

## **DVR Student Services End of the Year Report 2014-15**

### **Sarah VenHorst (Oak Park & River Forest High School)**

- Programs of Study ongoing discussions with Phil Prale
- 5<sup>th</sup> Annual Career Exploration Fair (preparation and reconfiguration)
- Junior group guidance meetings including Naviance “Do What You Are” review and future planning
- Field Trip to Auto Show with Auto Tune-up and Advanced Auto classe
- Freshman TCT (Teacher Collaboration Team) include introduction to Naviance and completion of “Do What You Are”; additional career related activities TB
- Promotion and registration for Triton Dual Credit Courses
- On-site Triton Placement Tests
- Triton Counselor Appreciation Luncheon
- Naviance exploration and discussion regarding Career related functions both in-house and with DVR group
- Job Corp: discussion of adult-only trip to visit current programming
- Promotion of Triton Summer Career Camps
- Information Technology Presentation with Triton Representative Valerie Scarlata

### **Amy Paulus (PMSA)**

- PULSE program (Proviso United with Loyola Students for Educational Enrichment)
- Military lunch visits throughout the year
- Promote University of Illinois' RAP program
- Promote Triton College Dual Credit classes for all students
- Meet with juniors and seniors on a regular basis to discuss post-secondary goals

### **Marijana Uremovic (West Leyden)**

- Coordinated an in school field trip with Triton's Allied Health program. Mr. Rolando Martinez presented the program to approximately 30 medical career students.
- Serving as a member on the Accounting Advisory Council.
- In the fall, I attended the Career Tech Vision conference in Nashville, TN. The conference provided me with practices and strategies to further career exploration in all the grade levels.
- All juniors took the Naviance Career Cluster Finder and explored possible pathways.
- Worked on Leyden's Career Fair planning committee.
- We had our first Senior Affair. The night was for seniors and their families to get information regarding different post-secondary pathways and financial aid.
- We followed the evening with an in school event that allowed seniors to sign up for three breakout sessions focused on colleges, financial aid, scholarship, trade schools, military and Triton
- All the counselors visited sophomore English classes and presented on post-secondary options and job outlook(s). Prior to their visit all the sophomores took the career interest profiler. Many teachers followed up with either a research paper or an informative speech.
- Attended Triton's Dual Credit Summit and ILP Summit.
- Attended ISCA's Annual Conference
- Presented information on the Trades and Military to 110 Juniors and their families at our first annual Junior Jump Start. The evening was designed as a combination of mini seminars focused on 4 year, 2 year, financial aid, trades, military and undocumented students and college.
- Meet with all the seniors to fianlize thier post secondary plans.
- On April 17th, the entire freshman class had the opportunity to visit 1 of 9 universities. I Chaperoned 20 freshman to Dominican University where they met with admissions, toured the campus and ate in one of the dorm's cafes.

### **Carla Williams (Proviso West)**

- Guidance presentations discussing vocational topics (i.e. career exploration, career planning, setting goals, job application process, resume writing, setting goals, etc.)
- Career workshops (have speakers present from different career clusters)
- Implementation of Individual Learning Plans Senior meetings to discuss future college or career goals (at least 4xs during the year)
- Career interest surveys
- Introduction/Enrollment of student students into Cosmetology Program
- Ongoing informational sessions during lunch periods (i.e. UPS, Army, National Guard, Navy, etc.)
- Induction of first Project Lead The Way Engineering class
- Career fair
- Registration for Triton Dual Credit Programs
- Counselors met with students regarding grade level testing (Explore, PLAN, ACT/PSAE) and discussed world of work wheel and work keys.
- Teachers check out various careers DVD's and present them in class.
- Loyola health care program (H prep)
- Participation in Career Spotlight field trip on Manufacturing
- Transported senior students to Triton College for Compass Testing and Application completion (120 students)
- Dual credit registration fair for students and parents (August 2015)
- Underclassmen Career Fair May 7<sup>th</sup>.

### **Mike Reingruber (Riverside Brookfield)**

- Freshman have taken the Career Interest Profiler on Naviance
- Sophomores have taken Do What You Are on Naviance.
- Both groups fill out a sheet that the Counseling Department put together to guide them through looking at their results.
- A group of students attended the manufacturing careers field trip at Oak Park River Forest
- A group of students attended the Finance Field Trip at Leyden
- Hosted the Engineering field trip at RBHS
- Students attended the career field trips at Proviso and Elmwood Park
- Freshman completed the Career Clusters activity on Naviance.
- 1 counselor attended the Connections Conference at Pheasant Run
- 1 counselor attended the Dual Credit Summit
- Promotion of Triton Career Camps

