

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *145 The Importance of Competency Driven Micro-Credentials for Students*

Abstract: Through an Evidence-Based Impact Study, we found that interactive content increases the likelihood of students selecting career-aligned plans of study by 189% and is key to improving career readiness outcomes. We will share what type of content is most impactful and how to best leverage content to drive student outcomes.

Goals: (1) To share with the audience what type of content is best suited for actually engaging students, (2) To summarize and share research on the level of impact interactive content can have on student journeys within career readiness and transition years, (3) What employers and post-secondary institutions want to see in career readiness programming, and (4) How to best leverage this content to impact and influence meaningful student outcomes.

Summary: We will cover: (1) the PICRAT research model for effective student engagement, (2) research comparing and contrasting interactive and visual content with text-based content, (3) research and analysis on how this content can impact student outcomes, (4) what employers and post-secondary institutions want to see in career readiness programming, and (5) how various types of available career readiness content can meet these needs and drive meaningful outcomes for students and schools.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Employability Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation will cover several aspects that are essential to impactful career interventions, including: (1) what type of content is best suited for actually engaging students, (2) research on the level of impact interactive content can have on student journeys, (3) and the importance of competency-based career readiness content.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 146 *Title of Presentation: K-12 Career Interventions: Research as Partnerships*

Abstract: Are you interested in designing an outcomes based research study utilizing community partnership ? With limited resources, how can you best meet the needs of your students? This presentation will help you with these important functions. In this session participants will learn how to design research studies that consider community partnerships.

Goals: Presenters will share the process of designing developmentally appropriate outcome studies through examples of past research studies. Participants will learn the process of designing a research study, including how to build trust and support from community partners. Presenters will guide participants in the exploration of outcome measures and provide potential avenues for accessing measures and other research resources. Participants will have the opportunity to identify career development needs in their setting and brainstorm potential partnerships for research studies. Participants will leave with strategies for designing research studies and gaining support from community partners.

Summary: Researchers have highlighted the need for more studies that investigate interventions including the integration of research and theory and the lack of outcome studies related to career interventions (Sampson et al., 2014). Often absent from published career development research are effective, evidence-based interventions developed for K-12 practitioners. This emphasizes the need for K-12 practitioners to be knowledgeable about research design and methodology related to career development interventions. With limited financial resources and bandwidth, the need for K-12 practitioners to collaborate with community partners can be a critical key to successful career interventions.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: The goal of this presentation is to expand the toolkit of practicing K-12 career specialists by providing additional resources to grow their practices. By demonstrating how research, theory, and practice can be integrated in their setting, we hope to foster the development of new, evidence-based career interventions for K-12. By empowering K-12 career practitioners with the tools needed to conduct career interventions and solicit community partnerships, they will be able to expand the career knowledge, expectations, and educational/occupational access of students. In addition, we hope to facilitate connections for possible collaborations through discussion of participants' career development needs in their respective settings.

2021 Proposals

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *147 ACA Advocacy Competencies and Group Work for African American Male Students in Career Development*

Abstract: The career development needs of school-aged African American Male (AAM) students require advocacy from school counselors. Such advocacy must extend from direct group intervention with students to include group work on behalf of students. The presenters propose using the ACA Advocacy Competencies as a guide to using group work and advocacy that extends to the community/school and public arena levels. A case study demonstrates how school counselors can apply the competencies and related strategies, and the authors offer relevant recommendations.

Goals: The goal of the presentation is to discuss the role of school counselors in understanding career development needs during the times of uncertainty by addressing issues of inequity and oppression through the use of the ACA Advocacy Competencies through group work for African American male students. The program objectives are to identify career development needs of African American male students, explore the role of school counselors in working with African American students in career development, and to explore the use of the ACA Advocacy Competencies in working with African American students in group work in career development.

Summary: The presentation will include a discussion, as well as electronic copy handouts with resources for using ACA Advocacy Competencies with African American students in career development. The ACA Advocacy Competencies will be explored in order to address working with African American students in career development. The presentation is based on a peer-reviewed, in-press article in the Journal of Specialists in Group Work. In addition, the discussion will include a case study.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The relevance of the presentation to the theme is to provide a place for discourse for career interventions and career development for African American Male students. During the time of uncertainty of the Pandemic of 2020 and racial injustice, the need for school counselors to be creative through the use of group work in addressing the career needs of a group that has continuously experienced higher unemployment rates than other racial groups.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *148 Effects of School-Based Counseling Interventions on Students Repeating the 9th Grade*

Abstract: The session will examine the effects of a career and college readiness intervention program for students repeating the 9th grade. Investigators conducted an N=1/A-B single subject experimental design to determine if career and college readiness factors contributed to participants' strength of belief in their readiness to begin studies in a career pathway, and their preparedness for post-secondary education. Results of the study and implications for future research and counseling practice will be shared.

