Career Exploration and Development with a Focus on Implicit Bias

Webinar Presenter:
Lauren Jones, NCC
CTE Program Director for Special Populations, Counseling & Equity
Webinar Date: 11/19/2019
Learning outcomes:

After viewing this webinar, you should be able to:

• Generate and share current career advising and development strategies
• Determine most effective strategies and their connections to CTE
• Strategize ways to implement effective strategies in your community
• Discuss implicit bias and how this affects students, parents, school counselors and all educators
Background on a current National Movement...
Strategies for Attracting Students to High-quality CTE

Advance CTE, supported by the Siemens Foundation:

• Commissioned focus groups
• Conducted a national survey
• Explored attitudes of parents and students currently involved in CTE
• Report issued in April 2017
Research Goals

- Explore what middle & high school parents and students know and think about CTE
- Understand motivators and barriers to enrolling in a CTE program
- Determine which messages are most compelling to consider a CTE program and which are not
- Identify trusted decision-makers and effective communication channels for CTE
School Counselors Are Most Trusted Messengers

How much do you trust each for learning more information about CTE?

- School counselor: 38% to 83%
- Teacher(s): 33% to 81%
- CTE students or alumni: 32% to 77%
- College/university reps: 29% to 74%
- Principal: 27% to 71%
- State Department of Education: 22% to 59%
- Superintendent: 18% to 58%

What is the preferred method of learning more information about CTE?

- Educational website (46%)
- Open house at CTE school/program (44%)
- High school career fair (40%)
- Brochure/pamphlet mailed (40%)
- E-mail school/principal (23%)
- A school assembly (22%)
- Social media (21%)

48% of prospects want to hear information about CTE from their school counselor.
College was once seen as steak while career and technical education was seen as hamburger. Today, college is still steak but CTE has become lobster. In the ideal K-12 school setting, all student's would be engaged in high quality 'surf n' turf.'

Michael Armbruster
Quality Components of Career and Technical Education

Career Development

Academic and Technical Skills

Programs of Study

Career and College Readiness

Leadership and 21st Century Skills through CTSO’s

Work-Based Learning

Partnerships
EQUALITY

EQUITY!
Equality

Equity
Equality doesn't mean Equity
We all need the same basic things to survive — but we might need slight variations in the conditions around us to truly thrive.
Equity is when every student has what they need to succeed.
Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.
Startling Statements

1. According to the Pacer Center, \( \frac{6}{0} \)\% of Students with Disabilities report being bullied regularly.

2. A 2014 study reports that \( \frac{5}{4} \)\% of students with a Learning Disability have a stated goal of attending either a 2 or 4 year college.

3. In 2011, \( \frac{1}{1} \)\% of students enrolled in a postsecondary institution had a disability.

4. \( \frac{3}{2} \)\% of working age people with disabilities were employed on average in the 2010-2012 period.

5. During the 2014-2015 school year, \( \frac{2.5}{*} \)\% of students in k-12 were homeless (*1,354,363)

6. In the 2013-2014 school year, \( \frac{48.6}{*} \)\% of preschool suspensions were Black or African American.
Career Exploration & Career Development
What did you want to be when you were 10 years old?! 

“CONVERSATION is food for the soul. ”

—Proverb

How close are you NOW to that aspiration you had THEN?
List all of the **reasons** why people may choose a **career path**.
The State of Career Technical Education: Career Advising and Development

- Need for information on effective state- and school-level strategies for career advising and development

- Advance CTE partnered with ASCA to conduct survey research

- Responses from 45 State CTE Directors, 10 State School Counseling Directors and 647 school counselors
  - School counselors from all 50 states and District of Columbia and all grade levels
Report Findings

• There was a major disconnect in state and local responses
• Few states believe their systems are fully aligned throughout K-12
• Career advising and development efforts are much more common at the high school level
• Effectiveness of strategies is mixed bag
• 58% of states rate their state systems as only somewhat effective in their career advising and development efforts
Report Findings

• Most frequently used strategy is conducting inventories with students to identify their interests, skills and abilities

• School counselors feel more positive about the effectiveness of strategies they employ than do State CTE Directors

• The most effective strategies are not the most used.
Strategies Most Effective/Least Used:

