

# **Empowering HS Students To Become The Career Architects Of Their Future Part IV**

**Dr. Richard Rundhaug**

**Superintendent Willcox, AZ Unified School District**

**John Stine**

**Education Services Specialist San Diego MEPS**

**Troy Goodenough**

**Education Liaison San Diego NG**

# Objectives

- Review why high schools are not effective today
- Discuss one possible solution
- Review the results of that proposed solution
- Address the exceptional benefits and potential concerns about students taking the ASVAB
- Invite attendees to participate beyond the presentation

# **Review Why High Schools are not Effective Today**

# Research that Explains why High Schools are not Effective Today

- We do not teach to the developmental faculties of the age (Epstein, 2007)
- Students who drop out consistently report needing additional parental support and relevance in the curriculum (Scherer, 2008)

# Additional Research that Explains why High Schools are not Effective Today

- Among adults, when reading strategies are learned in context they succeed at 4 to 5 times the rate of reading programs where reading strategies are learned in isolation (Sticht, Armstrong, Hickey and Caylor, 1987)
- When context, such as integrating career preparedness into the curriculum, is utilized as a teaching strategy, standardized test scores and exit exam scores increase and students are more likely to take and pass academically challenging courses (Stone, Alfred, Pearson, Lewis and Jensen, 2006)

**Discuss One Possible Solution**

# Possible Solutions

## Assumption #1

When students can routinely associate their career choice with curriculum presented to them, indicators of academic success (i.e. attendance, performance on standardized and exit tests, graduation rates, GPA and the rate of behavioral referrals made) will improve.

# Possible Solutions

## Assumption #2

When the parents of adolescents become aware of career choices that have been validated by reliable sources, they will become more active in the academic lives of those adolescents in order to advance those career choices.

# How Our Team Went About Checking the Proposed Solution

- In this study, 246 students were surveyed immediately after utilizing the post ASVAB Career Exploration Program interpretation online process. Surveys were conducted electronically.
- Similarly, 63 parents were surveyed. The research team recognized threat to validity in the parent surveys, however, anecdotal data from those surveys were utilized in this report.

# How Our Team Went About Checking the Proposed Solution

- Qualitative interviews were conducted with the counseling staff. Trends from those interviews identified and reported upon.
- Trends recognized in the counseling interviews were utilized as talking points during a focus group conversation. Students in the focus group were from all four grade levels, freshmen through seniors.

# **Review the Results of the Proposed Solution**

# What Students Said

**Students at Temecula Valley High School report many of the concerns voiced by students from other schools**

- High school would be more meaningful if career choice was integrated into the classroom experience
- The high school experience is relevant for only a select group of students (primarily, academically oriented students, athletes, and socially active students)
- The high school experience often is envisioned as a barrier to adulthood for many students

# More of What Students Said

- Students would prefer to direct their own vocational choice rather than leave it to chance and found great value in their participation in the career exploration process.
- Students are more engaged in and more enthusiastic about interacting with career exploration subject matter than interacting with the general curriculum

