓ Budget to Support My Lifestyle
✓ Budget Narrative
✓ Work Conditions that Match My Personality

HOW DO I GET IT?
✓ Career & Lifestyle Goals
✓ Career Choice
✓ Education and Training Plan
✓ 10-year Action Plan
- Keystone workbook activities
- Articulated goals
- Personal profile
- Envisioned lifestyle
- Budget
- Career goals
- Action plan
  - Education and training
  - Living arrangements
  - Employment
  - Finances
  - Mock Interviews
  - Resume
  - Mentor/Job shadow
  - Parent engagement
Then….Stay Focused!

10th Grade

11th Grade

12th Grade

★ If GFSF is adopted for all 4-years, in the 12th grade students build a skills-based education plan that easily transfers to post-secondary advisors/counselors.
Systemic Support of Factor 3
Get Focused...Stay Focused! California Model

- **Dr. Diane Hollems**: Former Dean of Santa Barbara City College
- 2009: Academic Innovations joined SBCC to support Dual Enrollment Freshman Transition Course
- 2013: SBCC awarded Aspen Prize
- Educational Access & Equity
- California Dual Enrollment Policy & Funding Legislation
- Enhances College & High School Partnerships
Policy and Practice
Get Focused...Stay Focused! California Model

• California Community College Chancellor’s Office (CCCCO) - Project in Common
• Strong relationship with state-wide K14 Pathways Technical Assistance Providers (TAPs)
• College credit for Get Focused course = 3 units of Dual Enrollment or Articulation
• a-g approved (area g)
• Propels students to meet the Prepared level of College Career Indicator (CCI)
• Aligned to all CA state standards: in progress for CTE Pathways approval (Perkins)
• K12 SWP: Aligns with Guiding Policies and recommendations for a strong proposal
Metrics Illustrating Factor 3

- Lisa Imel, M.Ed.: Former Elementary, Middle, and High School Administrator
- School accountability measures
- School-district turn-around model
- Parent Engagement
- Data reports in My10yearPlan.com
- Reference GFSF Fact Sheet ~ Handout #2 in Digital Documents for Secondary & Post-secondary Metrics
Evidence from California
Case Study: Cosumnes Oaks High School

★ Decreased failures
- 2014-15: 24%
- 2015-16: 24%
- 2016-17: 19%
- 2017-18: 20%
- 2018-19: 17%

★ Increased GPA
- 2014-15: 3.04
- 2015-16: 3.07
- 2016-17: 3.16
- 2017-18: 3.278
- 2018-19: 3.292

★ Decreased failure of grad req.
- 2014-15: NA
- 2015-16: NA
- 2016-17: NA
- 2017-18: 103 (19%)
- 2018-19: 80 (16.3%)

★ Decreased failure of a-g req.
- 2014-15: NA
- 2015-16: NA
- 2016-17: NA
- 2017-18: 95 (17.5%)
- 2018-19: 76 (15.5%)

2014-15 - Pre GFSF
2015-16 - Pilot GFSF
2016-17 - Full implementation
2017-18 - Full implementation
2018-19 - Full implementation
Benefits of

- Students make better choices impacting post-secondary options
- Students enter college more focused
- Increased self-efficacy & motivation to stay on track
- Understand the need to work with counselors and advisors to make the most of their opportunities

All stakeholders benefit!
Thank you!

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