• Connecting students with CTE coursework and career pathways as a career advising and development strategy
• Providing or facilitating work-based learning experiences for students
• Engaging and partnering with industry and community
<table>
<thead>
<tr>
<th>Barriers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other counseling domains receive higher priority</td>
<td>45%</td>
</tr>
<tr>
<td>Other competing priorities pull counselors away from career development</td>
<td>44%</td>
</tr>
<tr>
<td>Lack of quality resources and materials</td>
<td>27%</td>
</tr>
<tr>
<td>Lack of understanding on how to best support career development</td>
<td>20%</td>
</tr>
<tr>
<td>Lack of buy-in and support from school and district leadership</td>
<td>15%</td>
</tr>
<tr>
<td>Geographic barriers</td>
<td>14%</td>
</tr>
<tr>
<td>Career development begins too late in a student’s K-12 education</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of industry involvement</td>
<td>13%</td>
</tr>
<tr>
<td>Lack of capacity to support and scale efforts at state level</td>
<td>9%</td>
</tr>
<tr>
<td>Technological barriers</td>
<td>8%</td>
</tr>
<tr>
<td>Lack of availability of labor market data</td>
<td>4%</td>
</tr>
<tr>
<td>Resource Type</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Results from inventory of students skills and interests, or equivalent</td>
<td>47%</td>
</tr>
<tr>
<td>Resources provided by ASCA or similar organization</td>
<td>38%</td>
</tr>
<tr>
<td>Industry partners willing to serve as mentors, participate in career days/fairs and/or offer work-based learning</td>
<td>29%</td>
</tr>
<tr>
<td>Labor market data on job demand and career salaries</td>
<td>25%</td>
</tr>
<tr>
<td>CTE programs and faculty</td>
<td>24%</td>
</tr>
<tr>
<td>State-provided curricular resources</td>
<td>23%</td>
</tr>
<tr>
<td>Locally-provided curricular resources</td>
<td>22%</td>
</tr>
<tr>
<td>Locally-provided professional development</td>
<td>21%</td>
</tr>
<tr>
<td>State-provided professional development</td>
<td>19%</td>
</tr>
<tr>
<td>None</td>
<td>5%</td>
</tr>
</tbody>
</table>
Some Recommendations:

• Provide more effective **professional development and resources** to school counselors and establish feedback loops to ensure that the professional advising and development is having its intended impact.

• Ensure that career advising and development is a **school- and community-wide effort**, with effective coordination between school counselors and school administration and active participation from classroom instructors and community organizations.
More Recommendations

• Explore partnerships between secondary and postsecondary systems and institutions to both gather more data on existing strategies and implement new strategies as appropriate.

• Examine and improve current career advising and development equitable strategies so that they are all part of one broad, cohesive strategy designed to guide EACH learner effectively to the careers of their choice.
Even More Recommendations:

• Improve the **effectiveness of Individual Learning Plans - ILPs-** (or equivalent) by
  – Scaling up innovative practices, including having students begin them in middle school, and
  – Working with school counselors to ensure that Individual Learning Plans (ILP) are integrated into a broader career development process
Individual Learning Plans (ILPs) as a Career Advising Tool

- Academic and career planning tool
- Used in 38 states, but mandated for all students in only 21 states (U.S. Department of Labor)
- Varied effectiveness
- Disconnect between state and local levels
- Value in beginning plans in middle school
- Need to engage parents, guardians and teachers
Individual Learning Plans Can Be an Effective Career Advising Tool

Can be used more effectively by:
• Beginning them in middle school
• Including them as part of a wider conversation and process
• Being clear and strategic about connections to career pathways and CTE opportunities
PROMOTING QUALITY INDIVIDUALIZED LEARNING PLANS THROUGHOUT THE LIFESPAN:

A Revised and Updated “ILP HOW TO GUIDE 2.0”

by Scott Solberg, Judith Martin, Mindy Larson, Kathryn Nichols, Heidi Booth, Jennifer Lillis, Leo Costa

ICAP is turning **10 years old** next school year (2019-2020)!!

Forthcoming: A Playbook (2.0 version of the Toolkit) and statewide birthday festivities

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Using CTE’s Programs of Study (POS) as a foundation for having Meaningful Career Conversations (MCCs) with students and families statewide, is a superb model for thoughtful ICAP processes. In Colorado CTE, Faculty and Directors collaborate with School Counselors in implementation of ICAP processes at the local and state levels. CTE is all about Learning, Earning and Living. School Counselors are all about Academic, Career and Personal/Social. Together we make ICAP happen!

### ICAP Toolkit

See the Colorado Department of Higher Education (CDE) website for information on ICAP background, awards, summit, implementation, practice, training, and resources.