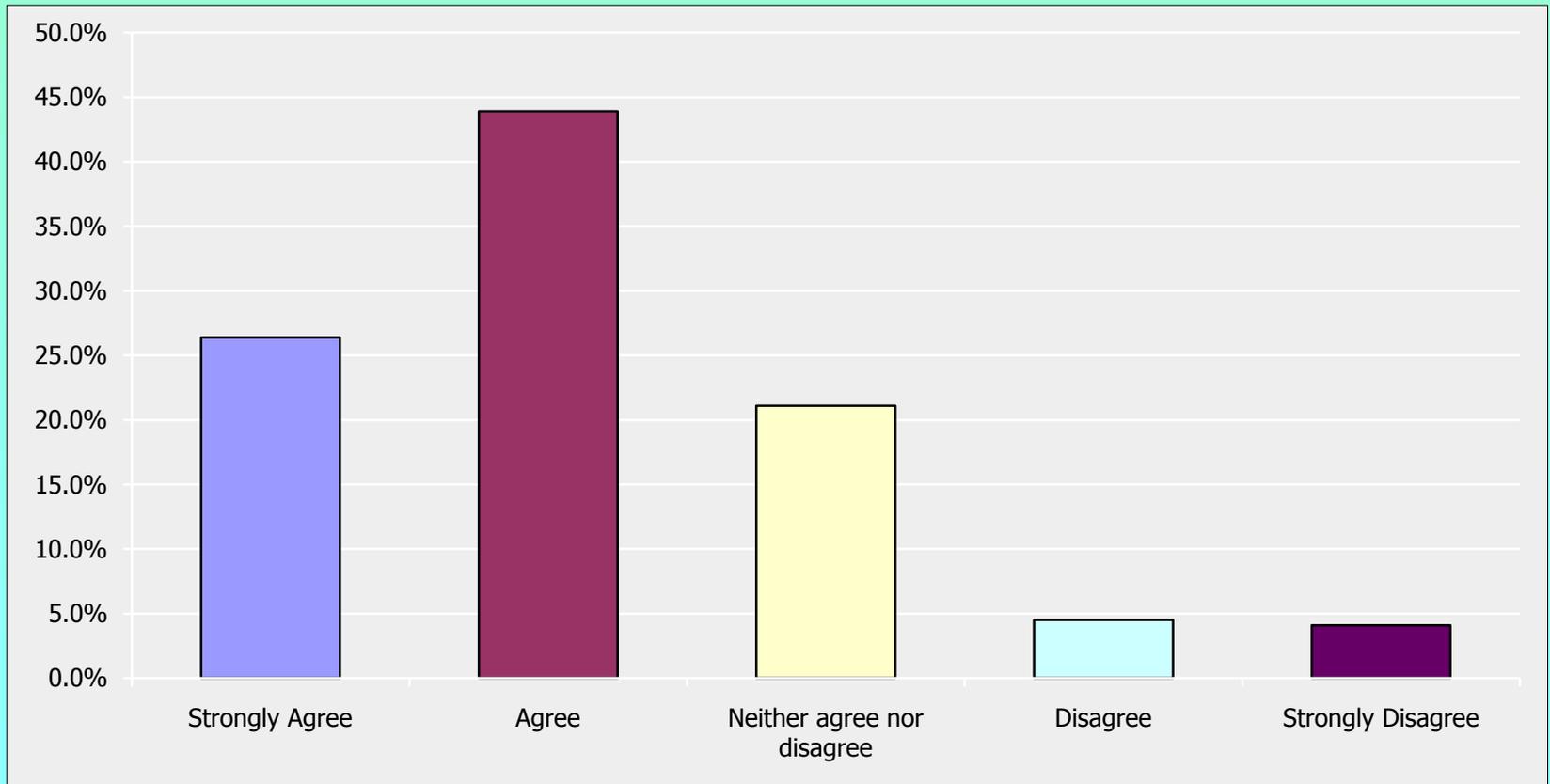
# What Counselors Said

- A trend noted in the counselor interviews revealed that students conveyed a greater committed to academic success when counseling appointment conversations were based upon data pertinent to specific students that guided career choice and course selection
- Students showed greater enthusiasm and were more engaged with material related to career choice than they were about the general curriculum
- Students were more engaged and more enthused about counseling sessions that utilized career exploration results versus counseling session that did not.

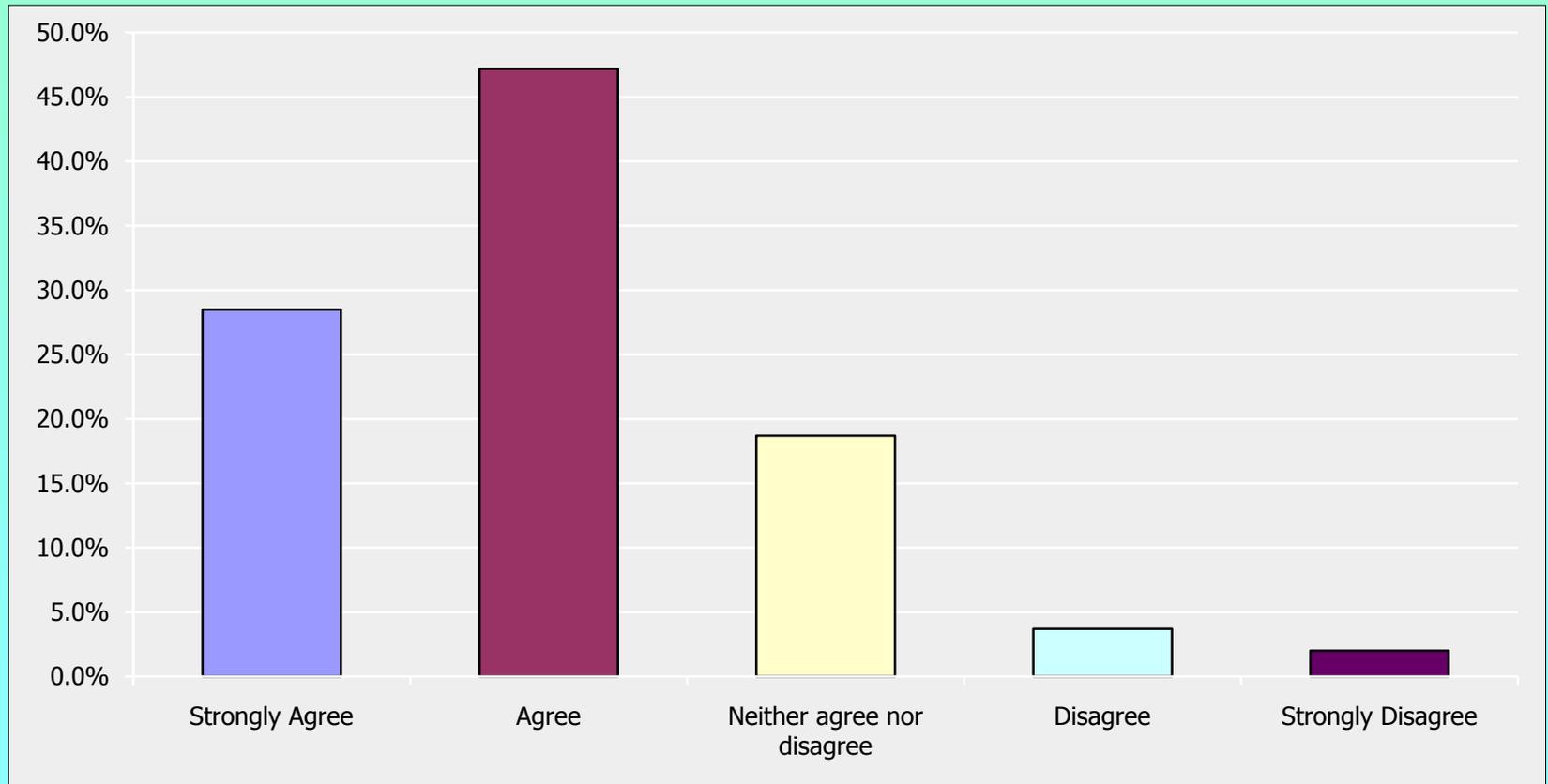
# Do Counselors and Students See it the Same Way?