Goals: Learning Objective 1: Attendees will explore counseling strategies and interventions that are designed to enhance the career and college readiness self-efficacy of high school students identified as academically at-risk. Learning Objective 2: Attendees will learn/understand the process of developing a career and college readiness school counseling curriculum designed for high school students that are identified as academically at-risk. Learning Objective 3: Attendees will examine the relationship between career and college readiness self-efficacy and the academic and social/emotional development of high school students identified as underserved.

Summary: The investigators will share outcomes of individual, school-based counseling interventions on the career and college readiness of high school students identified as repeating the 9th grade in a high school located within a southeastern city. The interventions were implemented through a five-week career and college readiness program entitled, D.R.E.A.M.S. (Discussing, REalizing, (and) Achieving, Maximum Success). Participants' self-efficacy was assessed using a career and college readiness self-efficacy inventory. A N=1/A-B single subject experimental design was employed in the study. The presenters conducted a data analyses to determine if specific career and college readiness factors contributed to participants' strength of belief in their readiness to begin studies in a career pathway and preparedness for success in post-secondary education settings. Using an N=1/A-B single subject experimental design, each participant was the subject of an independent investigation. Data was collected to assess how well the intervention held its effects. Data was collected from the Career and College Readiness Self- Efficacy Inventory (CCRSI; Baker & Parikh-Foxx, 2012). The CCRSI is a 14-item Likert scale inventory used to measure a respondents' strength of belief in their readiness to begin studies in a career pathway and preparedness for success in entry-level post-secondary education settings. All participants were required to take the CCRSI throughout the 5-week intervention program. A visual analyses was used for each participants' data that was collected. The theoretical foundations used within the study were the Ecological Model of Human Development, Social Cognitive Career Theory (SCCT), the Cognitive Information Processing (CIP) Approach, and the American School Counselor Association (ASCA) Model. These theories help provide context to the multiple contextual factors that an individual is exposed to and thus influence one's developmental outcomes and perceived ability and beliefs with a particular emphasis on their application to diverse populations. In essence, these frameworks provide a critical lens for examining the skills and environmental influences of individuals who are historically underserved and its implications on their developmental outcomes and perceived personal competency. They also served as a basis for the career and college readiness interventions that were developed via small group counseling lessons.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: According to the North Carolina Professional School Counselor Standards, NC Public Schools will produce students who "will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st century" (North Carolina Professional School Counselor Standards, 2008). By implementing the D.R.E.A.M.S. (Discussing, REalizing, (and) Achieving, Maximum Success) program, the investigators were supporting students who were repeating the 9th grade in getting back on track to working towards these goals. Moreover, one of the investigators' main objectives was to help high students who are marginalized in education to improve their self-

efficacy in being able to achieve career and college readiness. In this regard, this presentation is designed to share effective ways K-12 career specialists can empower students who are academically at-risk, particularly in an age of uncertainty, to become better engaged in their academic success, while also encouraging them to think about their career goals post-high school. In an age of uncertainty, we do not want these students to stop D.R.E.A.M.ing, thus career specialists are a huge component to ensure these students reach towards success.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *149 Creating Culturally-Sensitive Career Education Programs for Underserved Youth*

Abstract: This presentation provides an overview on creating culturally-sensitive career development programs for underserved youth and how to measure changes in student beliefs resulting from interventions. We will use our work with rural Appalachian students as an illustration and provide sample activities and surveys related to a variety of social-cognitive variables.

Goals: By the end of this presentation, participants will: 1. Understand the need for career development and education programs for underserved youth, particularly those from rural or low-income communities 2. Learn how to use Bronfenbrenner's Ecological Systems theory to better understand the context of the communities in which we work 3. Learn about SCCT-based programming to increase post-secondary and career awareness, knowledge, and interest and how to measure these increases to assess intervention success

Summary: Career development programs are vital to address inequities and increase access for underserved youth. However, these programs cannot be one-size-fits-all and must instead be built from an understanding of the unique cultural aspects of a group. Nagayama Hall and colleagues (2016) noted that attention to culture improved outcomes for diverse clients, and that programs should consider both strengths and challenges and then use this information to inform intervention development. In this presentation, we describe how to create a culturally-sensitive career development program using Bronfenbrenner's Ecological Systems (1979) theory to understand the career needs of a specific cultural group. Using our experience building and delivering career development programming for rural Appalachian students, we will describe how to assess a cultural group's strengths and challenges and then how to use an empirically supported career theory to inform intervention design. We will describe a variety of activities designed to increase knowledge of and interest in post-secondary and career options. Then, we will offer ideas on how to measure the success of the career development program. We will provide examples of several surveys based on Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) that measure perceived barriers and supports, postsecondary planning behaviors, and college-going self-efficacy. These measures can help assess the success of career development interventions for underserved youth.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Creative effective post-secondary and career interventions to help underserved youth is vital to any career education program. However, we sometimes use programming that is not adapted for use with particular groups and then often fail to assess for change post-programming. Given the high needs many youth have regarding career and post-secondary planning, career educators need to create culturally-responsive programming and then measure the effectiveness of these activities. This presentation will add to the kaleidoscope of activities available and offer concrete measures to explore their impact.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *150 Culturally Responsive Career Counseling: Supporting Latinx Students with a Learning Disability*

Abstract: This presentation examines the post-secondary transitional experience for Latinx adolescents with a learning disability. Audience members will learn about the differences in available supports, career counseling strategies, and virtual opportunities to explore career goal setting and decision-making. A case study utilizing Blustein's psychology of working will be explored.