- [CDE ICAP Toolkit](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)

### Training and Assistance

Learn more or share your promising practice with us.

- [Colorado ICAP Regional Training](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [ICAP Tech Assistance Appointment Request Form](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [Toll Free Voicemail for Technical Assistance 1-844-797-4227 (I-844-DVR-ICAP)](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)

ICAP is the vehicle by which Colorado students explore the world beyond high school and reflect their understanding and plan for these next steps. ICAP is also a tool that reflects how a student's Postsecondary and Workforce Readiness (PWR) is achieved, accomplished and understood.

**Process:** ICAP is a multi-year process, one that will span the lives of students who are now in middle and high school and that will continue into adulthood. By adopting research-based best practices and by revamping our knowledge for developmentally appropriate ICAP activities with secondary students, Colorado now focuses on a meaningful process which results in a plan.

### Meaningful Career Conversations (MCC)

- [MCC Prompts](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [MCC Starters](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [Middle School MCC Starters](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [High School MCC Starters](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [Employer Career Conversation Starters](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
- [Postsecondary Career Conversation Starters](http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/)
### High School Career Conversations

**Premises:**
1. All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
2. All students have freedom of postsecondary training and career choice.
3. Career development engages students, parents and community partners.
4. Career development is a lifelong process beginning at pre-K.
5. Students have the right to change their career aspirations and goals at any time.
6. Career conversations are primarily strength-based.

**Instructions:** Determine the student’s needs based on the corresponding ASCA Mindsets & Behaviors. Some students may need to address each Mindset & Behavior standard throughout the years, while others may only need to focus on a few. Adapt these questions to meet individual students’ needs.

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behaviors</th>
<th>Questions/Parents</th>
<th>Questions/Community</th>
<th>Questions and Prompts/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MINDSETS</strong></td>
<td></td>
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</tbody>
</table>
| Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.) | 1. As you look over the last few months, what has your child accomplished that has been a real highlight?  
2. What challenges or struggles have you observed your child facing?  
3. Could you give me an example of a time when your child was faced with a challenge and he/she was able to successfully resolve the issue on his/her own?  
4. How do you know when you need to step in, be supportive or let children struggle and find solutions on their own?  
5. As you think about post-high school life for your child, what skills might he/she still need to develop to be successful? What community programs/activities could help develop these skills?  
6. Describe a time when you | 1. How would you characterize the quality of life (physical and mental health) of our community?  
2. If our students were at their best, how would our community be different (Physically, socially and emotionally)?  
3. What kinds of programs/services/resources would you like to provide in partnership with our school/district to help our students be their best?  
4. Tell me about a time you felt proud of something you accomplished in the last few months.  
5. What else would you like to accomplish this year?  
6. What has gotten in your way of these accomplishments in the past?  
7. How do nutrition and sleep play a role in your accomplishments?  
8. What's it feel like when you are faced with a new task in class?  
9. What do you tell yourself when an assignment or activity is hard?  
10. Do your thoughts help or hurt your success? How?  
11. Is there anything you need to change about what you say to yourself? What?  
12. Who are your strongest supporters?  
13. What activities or places make you feel safe and valued? Why?  
14. In what community activities... |
Assemble your **ICAP implementation team**. Meaningful and successful ICAP implementation begins with leaders who meet regularly and who promote and integrate ICAP into every part of the community. Consider including:

**Leadership Team (GUIDES)**
- School leaders and administrators
- School counselor(s)
- CTE instructor(s)
- SpEd/transition specialist(s)
- Example of **Leadership Team Roles and Responsibilities (DOC)**

**Contributing Members (CLIMBERS)**
- Content area teachers
- Coaches
- Other support staff

**Village (MOUNTAIN)**
- Students and families
- Community members
- Businesses

*You too can become an MCC!*  
*Meaningful Career Conversationalist*
Addressing Bias in Career & Academic Advisement

(*Career Conversations*)
Identity

- Behavior
- Cultural Stereotypes
- Bias
- Micromessages
- Accumulation of (Dis)Advantage

Educator Point of Interruption
Whom Do You Visualize?