- Students stated that time spent with counselors is more effective when counselors have valid data pertinent to specific students (Temecula Valley High School Student Focus Group)
- Counselors stated appointments were more effective when counselors utilized valid data pertinent to specific students that guided career choice and course selection (Qualitative Interviews with Counselors at Temecula Valley High School)

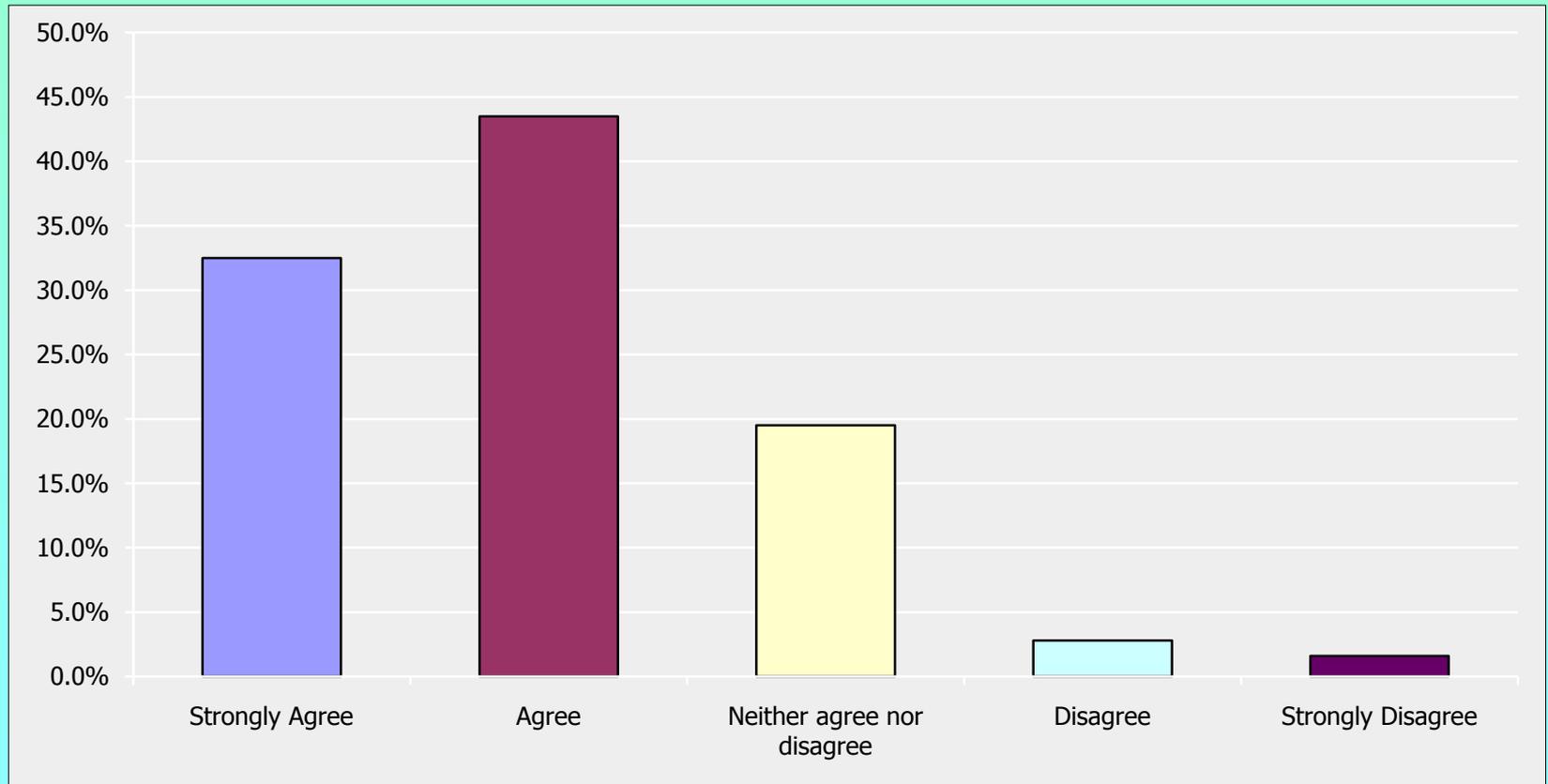
# After taking the ASVAB, I think I have a better idea of what I want to do after high school?



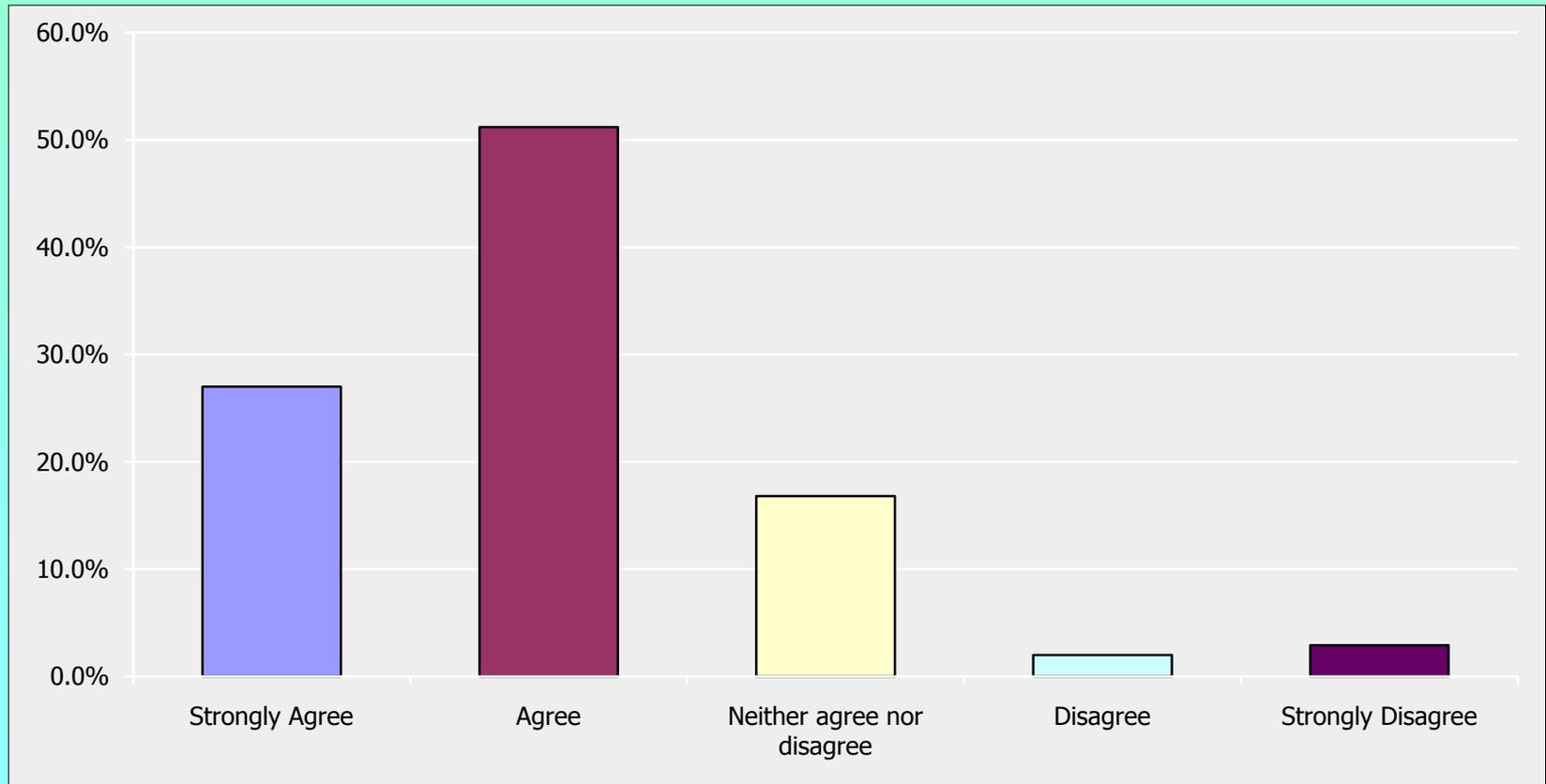
# I would recommend taking the ASVAB to my friends?