Goals: Participants will understand the unique post-secondary transitional experiences encountered by Latinx adolescents with a learning disability. Participants will explore career decision-making and goal setting considerations when providing counseling services utilizing Blustein's psychology of working. Participants will engage in a case study exploration, applying current career research and culturally responsive career counseling services to Latinx adolescents with a learning disability.

Summary: The unique experiences of Latinx adolescents with a learning disability will be explored utilizing Blustein's psychology of working. Currently, there are over 1.5 million Latinx students with a diagnosed disability in public schools, with close to 750,000 having a learning disability. Culturally responsive career services are essential, as only 37% of Latinx individuals with disabilities are employed in the US, compared to the roughly 75% of the Latinx population without a disability. These statistics highlight the importance of increased access to disability diagnosis and the career support services needed to support academic success and career development of Latinx students. This presentation will include an analysis on differing supports students receive in high school versus post-secondary regarding disabilities services and accommodations. Information will be provided discussing how to incorporate career decision-making and goal setting as part of these transitional services (e.g. Individual Transition Plan) to further support personal and professional success. Audience members will be provided a case study to actively apply concepts of psychology of working. Through this case example, they will also participate in the application of cultural considerations when providing career counseling services to folks with these intersecting identities. Additionally, presenters will include information on virtual considerations when engaging in career counseling.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation highlights various components of the conference theme. The attention to prominent career interventions that can assist career professionals in providing meaningful and culturally competent services to an underserved population underlines the importance of the inclusion of diverse voices and career professionals. Furthermore, presenters emphasize both the intersectional and artistic nature of career counseling balanced with relevant evidenced based career research such as the Psychology of Working Framework. In this age of uncertainty, it is especially important to continue advocating for competent training and career services for underrepresented populations.

2021 Proposals

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 151 *Creating a "Profile of a Career Ready Graduate" to Inform Instructional Gaps*

Abstract: Get your administration and staff all "rowing in the same direction." Use the activities shared - and practiced - during this session to help get everyone on the same page by exploring what a career ready graduate should know, have done and have to show for it.

Goals: This session is intended to help counselors and career coaches develop a process by which, collaboratively, they, administrators and classroom teachers can explore what a career ready graduate should "look" like. Participants will work through the process steps. As traits are identified - first individually, then in groups and finally collectively "" participants can come to a baseline consensus of what is needed to truly prepare their students for what's next. The intended purpose of this program is to begin the process of developing an initial career readiness plan everyone can agree upon and begin to implement.

Summary: Do you struggle to get your staff to see the value in career readiness and preparation? Do they see it as "not their job"? If so, how can you ever help them to see it as part of their instructional priorities? As career counselors and coaches you realize that helping students to become career ready can't be done without their help. Yet, it's human nature for many people to not want to do something if they don't see the value in it or think of it as theirs. Value, then, best comes through self-discovery and "ownership." This process "" that you will learn by doing - is designed to be used during a staff meeting or professional development session as an opportunity for educators to explore for themselves what a career ready graduate "looks like" while working collectively toward a common baseline. Only then can they own what this will look like for themselves and their role in it in their classrooms. This is the beginning of a conversation that moves from isolated "one offs" to a strategic plan.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: In K-12 Education, career readiness is often an afterthought. An educator's focus is on test scores, standards and getting students ready for the next grade. This is because somewhere along the way they forgot the purpose is to get students ready for life and a career. Yet employers continually ask for skills, knowledge and experience our graduates don't possess. Now, more than ever, educators need to get on the same page as we begin to ask: what do they need, explore what is missing and backwards design to fill the gaps.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 152 *FAYLC: Infusion of P/Filipinx American Traditions and Virtual Counseling*

Abstract: P/Filipinx American adolescents address issues of career and identity development, generational trauma, and community justice through the Filipino American Youth Leadership Conference. Workshop participants will acquire counseling strategies to develop effective relationships with P/Filipinx American adolescents, strategies for mentor development and best practices in conference planning to maintain student engagement virtually.