- Nurse
- Welder
- Systems engineer
- Early childhood teacher
- Automotive technician
- Software developer
- Financial adviser
Equity and Access to CTE
(non-traditional careers)
Let’s think of non-traditional fields (gender atypical)....
Startling Statements - Fill in the Blank:

- By 2018, it is projected that **46.9**% of the labor force will be women.
- In 2014, men represented **10.0**% of registered nurses.
- In 2014, **2.4**% of electricians were women.
- In 2011, **19.7**% of first-year undergraduate students were enrolled in remedial coursework. In that year, **22.4**% Hispanic, **17.7**% of Black and **22.2**% White students were enrolled in remedial course.
- In 2012, white women earned 19.8% of AS degrees in science & engineering while African American women earned **5.9**% of AS Degrees in science & engineering.

Equity is when every student has what they need to succeed.
Implicit Bias

- Attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner
- Encompass both favorable and unfavorable assessments
- Are activated involuntarily and without awareness or intentional control
- Are malleable and can be unlearned, reshaped or changed over time

Basis of Implicit Bias

• Race, gender, ethnicity
• Socio-economic status
• English language learner status
• Disability

Implicit bias affects everyone — school counselors, students, parents, employers
Unconscious/Implicit Bias

• In the blink of an eye, our brain processes a person’s race, gender, style of clothing, height and weight, all without our awareness

• Based on these irrelevant factors, we make associations about how similar someone is to us or how different someone is from us

Stereotypes and Implicit Bias

• Who’s good with their hands?
• That career is too dirty for girls
• He’s too smart to do that
• He’s too poor to achieve that goal — we don’t want to set him up for disappointment
• His/her/their family wouldn’t want that for him/her (her/him/them)
Other Examples

• Assuming that a UNIQUELY ABLED student with a disability will be unable to complete a lab course or other class activity

• Assuming a female will not want to be involved in a class that only males have historically enrolled in — for example, auto mechanics

• Assuming that a student enrolled in many Advanced Placement courses would have no interest in CTE programs
Micromessages

• Small, subtle, universally understood messages that we send and receive through words, gestures, body language, tone of voice and facial expressions whenever we interact with others
  • Can be positive and negative
  • Most often unconscious or unintentional
Key Micromessaging Elements

- Feedback messages
- Praise and criticism
- Omission
- Contextual
- What is not said or not done
- Culture, artifacts, etc.
- Verbal
- Para-verbal
- Non-verbal
- What is said
- How it’s said
- Body language

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Nursing
Picture This

Want to learn to tell stories using cutting-edge technology? Then our Video Production and Editing Program may be for you.

Read more
Cosmetology

Mission Statement: The Trinidad State Junior College Cosmetology Certificate Program is committed to educating the future salon professional with training and knowledge in current hair, skin, and nail procedures as well as the important salon dynamics of communication, customer care, and business principles which will lead to a successful career in the industry.
Nursing

Associate of Applied Science
Both Campuses
LEARN HOW TO BE
A ROCKSTAR IN THE
SKILLED TRADES
FROM THE COOLEST WOMEN

This group of elite women have proven their success in male dominate industries and will be sharing their stories at Warren Tech! They will be giving advice and providing tools on how to be successful in the skilled trades industries, along with tearing down any pre-existing stereotypes that smart women in the skilled trades need to be anything less than ROCKSTARS.

Everyone is welcome.

For more information, contact Heather Mueller at 303.982.3047 or Heather.Mueller@Jeffco.k12.co.us.

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Shoes aren’t traditional. Why should your career be?

To Qualify
- Candidate must be female
- Age 13-20
- Have transportation to host companies
- Parental release and consent forms signed
- Write short essay at end of week

The Program
Dates: June 25 - 29 or July 16 - 20, 2018
Duration: 1 week / 30 hour
Cost: Free to qualified candidates
Deadline: April 20, 2018

For Application and Release Forms contact: Kell Hayes at kelle@royfoundation.org or go to www.constructiongirl.org

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This restroom may be used by any person inclusive of gender identity or expression.
How to Address Inequities in Career Advisement

• Awareness: Admit that, like everyone else, we are biased
• Speak up when you see actions that imply unintended bias
• Model equity in your actions (be the ripple)
• Be conscious of micromessaging
• Know the body language dos and don’ts
• Highlight and share positive, accomplished persons in the category of your bias with your students and other educators/counselors
• Attend educator professional development training on addressing bias
Resources

• National Alliance for Partnerships in Equity: https://www.napequity.org/

• Harvard University’s Project Implicit: https://implicit.harvard.edu/implicit/

• CTE in Colorado Equity in CTE webpage: http://coloradostateplan.com/equity-in-cte/
Learning That Works Resource Center

- [https://www.careertech.org/resource-center](https://www.careertech.org/resource-center)