### **Alison Till (Elmwood Park)**

- October-worked with Freshman class to introduce Naviance and complete Do What You Are
- November- worked with sophomore class and had them complete Career Interest Profiler in Naviance
- January- had 6 students attend manufacturing, healthcare, and engineering field trips
- February-Annual Career Fair with 41 representatives and 2 speakers for the junior and senior class and will have. Students attend information technology field trip
- 6 students attended DVR coding spotlight
- Attended Dual Credit Summit at Triton College
- Attended CANN meeting to learn about the career cruising program

### **Gina Castellano (Ridgewood)**

First, we have combined our College and Career Fairs into one event and it runs during the day so that all students can attend. We used to run these events separately but wanted students to understand that college and career, often times, go hand in hand. I poll every student during his/her study hall in the beginning of the year to find out which career clusters (& specific careers) they are interested in. Once I get that data, I concentrate on getting those careers to the career fair.

I also run Career Panels every period of the day (starting with period 2) during the College & Career Fair. Period 2 is the Arts/AV panel. Period 3 is for the trades. Period 4 is Law. Period 5 is our Health Careers Panel. Period 6 is business. Period 7 is for the STEM careers & Period 8 is the Education Panel. I have 3 speakers per period (for example: for the arts & AV, I have a graphic artist, a performing artist, and a radio DJ coming to speak). Each person starts with kindergarten and moves through to their present day career. I want students to understand that Careers are not necessarily linear. I know we like to use the terms ‘Career Path’ which gives us the idea that it IS linear but, often times, our Career is everything we are (all of our experiences, all the “little” jobs we have, our education- both formal and informal, etc). I want our students to see that even though you may start someplace, you may end at a totally different place. Each speaker goes through their entire life story in about ten minutes (just enough time for our students to get a taste of that career). Individual students can sign up for whichever panels they are interested in. I also made sure the speakers coincide with specific class periods so that teachers can bring entire classes down during that panel subject.

In addition to the College & Career Fair, our school uses Naviance (it is a college planning and career assessment tool). Counselors visit all grade levels in order to complete the necessary Naviance lessons. Here is what our plan looks like:

#### **Grade 9**

Account Activation	Login information distributed and basic introduction
Road Trip Nation	Helps students find their own road in life. Interviews chronicling the diverse personal stories of leaders who have turned their interests into their life’s work are available for students to watch. Information students find can be used in classroom activities. Students can search by interests (medicine, art, business), theme (risk, determination, failure), or leaders.
Game Plan Survey	This survey is designed to help counselors obtain information about the student’s plan for achieving their goals past graduation. The survey is segmented into 4 sections: Goals after High School, College Interest, College Athletics, & References. Answers can be updated anytime.
Career Cluster Exploration	Students should add at least 3 career clusters to their profile. Exploring clusters can be a useful way to find a good career match. They can also help students better understand how their coursework in school can prepare them for certain types of careers.
Learning Style Inventory	The assessment (104 questions) takes 20 minutes & students can stop and save their progress at any time. The results provide students with an analysis of their personal preferences in 16 different areas. This report helps boost academic potential by recognizing their natural learning style, discover better learning strategies and gain career development skills.

#### **Grade 10**

Game Plan Survey	Students will update their answers to questions in their survey.
Career Interest Profiler	A career interest assessment based on Holland’s interest codes. 180 questions (30 questions for each Holland Code). Their results will display

	their top Holland Code matches and allow them to explore careers that match their interests.
Career Cluster Exploration	Update Career clusters after taking the Career Interest Profiler assessment.

### Grade 11

Game Plan Survey	Students will update their answers to questions in their survey.
Do What You Are Inventory	Successful completion of this assessment will generate a report that has detailed information about the student's personality type and potential careers and majors to consider. This report will also guide the student in writing their personal statement for college applications in English 3/AP Language classes.
Super Match & Colleges I Am Thinking About	Students can use the College "Super Match" tool to find schools that match their needs. They can then add their schools to the "Colleges I am thinking about" file.

### Grade 12

Game Plan Survey	Students will update their answers to questions in their survey
Colleges I am Applying to	Students will add all colleges they are applying to so counselors & teachers can send application materials electronically.

I am currently working on building relationships outside of RHS in order to get our students that are not college bound into the trades or the local businesses. We have a number of manufacturing plants that are willing to give our students internships and jobs if they are interested. I recently visited the carpenters union and became a 'carpenter for the day' in order to see what kind of math you need and the different aspects of the union in order to better advise my students. I will be organizing a field trip in the spring for any students that are interested in carpentry.

We run a number of career field trips out of our office. All students are able to attend these trips and they vary from engineering to healthcare to IT. This year, we teamed up with other area schools to hold mini career field trips. They are ½ day events being held at various schools in our DVR group. Basically, there is a speaker from the industry and some time for Q&A, and they are small events, so students are able to ask questions. (maybe 50-70 kids total).