Goals: 1. Participants will understand the ethical and cultural considerations for the development of the Filipino American Youth Leadership Conference (FAYLC). FAYLC is a client and peer program for P/Filipinx American high school students. 2. Participants will explore intersectional identities of P/Filipinx American youth, and demonstrate strategies to meet career development deficiencies through Integrative Life Planning Theory. 3. Participants will learn the development process of college student mentors to address the needs of high school students. 4. Participants will develop best practices for engaging students through a virtual platform.

Summary: Filipino American Youth Leadership Conference, FAYLC, was hosted online for the first time in the Summer 2020 due to COVID-19. FAYLC serves P/Filipinx American high school students, and promotes mentor development of P/Filipinx American college students. The United States Census Bureau (2016) identified 56.2% of Filipino Americans as females and 43.8% as males. P/Filipinx is a historically underserved population (David, Sharma, & Petalio 2017), and FAYLC assists participants in reclaiming their P/Filipinx culture, identity, and mental well-being. FAYLC is facilitated through Hansen's (1997) Integrative Life Planning Theory. P/Filipinx American professionals interact with students through open forums to expand students' concepts of conventional careers taught in traditional P/Filipinx families (Nerona 2020). FAYLC aids in career and identity development by creating space to challenge the internalized model minority myth (David, Sharma, & Petalio 2017; Rodriguez-Operana, Mistry, & Chen 2017). The planning committee integrated innovative virtual activities so high school participants were comfortable in sharing their experiences and reflections. Culturally specific language (Tagalog) and values were intentionally used throughout the conference. Activities that supported FAYLC's objectives were: " 6-7 students grouped with two college mentors prior to FAYLC to organize into Pamilyas or families (Tuazon, Gonzalez, Gutierrez, & Nelson 2018). " College mentors connected with high school students to provide support (Keeler et al 2018). " Students were tasked in locating culturally specific household items during the P/Filipinx themed scavenger hunt. Specific examples and cases will be explored to outline best practices and ethical considerations for P/Filipinx American students and conference development.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: FAYLC: Infusion of P/Filipinx American Traditions and Virtual Counseling addresses the conference's theme in three areas. They include increasing awareness and access to virtual counseling, highlighting intersectional identities of P/Filipinx American youth, and demonstrating strategies to meet career development deficiencies. Although the entire conference was hosted virtually, we maintained the same number of participants. Furthermore, the level of engagement from our college mentors and high school students exceeded the conference committee's expectations. With that in mind, the planning committee successfully incorporated innovative virtual activities so our high school students were comfortable enough to share their experiences and reflections.

ID/Title: *153 Can you hear me now? The Practical and Persistent Influence of Technology in K-12 Career Interventions*

Abstract: In many ways, COVID-19 has upended the conventional mechanisms and tools on which career and workforce development practitioners rely. This presentation will explore the possibilities of using technology to create robust delivery systems of career interventions with a specific focus on the development of authentic work-based learning experiences for youth.

Goals: Participants will learn about K-12 educational career practices and how work-based learning is being incorporated in a student's secondary school experience. Participants will learn about case studies and practical technological tools and platforms for delivering comprehensive and authentic work-based learning experiences. Participants will consider appropriate applications of technology in their own workforce and career development practice with secondary youth. Participants will gain an understanding of the importance of leveraging technology to remove barriers so all students can access critical career interventions regardless of their zip code.

Summary: In many ways, COVID-19 has upended the conventional mechanisms and tools on which career and workforce development practitioners rely. This presentation will explore the possibilities of using technology to create robust delivery systems of career interventions with a specific focus on the curation of authentic work-based learning experiences for youth. In response to the pandemic, educational institutions and youth-serving organizations striving to remain relevant and impactful during this time of disruption have been required to adapt and reengineer their content and experiential delivery systems. This has been a significant challenge for many systems; however, it has presented a unique opportunity to consider and reflect on those areas working well and/or those that need improvement, as well as determining how technology might enhance desired outcomes. While there have been growing pains as distance learning and virtual career experiences have become all-but-ubiquitous, technology has shown promise as a tool that can increase access, remove barriers, and deliver career interventions for youth at the secondary education level. To situate this, the presenters will consider how technology has impacted career development practices during the COVID-19 pandemic and how it can continue to remove barriers for students with limited access to opportunity. Case studies will be presented from within their own work, as well as specific examples from Fulton County in Atlanta and surrounding counties in the state of Georgia. The lessons learned from this experience can help inform future career work by addressing student access issues.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Technology

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation aims to incorporate many NCDCA Atlanta conference themes including the 1) creative and effective uses of technology and social media in delivering career assessments, guidance, occupational information, and related career development services; 2) Programs addressing one or more of the themes that have a special tie to Atlanta or Georgia; 3) Innovative and effective interventions and programs that incorporate creativity to support those in need; 4) Innovative programs, research projects, and activities designed to increase access to services for those receiving services; and 5) Creative use of career information and career resources in service delivery and instruction.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: 154 *Envision Your Future: A Career Exploration Journey*

Abstract: Choosing a career is a challenge for most high-school students. Get to know the program created at AUC to teach about a variety of career options under the guidance of career experts with years of experience in career advising, hands-on learning and employer relations. The Bootcamp allowed them to discover what the job trends are in today's competitive market, learn what qualities they already possess, and find out what skills they need to establish your brand and achieve their career ambitions. This boot camp took an experiential learning approach, where they participated in job shadowing to interact with professionals firsthand. They learned how to conduct informational interviews and search for practical learning opportunities online and through their networks. At the end of the boot camp, they presented their personalized career story and an action plan of what they will do next to pursue your identified career.