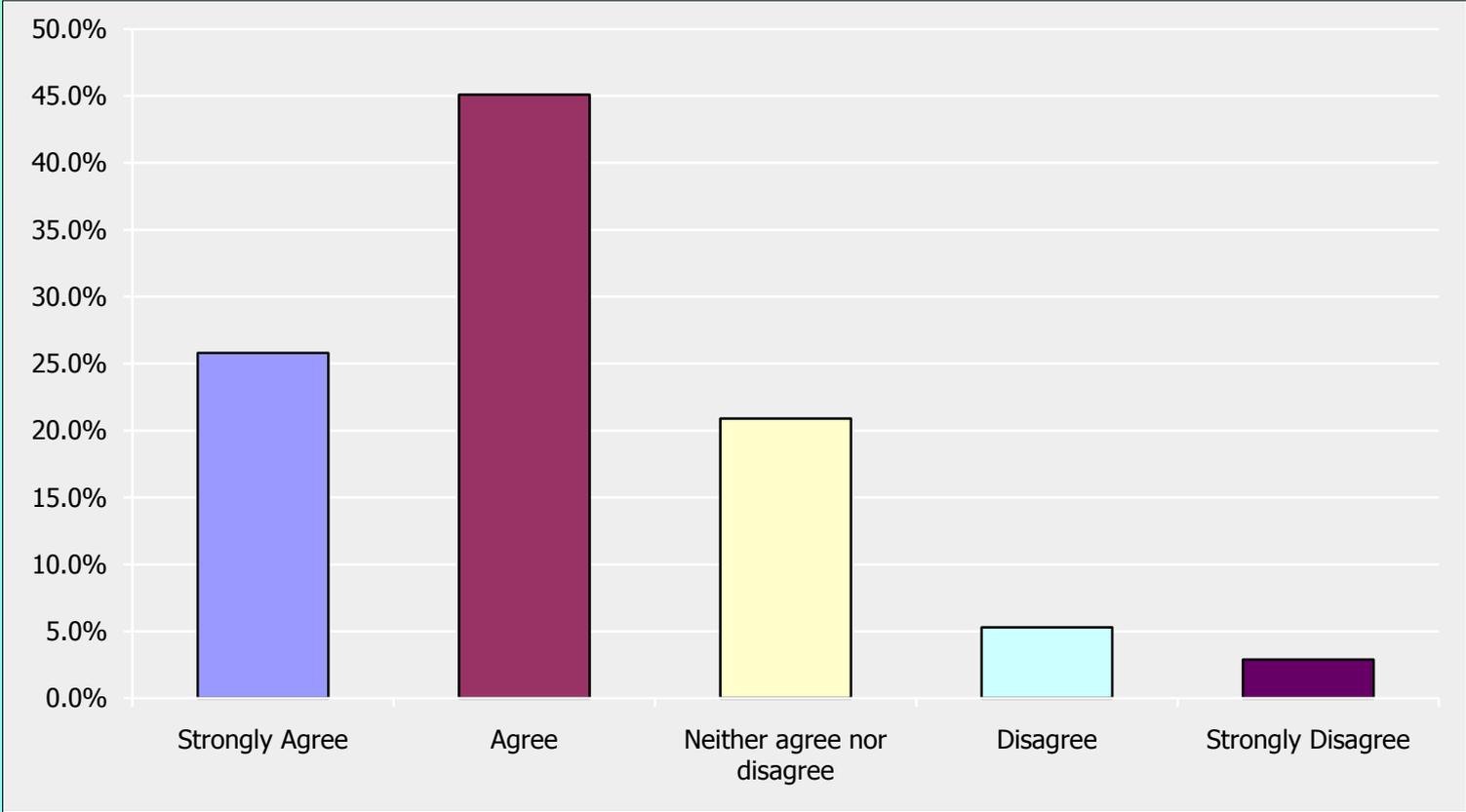
# Now that I know what career path I want, I will take courses in high school to explore that career?