### Career Speakers

In March, we held a Career Speaker Day (in conjunction with our College & Career Fair). I polled every student in our building to determine which career clusters students were MOST interested in. Then (with the help of Junior Achievement) found specific speakers for each cluster. Speakers were given 10 minutes to tell their "career story." I had 3-4 speakers each period and at the end of the period students were given time to ask questions. The schedule was as follows:

PERIOD	CAREER CLUSTER	SPEAKER
2	The Arts	Graphic Artist Sci Fi Illustrator Author

3	Construction & Trades	Electrician Welder
4	Law & Public Safety	Canine Officer Joint Terrorist Task Force Officer Private Security/Veteran Lawyer
5	Health Careers	Physical Therapist Nurse Fire Chief
6	Business	Mayor & CPA Hospitality Manager Medical Physicist Consultant & Business Owner
7	STEM	IT Director Electrical Engineer Industrial Engineer
8	Education	High School Principal Elementary School Principal Elementary School Teacher

This was a HUGE success. I had over 1,000 attendees over the 7 periods of speakers. Students were super engaged and asked relevant questions.

#### Dual Credit

I am currently working on identifying teachers in our building that fit the Tier 1 or Tier 3 criteria for Dual Credit. Currently, I have found 10 teachers that qualify for adjunct status at Triton. I will hold informational meetings for these teachers the first week in May to let them know the process as outlined by the Dual Credit Handbook. Hopefully, we will be able to have at least 10 more classes added to our Dual Credit list.

#### Geometry in Construction Initiative

In January, I traveled to Loveland, Colorado to see the birthplace of the Geometry in Construction class/movement. This class gives real world experience to students of all ability levels. They learn geometry through building an actual house. I brought the information back to RHS and presented to our board of education in February. The board agreed to run a Geometry in Construction class at Ridgewood High School for the 2015-16 academic year.

#### Freshman House Initiative

Across the country, high schools have found that their ninth-grade students have the highest rates of truancy, discipline referrals, failures, and retentions. A school's worst data points are usually found among the freshman. After this first semester, we had 60 F's among our freshman class. 35 freshman had 6 or more absences and 32 of our freshman were tardy eight or more times from August until December.

I developed a freshman house program (modeled after Evanston Township's FASH program) to effectively transition our freshman students in order to change the entire culture of our building.

Essential Components of the 2015-16 program:

- Make the high school a more nurturing environment where it is difficult for students to slip through the cracks
- Create classroom cultures/families

- Teach students organizational & time management strategies
- Preemptively & proactively provide support services for students who fall behind

#### Freshman House Program Overview:

The RHS Freshman House Program will provide each freshman with:

- An ongoing orientation to high school (enabling freshman to become familiar with Ridgewood's physical layout, policies, procedures, programs, traditions, and personnel).
- An opportunity to participate in study teams/ have access to tutorial assistance.
- Articulation of his/her goals for high school and beyond.

#### Logistics:

Every freshman house is counselor specific (divided by caseload) and will have one teacher (advisor) & one or two student leaders (to help support their needs).

Monday large group presentations/programs will be held in the auditorium. One Tuesday a month will be dedicated to freshman mentoring/goal setting (these sessions can also focus on sharpening executive functioning skills). The remaining days, freshman will be in their study hall classrooms and they will be allowed to work with their advisor and student leaders on homework or other necessary items.

I will work through the summer to finalize this new initiative and make sure it is ready to go for the fall.

#### **East Leyden (Justyna Jablonska)**

- "Junior Career Focus" presentations to the junior class, including Naviance Career Cluster Finder survey (part 1 in October, part 2 in February)
- Optional one-on-one follow up meetings with juniors to discuss career options
- One-on-one interviews with seniors to discuss goals after high school and how to plan effectively
- Field trip to Triton Community College with about 30 Special Education Students
- Career Fair
- Senior class post-secondary planning group presentations
- Ask an expert day
- Presentations to Junior class on post-secondary options, including Naviance's "What's Your Gameplan?" (Part 2 of 2: February)
- Sophomore Career Presentations in English classes (career interest profiler in Naviance)
- Triton College annual high school counselor workshop
- Summer Opportunities Lunch & Learn
- Work Program Employer appreciation luncheon

#### **Proviso East (Linda Alvarez)**

- Guidance presentations discussing vocational topics (i.e. career exploration, career planning, setting goals, job application process, resume writing, setting goals, etc.)
- Career fair and interest surveys
- Ongoing informational sessions during lunch periods (i.e. UPS, Army, National Guard, Navy, etc.)
- Weekly announcements to students body regarding colleges, career, scholarships and deadlines.
- Counselors met with students regarding grade level testing (Explore, PLAN, and ACT/PSAE) and discussed world of work wheel and work keys.
- Meet with juniors and seniors to discuss post-secondary goals.