

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

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**

Grade	Tally yes	Tally no	
9th	 (45)	(2)	
10th	(7)	(2)	
11th	(15)	(1)	
12th	(3)		

	I don't know Education needed	Correct education	Not correct education
Computer programmer			[
Chemist			[
engineer	[[[[
Football player		[[[
profiler	[
FBI agent	[
Neonatologist		[
Interior Designer		[[[[
military		[[
carpenter	[
Film maker	[[[
surgeon		[
detective		[
Air Force pilot		[

	I don't know	Correct	Not correct
army		[[
veterinarian		[[[[
musician		[[
artist	[[
Soccer player	[
music	[
Video editing	[
architect		[[
dance		[
teacher		[[[
computers	[[
sports		[
Game designer			[
nurse	[[[[[
Lawyer			[[

	I don't know	Correct	Not correct
Performing Arts		[
mechanic		[
Baseball player		[
technician	[
Shark expert	[
cameraman		[
cosmetology	[
Physical therapist			[
Sport professional		[
Basketball player		[
actress\actor			[[
astronomy			[
Crime scene investigator		[
Visual arts			[
culinary			[

	I don't know	correct	Not correct
singer			[
sonographer		[
Sports medicine			[
Dental hygienist		[
Fish store	[
NHRA pit crew member		[
Journalist			[
drafting		[
Power plant operator			[
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

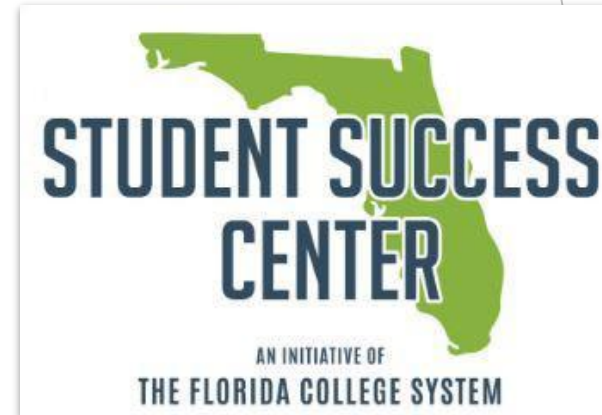
Advising Students in Math Sequences and Career Paths

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



1,300 students : **1** counselor = **83 minutes** with a guidance professional
(average ratio in California community colleges)