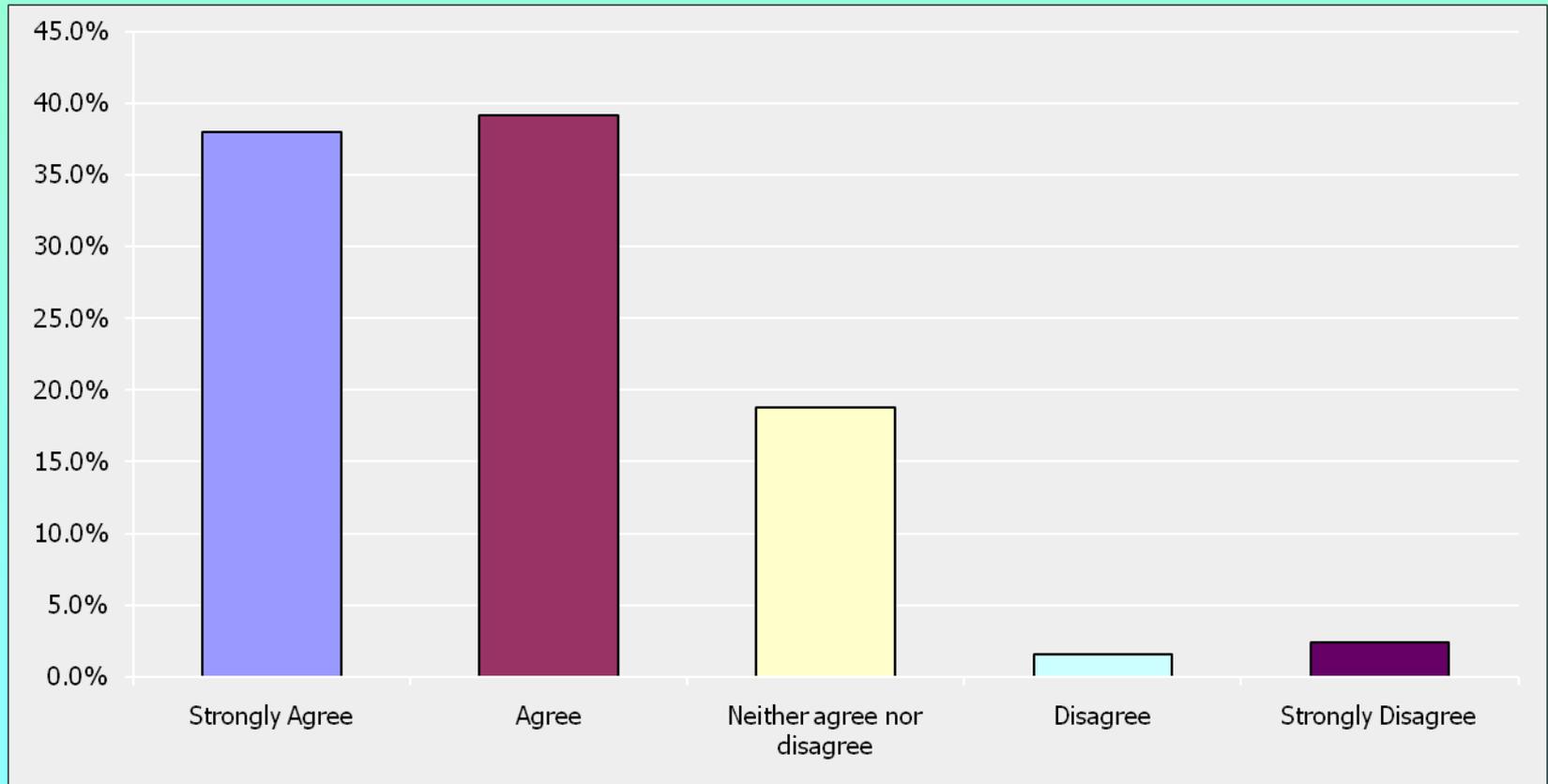
# After taking the ASVAB, I feel TVHS is offering me good career information?



# I found taking the ASVAB beneficial to narrowing down my career choices?



# If I had opportunities to explore my career further in my classes, would I find Temecula Valley High School more interesting?



# Open Ended Comments Students Made on the Survey....

- If I would have known this earlier, around (my) freshman year, I would have had a better idea of what courses to take.
- I would like to do more career exploring in my classes.
- The ASVAB has helped me in many ways and its good to know what my choices are!
- It was very easy to do and very helpful.
- I loved getting more information on cosmetologists.
- Well done!
- TVHS needs a class specializing in electrical knowledge

# Open Ended Comments Parents Made on the Survey .....

We have been discussing these issues and options and interests with our daughter all the while, however more specifically in the past few years. This assessment and any like this can prove helpful to narrow down options. As parents we would like to see more opportunities for follow up on such assessments, i.e., trips to local colleges, universities, meetings with college counselors, local mentors for internships or apprenticeships. Any additional help for those who desire and know their goal is to attend university will greatly be appreciated and supported!

# More Open Ended Comments Parents Made on the Survey .....

- This student (specific name used) performed his ASVAB and he is excited about pursuing the Air Traffic Controller (ATC) career path. Thank you.
- Thank you for showing my daughter that she's on the right path and helping light the path for her as she begins.
- I think that there should be a follow (up) exam during their senior year as well. The retest will guide them closer into achieving their goals as they know where their strengths are.

## **More Comments Parents Made**

- When will the students get guidance on career choices, colleges, and/or scholarships from their counselors?

**Would you like for parents to show the same enthusiasm for academic success in your school?**

**Address the Exceptional  
Benefits and Potential  
Concerns about Students  
Taking the ASVAB**



# What kind of Information is Available to School Officials and Students?

Norm referenced data on 8 sub-tests.