Goals: The purpose of this presentation is to showcase the boot camp program that was created at The American University in Cairo in 2019 to support a community outreach pedagogy to support high school students in their career exploration. The boot camp's aim is to help middle school/early high school students gain some career direction by taking them through self and career assessments to identify their career interests, their areas of strengths and their personal values. The boot camp is based on an experiential learning approach and will guide the students on how to translate the results of such assessments into the choice of study discipline and career direction. The boot camp will also provide participants with some tools that will enable their career exploration journey, such as going on a job shadowing visit to interact with professionals first hand, teaching them how to conduct informational interviews and how to search for practical learning opportunities online and through their network of friends and family. The boot camp will also touch base briefly and in a simple manner on popular topics in the career field such as the latest job trends, pursuing one's passion, establishing one's personal brand and building a marketing toolkit. The outcome of the boot camp will be in the final day in which each participant will be presenting his/her personalized career story with the rest of the participants, which will include key insights they gained through the boot camp on themselves and the world around them in addition into an action plan of what they're planning to do next to pursue their identified career direction.

Summary: • Understand personal strengths and career interests • Identify potential areas of study and careers paths • Explore experiential learning opportunities • Create a career action plan

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Like a Kaleidoscope, the bootcamp helps participants create meaningful patterns combining their interests, personality, values and skills and reflect during the variety of immersive experiences that enables them to narrow down their decision making options and become more certain of their career direction in times of uncertainty.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *155 Let them have CAKE! The College Admissions Knowledge Evaluation*

Abstract: The CAKE is an assessment of College Knowledge supported by rigorous psychometric analyses. The CAKE can provide school counselors and other career professionals with evidence of the College Knowledge students have to guide the implementation of programs and services, and can also be employed as a self-directed intervention for free.

Goals: Participants will learn about the research supporting the CAKE as an assessment tool, summarizing the findings of a published peer-reviewed article (Poynton, Ruiz, and Lapan, 2019) | Participants will learn how College Knowledge differs among study participants through a brief presentation of our findings based on parent education level, gender, and ethnicity among other variables | Participants will learn how to access the self-directed CAKE assessment/intervention for free on the internet, and a demonstration will be provided.

Summary: Participants will learn about the research supporting the CAKE as an assessment, as reported by Poynton Ruiz, and Lapan (2019), which includes findings from Item Response Theory (IRT), Classical Test Theory (CTT), Exploratory Factor Analyses (EFA) and Confirmatory Factor Analyses (CFA) analyses. Since the CAKE is a knowledge-based assessment with correct and incorrect answers (like state standardized tests, the ACT, and the SAT), the CAKE can potentially serve as a proximal outcome measure for college and career readiness activities and be used to inform the implementation of programs and services to help college-bound students. The CAKE can also potentially serve as a proximal measure of college and career readiness for researchers. Participants will learn how College Knowledge differs among study participants through a brief presentation of our findings based on parent education level, gender, and ethnicity, as well as a few other variables. Participants will learn how to access the CAKE assessment for free by requesting the instrument from the researchers, and/or through a website where a self-directed CAKE assessment/intervention is available for free at www.collegesanity.com. A somewhat common critique of the CAKE is that "not everyone goes to college". As someone who did not start college until several years after graduating from high school myself, I would argue that all students graduating from high school should have enough College Knowledge to make an informed decision about not attending.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation describes an assessment tool that can be used as a self-directed, self-paced intervention through a freely available website developed by the presenter. While clients are best served by reviewing assessment results with a career professional, there is significant potential value in clients using some assessment tools for self-knowledge (e.g., ONET Interest Profiler). In such uncertain times, self-directed web-based interventions provide a mechanism for reaching clients at scale. When the clients are students in schools who may have limited access to a school counselor, self-directed interventions can help students, families, and the schools themselves attain their goals.

2021 Proposals

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *156 Life design counseling using the vocational ID (identity card) as a representation of the client's life portrait*

Abstract: Referring to the career construction theory the so-called vocational ID (identity card) serves as a linguistic and visual representation of a career counseling client's life portrait. In this presentation you will be introduced to the theoretical framework and the practical application of the vocational ID.