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



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

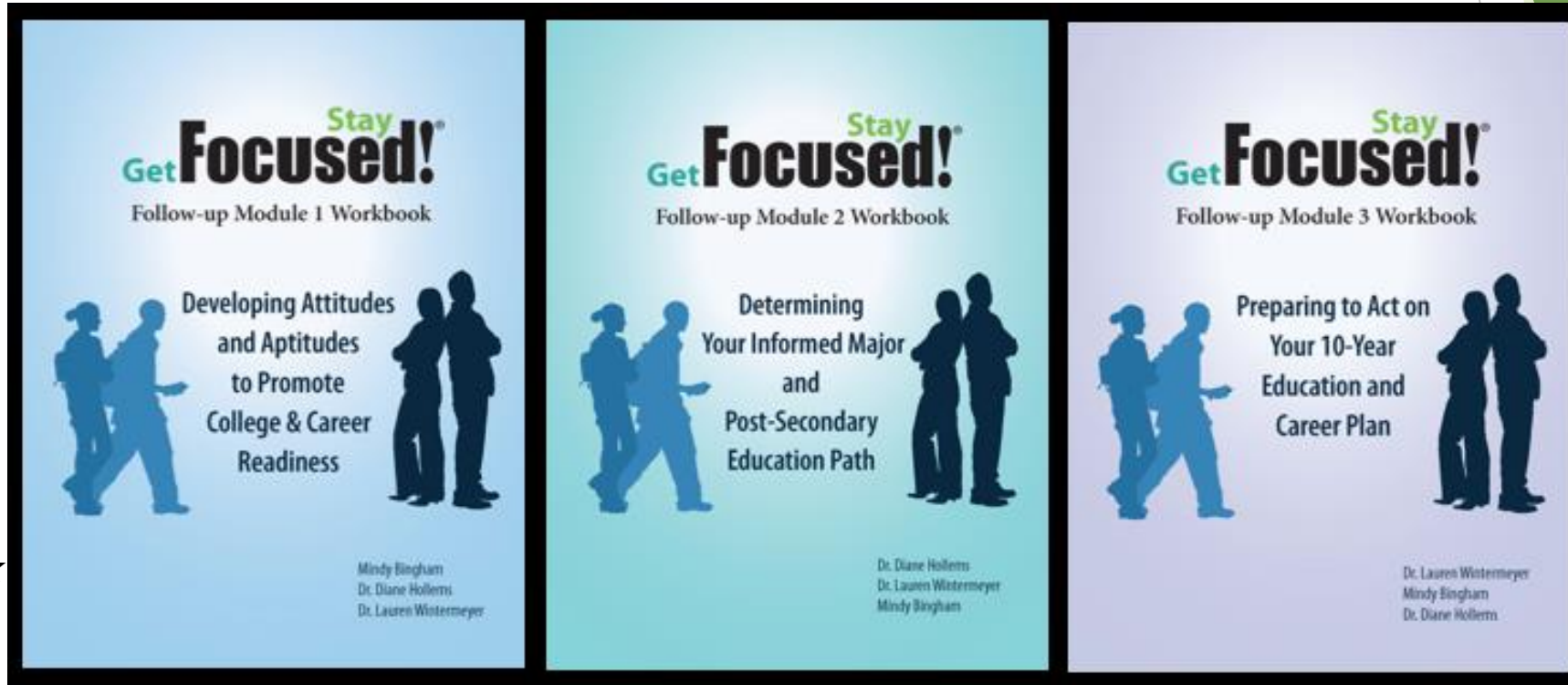
MY 10-YEAR GOAL	▼	✎	✓
My 10 year goal is to be able to establish myself financially, buy my first house, and begin the process of opening my own orthodontics practice			
MY MISSION IN LIFE	>	✎	✓
MY DEFINITION OF SUCCESS	▼	✎	✓
To be constantly trying to achieve your own personal goals and dreams, endlessly learning along the way.			
MY CAREER CHOICE	▼	✎	✓
Dentist <i>View all careers I researched.</i>			
MY EDUCATION AND TRAINING GOALS	>	✎	✓
MY SKILLS INVENTORY	>	✎	✓
MY PERSONAL PROFILE	>	✎	✓
THE LIFESTYLE I WANT	>	✎	✓
THE BUDGET TO SUPPORT MY LIFESTYLE	>	✎	✓
MY BUDGET NARRATIVE	Expand >	✎	✓
MY CAREER AND LIFESTYLE GOALS	>	✎	✓
THE WORK CONDITIONS THAT MATCH MY PERSONALITY	>	✎	✓
MY COMPARISON CHART OF COLLEGE / POST-SECONDARY OPTIONS	>	✎	✓
MY ACTION PLAN FOR THE NEXT 10 YEARS	Expand >	✎	✓

Then....Stay Focused!

10th Grade

11th Grade

12th Grade



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**



Freshmen were responsible for **49** of the school's **65-point Academic Performance Index (API) increase** within that first year.

The number of 9th graders who were absent all day went from **46.3%** in 2008-09 to **17%** in 2010-11, and the overall school attendance hit **96.21%** in 2015-16.

Students (10th, 11th and 12th) participating in AP testing grew from **17.2%** in 2008-2009 to **32.2%** in 2015-2016.



(reported by Indio High School, Indio, CA)



Ventura College compared **534 first-time students** who took a course using *Career Choices and Changes/My10yearPlan.com*® (COUN V01 or V02) in fall 2015, fall 2016, or fall 2017 to first-time students who did not enroll in those courses.

The COUN V01/V02 students had a **first-semester course success rate of 76.7%**, significantly higher than the **74.0%** rate for other first-time students.

The COUN V01/V02 students had a **fall-to-spring persistence rate of 89.1%**, significantly higher than the **86.3%** rate for other first-time students.



(reported by Ventura College, Ventura, CA)

Evidence from California

Case Study: Cosumnes Oaks High School

2014-15 - Pre GFSF
2015-16 - Pilot
GFSF

2016-17 - Full implementation
2017-18 - Full implementation
2018-19 - Full implementation

★ 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%)**

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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