Student  
12th Gr Female (Form: 23G)  
SSN: XXX-XX-9999  
Test Date: Jul 11, 2005  
Old Dominion H.S.  
Hampton, VA

## ASVAB SUMMARY RESULTS

ASVAB Results	Percentile Scores			12th Grade Standard Score Bands				12th Grade Standard Scores		
	12th Grade Females	12th Grade Males	12th Grade Students	20	30	40	50		60	70
<b>Career Exploration Scores</b>										
Verbal Skills	97	95	96						X	
Math Skills	22	17	19			X				
Science and Technical Skills	81	48	64				X			
<b>ASVAB Tests</b>										
General Science	91	81	86					X		
Arithmetic Reasoning	43	30	37			X				
Word Knowledge	98	95	96						X	
Paragraph Comprehension	92	91	91						X	
Mathematics Knowledge	14	12	13			X				
Electronics Informations	13	10	11			X				
Auto and Shop Information	53	21	37				X			
Mechanical Comprehension	95	76	85					X		
<b>Military Entrance Score (AFQT) 57</b>										

**USE OF INFORMATION**

Personal identity information (name, social security number, street address, telephone number) and test scores will not be released to any agency outside of the Department of Defense (DoD), the Armed Forces, the Coast Guard, and your school. Your school or local school system can determine any further release of information. The DoD will use your scores for recruiting and research purposes for up to two years. After that the information will be used by the DoD for research purposes only.

**MILITARY ENTRANCESCORES**

The Military Entrance Score (also called AFQT, which stands for the Armed Forces Qualification Test) is the score used to determine your qualifications for entry into any branch of the United States Armed Forces or the Coast Guard. The Military Entrance Score predicts in a general way how well you might do in training and on the job in military occupations. Your score reflects your standing compared to American men and women 18 to 23 years of age.

**EXPLANATION OF YOUR ASVAB PERCENTILE SCORES**

Your ASVAB results are reported as percentile scores in the three highlighted columns to the left of the graph. Percentile scores show how you compare to other students - males and females, and for all students - in your grade. For example, a percentile score of 65 for an 11th grade female would mean she scored the same or better than 65 out of every 100 females in the 11th grade.

For purposes of career planning, knowing your relative standing in these comparison groups is important. Being male or female does not limit your career or educational choices. There are noticeable differences in how men and women score in some areas. Viewing your scores in light of your relative standing both to men and women may encourage you to explore areas that you might otherwise overlook.

You can use the Career Exploration Scores to evaluate your knowledge and skills in three general areas (Verbal, Math, and Science and Technical Skills). You can use the ASVAB Test Scores to gather information on specific skill areas. Together, these scores provide a snapshot of your current knowledge and skills. This information will help you develop and review your career goals and plans.

**EXPLANATION OF YOUR ASVAB STANDARD SCORES**

Your ASVAB results are reported as standard scores in the above graph. Your score on each test is identified by the "X" in the corresponding bar graph. You should view these scores as estimates of your true skill level in that area. If you took the test again, you probably would receive a somewhat different score. Many things, such as how you were feeling during testing, contribute to this difference. This difference is shown with gray score bands in the graph of your results. Your standard scores are based on the ASVAB tests and composites based on your grade level.

The score bands provide a way to identify some of your strengths. Overlapping score bands mean your true skill level is similar in both areas, so the real difference between specific scores might not be meaningful. If the score bands do not overlap, you probably are stronger in the area that has the higher score band.

The ASVAB is an aptitude test. It is neither an absolute measure of your skills and abilities nor a perfect predictor of your success or failure. A high score does not guarantee success, and a low score does not guarantee failure, in a future educational program or occupation. For example, if you have never worked with shop equipment or cars, you may not be familiar with the terms and concepts

assessed by the Auto and Shop Information test. Taking a course or obtaining a part-time job in this area would increase your knowledge and improve your score if you were to take it again.

**USING ASVAB RESULTS IN CAREER EXPLORATION**

Your career and educational plans may change over time as you gain more experience and learn more about your interests. *Exploring Careers: The ASVAB Career Exploration Guide* can help you learn more about yourself and the world of work, to identify and explore potential goals, and develop an effective strategy to realize your goals. The *Guidewill* help you identify occupations in line with your interests and skills. As you explore potentially satisfying careers, you will develop your career exploration and planning skills.

Meanwhile, your ASVAB results can help you in making well-informed choices about future high school courses.

We encourage you to discuss your ASVAB results with a teacher, counselor, parent, family member or other interested adult. These individuals can help you to view your ASVAB results in light of other important information, such as your interests, school grades, motivation, and personal goals.

**Use Access Code: 123456789X**

(for online Occu-Find and FYI)