Goals: Career construction theory includes the three paradigms of vocational guidance, career education, and life design and furthermore differentiates between construction, deconstruction, reconstruction and co-construction. I want to introduce the vocational ID (identity card) as a linguistic and visual representation of a career counseling client's life portrait. The vocational ID primarily refers to the career construction interview but can also integrate other career counseling approaches (e. g. questionnaires). Based on a theoretical framework I want to provide practitioners with in-depth insights into practical application of the vocational ID. In doing so, I will present and discuss various case studies.

Summary: Career construction theory includes the three paradigms of vocational guidance, career education, and life design and furthermore differentiates between construction, deconstruction, reconstruction and co-construction. I want to introduce the vocational ID (identity card) as a linguistic and visual representation of a career counseling client's life portrait. The vocational ID primarily refers to the career construction interview but can also integrate other career counseling approaches (e. g. questionnaires). I will outline the theoretical framework and the practical application of the vocational ID. In doing so I will demonstrate how practitioners adopting the CCI can support clients reconstructing their life portrait with the aid of the vocational ID. Furthermore I will show that because of its linguistic and visual components the vocational ID is crucial in the co-construction phase when clients make decisions (deciding) and transform their decisions into concrete actions (doing). In this phase, the personality systems interaction theory (PSI) "" a theory that differentiates between rational, analytic and intuitive, holistic information processing "" has turned out to be very useful. This is why I will put a focus on the PSI theory when it comes to the co-construction phase. I will present and discuss various case studies and show how practitioners can work with the vocational ID as a framework that aims at supporting life design counseling from construction to co-construction.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Consultation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The vocational ID that will be introduced refers to both the life design paradigm and the personality systems interaction theory. Both theories can be very useful for career counseling of clients who are facing the challenges of the labor market of the twenty-first century.

2021 Proposals

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *157 Early Detection: The impact of early career development for underrepresented student populations*

Abstract: Underrepresented students often need more comprehensive assistance to navigate career and college readiness decision making successfully. This presentation will address how to address the challenges of career development and the impact early intervention can play. Specific background information and effective practices will be discussed during this session.

Goals: Participants will have a clear understanding of the issues that impact underrepresented students in career development. Participants will learn how early interventions can impact decision making for college and career readiness. Participants will learn specific practices to implement when working with underrepresented students.

Summary: Specific background information and effective practices will be discussed, educating participants to increase awareness and cultural competence to work effectively with this demographic. The session will provide resources to aid counselors and career practitioners in developing a comprehensive plan for career development. Thorough research was conducted to support the findings.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Addressing the career development issues that underrepresented student populations face.

2021 Proposals

Focus Area: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

ID/Title: *158 A Kaleidoscope of Career Interventions for the K12 setting*

Abstract: Career awareness, exploration, and guidance in an era of uncertainty require skill and relevant resources. In this session, we will discuss specific resources used at the elementary, middle, and high school levels to promote career awareness, exploration, and guidance. Resources will be synchronous and asynchronous in nature and align with numerous specific career theories.

Goals: In this session, we will discuss specific resources used at the elementary, middle, and high school levels to promote career awareness, exploration, and guidance. Resources will be synchronous and asynchronous in nature.

Summary: Career awareness, exploration, and guidance in an era of uncertainty require skill and relevant resources. In this session, we will discuss specific resources used at the elementary, middle, and high school levels to promote career awareness, exploration, and guidance. Resources will be synchronous and asynchronous in nature and align with numerous specific career theories.

Focus: K-12 Career Counselors and Specialists

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Demonstration

Relevance: Career awareness, exploration, and guidance in an era of uncertainty require skill and relevant resources. In this session, we will discuss specific resources used at the elementary, middle, and high school levels to promote career awareness, exploration, and guidance. Resources will be synchronous and asynchronous in nature and align with numerous specific career theories.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Professional Development Institute (4 hours)

ID/Title: *PDI10 Enhancing Career and College Readiness Self-Efficacy of Children and Adolescents*

Abstract: Details of evidence-based psycho-educational units for adolescents and children and customized individual career counseling interventions for adolescents will be presented. The underlying theme is enhancing career and college readiness self-efficacy. Related curriculum documents, outcome data, treatment strategies employed, and hands-on exercises will be provided. Time scheduled for Q and A.

Goals: Participants will acquire enhanced knowledge about career and college readiness and career and college readiness self-efficacy. - Participants will acquire sufficient information to be able to replicate the presented psycho-educational and individual counseling interventions in their own professional settings. - Participants will Understand the nuances of the applications of Theory to Practice in the presentations. - Participants will Understand the nuances of the research designs used to acquire evidence of the effects of the presented interventions. - Participants will have sufficient time to Engage in hypothetical hands-on applications of intervention components and Receive answers to their questions about the presentation content.