Access Code expires: Jul 15, 2007

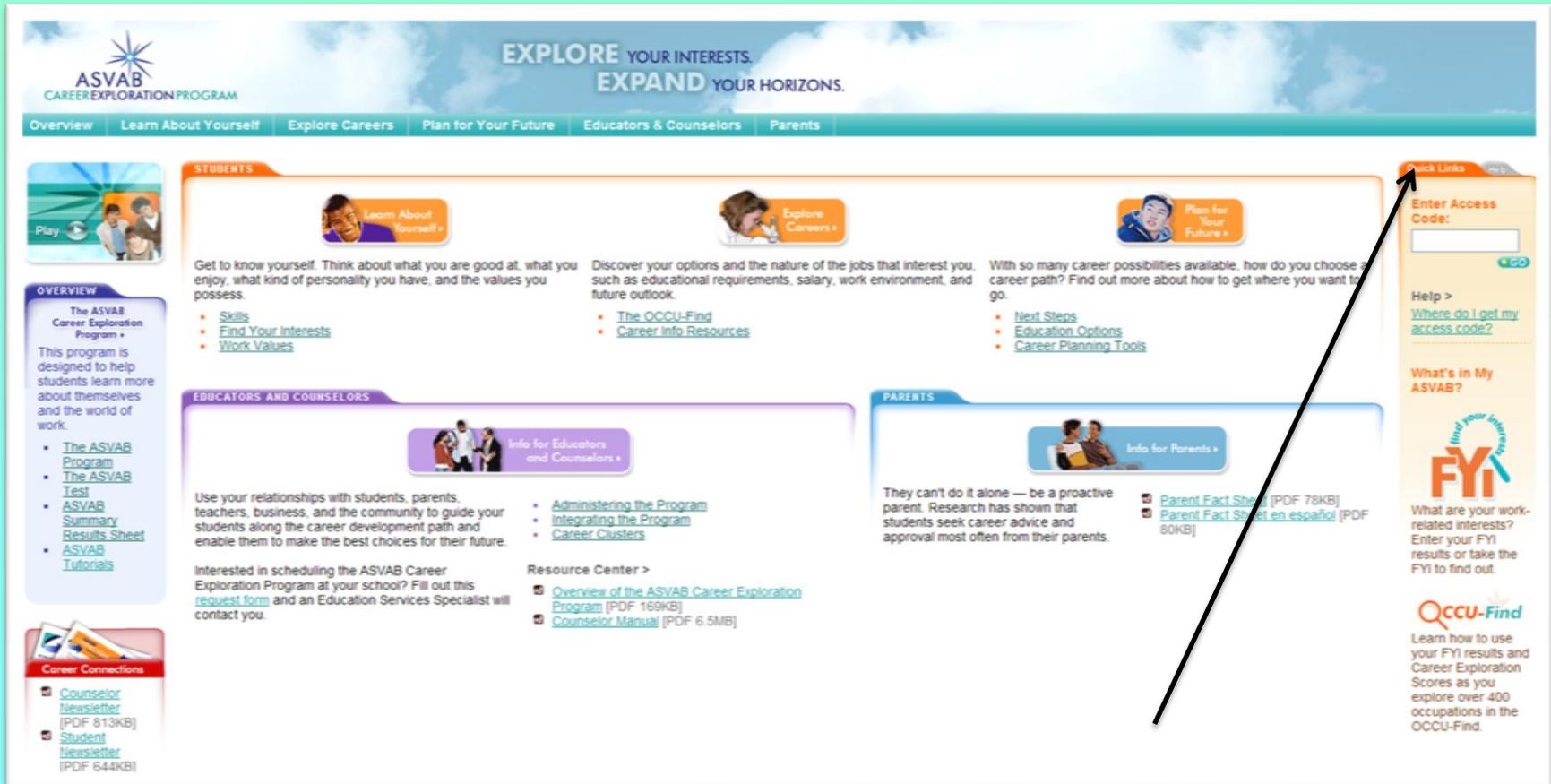
Explore career possibilities by using your Access Code at

[www.asvabprogram.com](http://www.asvabprogram.com)

SEE YOUR COUNSELOR FOR FURTHER INFORMATION

# The ASVAB Career Exploration Program

## www.asvabprogram.com



**ASVAB CAREER EXPLORATION PROGRAM**

EXPLORE YOUR INTERESTS.  
EXPAND YOUR HORIZONS.

Overview | Learn About Yourself | Explore Careers | Plan for Your Future | Educators & Counselors | Parents

**STUDENTS**

**Learn About Yourself**

Get to know yourself. Think about what you are good at, what you enjoy, what kind of personality you have, and the values you possess.

- Skills
- Find Your Interests
- Work Values

**Explore Careers**

Discover your options and the nature of the jobs that interest you, such as educational requirements, salary, work environment, and future outlook.

- The OCCU-Find
- Career Info Resources

**Plan for Your Future**

With so many career possibilities available, how do you choose a career path? Find out more about how to get where you want to go.

- Next Steps
- Education Options
- Career Planning Tools

**OVERVIEW**

The ASVAB Career Exploration Program

This program is designed to help students learn more about themselves and the world of work.

- The ASVAB Program
- The ASVAB Test
- ASVAB Summary Results Sheet
- ASVAB Tutorials

**Career Connections**

- Counselor Newsletter [PDF 813KB]
- Student Newsletter [PDF 644KB]

**EDUCATORS AND COUNSELORS**

**Info for Educators and Counselors**

Use your relationships with students, parents, teachers, business, and the community to guide your students along the career development path and enable them to make the best choices for their future.

- Administering the Program
- Integrating the Program
- Career Clusters

Interested in scheduling the ASVAB Career Exploration Program at your school? Fill out this [request form](#) and an Education Services Specialist will contact you.

**Resource Center**

- Overview of the ASVAB Career Exploration Program [PDF 169KB]
- Counselor Manual [PDF 6.5MB]

**PARENTS**

**Info for Parents**

They can't do it alone — be a proactive parent. Research has shown that students seek career advice and approval most often from their parents.

- Parent Fact Sheet [PDF 78KB]
- Parent Fact Sheet en español [PDF 80KB]

**Quick Links**

Enter Access Code:  **GO**

Help > [Where do I get my access code?](#)

**What's in My ASVAB?**

**FYI**

What are your work-related interests? Enter your FYI results or take the FYI to find out.

**OCCU-Find**

Learn how to use your FYI results and Career Exploration Scores as you explore over 400 occupations in the OCCU-Find.

Enter your web access code



Click on My ASVAB

Then, complete steps 1, 2 & 3.

ASVAB CAREER EXPLORATION PROGRAM

LIFE'S A JOURNEY. DISCOVER YOUR POSSIBILITIES.

Overview | Learn About Yourself | Explore Careers | Plan for Your Future | Educators & Counselors | Parents

Skills | FYI | Work Values

**TUTORIALS**

[Learn more](#) about your ASVAB test scores, the FYI, and the OCCU-Find.

EXPLORE AN INTEREST AREA

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

**MY ASVAB**

**Step 1** My Interests

- Take the FYI or
- Enter your raw scores from the FYI

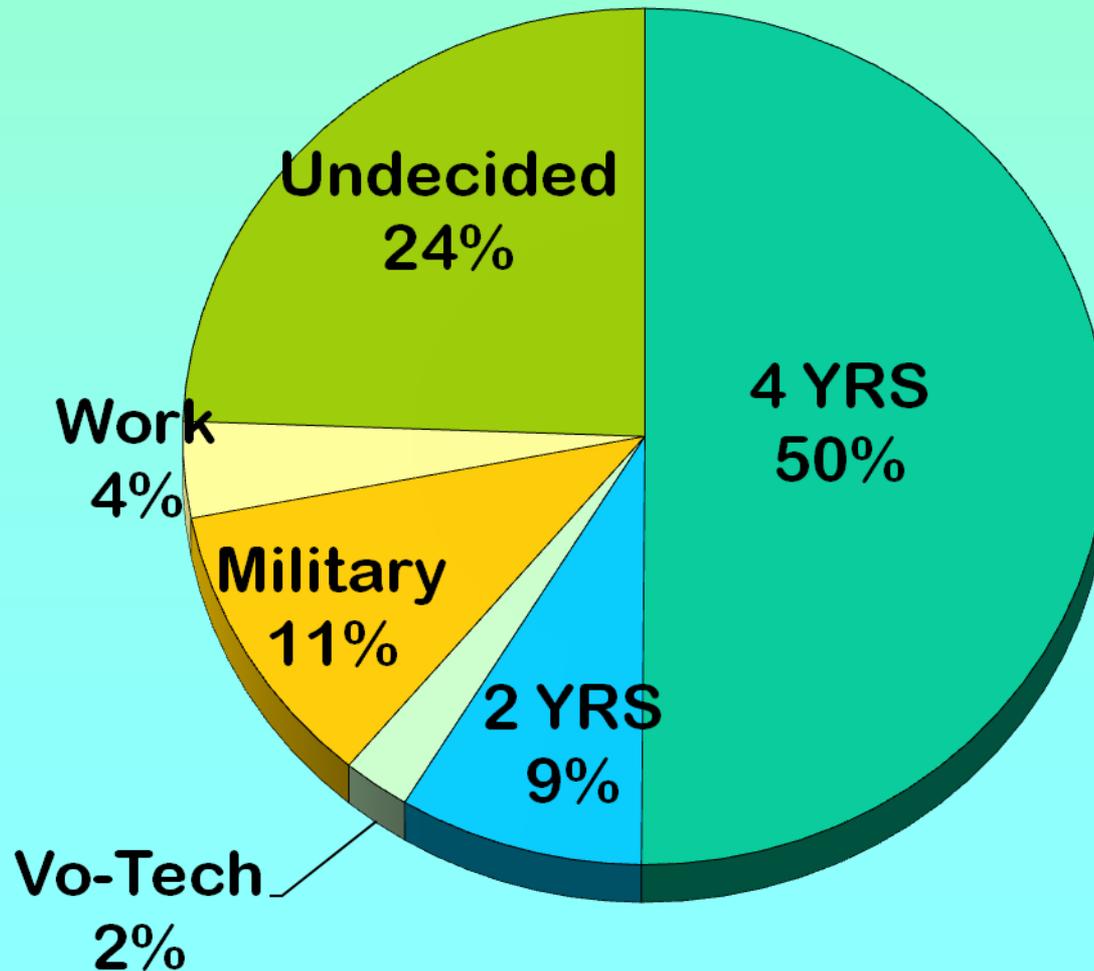
**Step 2** My Careers

- Explore careers with the OCCU-Find
- Browse career clusters

**Step 3** My Activities

- My Personal Resume
  - Work Experience
  - Achievements
  - Work Values
- My Educational and Career Plans
- My Coursework Planner

# HS Career Intentions: SY08-09





## **If a student takes ASVAB, does this provide military recruiters with more information?**

- 8 options are provided:
- Example: Option # 1: No special instructions. Release results to recruiting military Services 7 days after test scores are mailed.
- Through Option # 8: No recruiter contact from this listing of student results. Results not released to recruiting military Services.

\* Please refer to your handout packet: ASVAB CEP Counselor's Manual (page 13)

# **Invite Attendees to Participate beyond the Presentation**

# Break Out Activity

Please group yourselves into small groups and discuss the following topic:

Choose a discipline and develop “topic sentence” lesson plans for how a student’s career choices could be integrated into the curriculum of that discipline.

# Break Out Activity

## Example:

A social studies teacher can request that students read information about their career path and determine what the demand for that career will be in the future.

An English teacher could request that students write a paper describing how they discovered and applied their (FYI) interests and work values to career exploration.

\*See “General Ideas for Integrating the ASVAB Program into the Classroom” Appendix A Page 100 in the ASVAB Career Exploration Program-Counselor’s Manual

# **Participate in the Research With our Team**

If you encounter additional lessons that integrate career choice into the curriculum, please share them with us. Please forward such lessons or topics to Rich at....

**dr\_rundhaug@yahoo.com**

# ASVAB CEP

**[www.asvabprogram.com](http://www.asvabprogram.com)**

If you would like to “participate” with our ASVAB Career Exploration Program (CEP) team or would like to provide a student with an opportunity to experience the ASVAB Career Exploration Program, please contact John Stine at the below email address for more information and a 30 day access code to discover more about this cost free program:

**[john.w.stine@mepcom.army.mil](mailto:john.w.stine@mepcom.army.mil)**

# **A Real World Solution with a Real World Team**

We would like to acknowledge the following people from Temecula Valley High School in Temecula, California for their contributions to this project:

- Dr. Matthew Warren (counselor) for facilitating our investigation at Temecula Valley High School in every way
- Ms. Rani Goyal, Principal at Temecula Valley High School, also for providing the opportunity and proactive support to investigate this subject matter at Temecula Valley High School

# A Real World Solution with a Real World Team

- Brian Balaris , Assistant Principal, for providing logistical support

We want to thank the counseling staff at Temecula Valley High School. The counselors are:

Tammy Kinney

Chrissy Moroney

David Reska

Jennifer Skumawitz

Kathy Boulware

Matthew Warren

# References

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Stone, J.R. III, Alfred, C., Pearson, D., Lewis, M.V., & Jensen S. (2006) *Building academic skills in context: Testing the value of enhanced math learning in CTE.* Columbus: National Dissemination Center for Career and Technical Education, Ohio State University.

# The End