Summary: The presenters will share details about evidence-based psycho-educational group interventions for children and adolescents and customized individual career counseling interventions for adolescents. The Preparing for Post-High School Education: Motivated, Informed, and Ready (PPHSE:MIR) classroom curriculum was presented to ninth grade students, and the treatment group had higher career and college readiness scores than the controls. The intervention consisted of eight modules with the following themes: readiness, access, affordability, preparedness, and career and college readiness self-efficacy. The Relationships, Engagement, Awareness, Community, and Healthy Choices (REACH) classroom curriculum was presented to fourth grade students, and African American students in the treatment group had higher self-efficacy scores than those in the control group. The intervention consisted of six modules: sorting values, creating a perfect future (vision), goal setting, reality checking, career exploration, and postsecondary education exploration. Students That are Achieving Success (STARS) is a customized approach to help individual clients enhance their career and college readiness self-efficacy. Three adolescent females provided evidence of having achieved most of their self-efficacy goals after eight-week customized individual counseling interventions (single-case experimental studies). Customized goals were established for each client based on their career and college readiness self-efficacy data, and all eight-week interventions were embedded within a single conceptual framework based on Social Cognitive Career Theory, Cognitive Information Processing, and the American School Counselor Association National Model. One-hour presentations of the PPHSE:MIR, REACH, and STARS interventions will be provided with related curriculum documents, outcome data, treatment strategies employed, and hands-on exercises. Time scheduled for introductions and Q and A.

Focus: K-12 Career Counselors and Specialists

Program Type: Professional Development Institute (4 hours)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: #NAME?

Focus Area: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R41 What Is Readiness? Defined And Aligned To The Reimagined ASVAB Career Exploration Program (CEP)*

Abstract: Readiness is relevant across post-secondary intentions and has implications for informed career decisions. But what is it? The ASVAB CEP offers validated skill and interest assessments. Results from the assessments, coupled with planning tools, help students identify goals and articulate steps required to gain career field entry through many pathways.

Goals: Goals: Promote discussion of college and career readiness and career literacy concepts. Explain how the ASVAB Career Exploration Program (CEP) encourages preparedness in all students, regardless of their post-secondary plans, and inspires informed decision-making. **Objectives:** • Increase understanding of current concepts and spectrum of readiness as well as ways to operationalize it for career exploration purposes. • Present the applicability of the components of the ASVAB CEP in meeting the Every Student Succeeds Act (ESSA) legislation. • Explore the research and technical underpinnings of the ASVAB CEP. • Provide take-away strategies for real-world implementation.

Summary: Several states now use the ASVAB CEP in some capacity to promote career awareness and exploration activities in support of the ESSA legislation. The ASVAB CEP is available to high schools nationwide at no cost. However, many institutions use only one component of the program, the ASVAB, or offer other pay-for programs that limit exploration to only career options that require a post-secondary degree. In the age of informed decision-making, the ASVAB CEP planning tools give students access to all their options to career attainment via college, work-based learning, credentialing, and the Military to promote career literacy and celebrate each student's unique journey. It's not just about being college-ready or career-ready. The ASVAB CEP is really about getting students option-ready. The presenters will facilitate a discussion of the concept of readiness and how it can be defined and operationalized. The ways in which states are responding to the ESSA legislation will be described and pitfalls of implementation will be addressed. Presenters will describe the technical underpinnings of the ASVAB CEP and demonstrate how the program websites provide users with the ability to explore careers best suited to them. Other program features will be demonstrated, including newly virtualized planning tools created in response to the current virtual learning environment, that allow students to develop an educated and actionable plan to achieve their goals. Practitioners will share their experiences with the ASVAB CEP and describe how it has promoted readiness among counselors and students.

Focus: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Employability Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: COVID-19 has transformed the educational landscape. Many classroom and career counseling activities are now conducted virtually. The ASVAB Career Exploration Program (CEP) adjusted business processes and modified functionality in response to virtual learning delivery requirements to remain accessible to participants. We designed opportunities to help engage students in career planning virtually using ASVAB CEP tools. Students can use these tools to make informed decisions and plan concrete steps toward career fulfillment via multiple pathways, benefitting from knowing about a wider variety of options than those included with standard career exploration programs.

Focus Area: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R42 Dysfunctional Career Thoughts and Peer Relationships Among Adolescents with ADHD*

Abstract: Peer relationship deficits are associated with ADHD symptoms, limiting the accumulation of interpersonal resources, and disrupting the acquisition of relevant vocational skills in adolescents with ADHD. Limited attention has been given to the importance of peer groups in the career development process. The study analyzed data collected from self-reported ratings of peers measured by the Clinical Assessment of Interpersonal Relationships and dysfunctional career thoughts measured by the Career Thoughts Inventory of one hundred and four adolescents with ADHD. Results indicated a significant correlation of the CTI Commitment Anxiety (CA) and External Conflict (EC) subscale scores normed for female peers with ADHD. Several important implications for career counselors exist when crafting evidence-based interventions to assist adolescents with ADHD based on this study's results. The presentation will include targeted strategies to help counselors formulate efficacious intervention plans while working with students with ADHD during career exploration.

Goals: To improve and enhance career counseling practices through findings from the study, as little research exists in this area. To encourage the consideration of interpersonal variables in career development interventions while working with adolescents with ADHD. To provide new and innovative strategies to assist career counselors while crafting interventions for young adults with ADHD. To disseminate practical strategies emanating from the findings to enhance interventions tailored to meet adolescents with ADHD career exploration needs.

Summary: It is well documented that peer relationship problems plague nearly all youngsters with ADHD. Yet, limited attention has been given to adolescents' peer groups in the career exploration process. Findings from this study provide insights that could help shape interventions and drive research regarding the roles of peer relationships in the career exploration and development of adolescents with ADHD.

Focus: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Today, youth with disabilities presents with unique challenge for career counselors, intensified by the uncertainty surrounding COVID-19. On average, career counselors often have to manage with limited resources. Thus, finding creative and innovative ways to meet the needs of youth with disabilities is of paramount importance in the post-pandemic world. With findings from this study, career counselors are empowered 1) with efficacious interventions to meet the career exploration needs of adolescents with ADHD, and 2) to craft evidence-based intervention programs to serve the needs of adolescents with ADHD better. This presentation seeks to empower career counselors working with adolescents with ADHD during the career exploration process by expanding their range of skills to help students achieve vocational success.

ID/Title: *R43 Is play in the early years a form of career development?*

Abstract: This pilot study explores play and career development in the early years. Preliminary results indicate strong alignment between how play manifests within curricula and career development principles. Study findings may help educators, parents, and other stakeholders increase their understanding of how play underpins future career development.

Goals: The objectives of this session are to: (1) Explain whether early years curricula support children's development (2) Show how as children explore wider environments through play (3) Demonstrate alignment between early years curricula and guiding principles of career development

Summary: Children's early experiences underpin lifelong learning, development, health, and well-being (Pascal, 2009), and there is widespread and historical agreement on the importance of childhood in life-span development (e.g., Darling-Hammond et al., 2020; Ginzberg et al., 1951; Super, 1980). As children traverse their early years, they explore environments through play and "adapt skills to cope with educational, career, and personal tasks" (Cahill & Furey, 2017, p. 12). While it may seem counterintuitive to consider career development at such an early stage, early childhood education is recognized as "a powerful tool for preparing tomorrow's workforce" (McCain, 2020, p. 23). Reaching beyond the notion of jobs and work, career development is a lifelong process, beginning in the early years and progressing over a lifetime (Cahill & Furey, 2017). Just as "play nourishes every aspect of children's development" "physical, social, emotional, intellectual, and creative" (Hewes, n.d., p. 4), play nourishes career development. This presentation will focus on how children's play is conceptualized and supported within Kindergarten curricula (Ontario, Canada) "with particular focus on play-based programs" and how these align with guiding principles of career development (e.g., NCDG framework, CERIC's guiding principles). This pilot study contributes to a broader exploration of play and career development in the early years. Preliminary results indicate strong alignment between how play manifests within Ontario curricula and the career development principles. Emphasizing the importance of early years play, study findings may help educators, parents, playmakers, and other early childhood stakeholders increase their understanding of how play underpins future career development.

Focus: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: We believe that the focus on very early years is an important contributor to the conference theme in regard to highlighting a wide array of career interventions to address the needs of diverse and vulnerable populations. In addition, this study identified innovative and effective evidence-based programs that integrate theory, research, and practice.

2021 Proposals

Focus Area: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

ID/Title: *R44 Case Note Writing Techniques for Career Practitioners*

Abstract: Tools and techniques for helping Career Practitioners write effective case notes. The ability to write an effective case note is critical in the career development profession. Discussion and hands-on learning will be parts of this workshop.

Goals: 1. To discuss the importance of writing effective case notes 2. Provide tools and techniques to help write case notes 3. Interactive learning for participants.

Summary: Career Practitioners are being called upon to appropriately document their interactions with clients. The ability to write an appropriate case note is becoming a valuable tool for career professionals working in most settings. This workshop will review some of the basic concepts in case note writing and provide training techniques to help career practitioners become competent at writing case notes. The two presenters are familiar with case note writing. One author has published an article on effective case note writing for career practitioners and counselors.

Focus: K-12 Career Counselors and Specialists

Program Type: Roundtable (30 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: With the growing number of career practitioners in the workplace and schools, it is becoming imperative that they possess the ability to write effective case notes. The presenters suggest that Career Practitioners will learn the necessary techniques to write effective case notes by providing an overview of effective case note writing and brief hands-on instruction. Career Practitioners who can write effective case notes will help strengthen their role in the career development field.