



# The Communicator

A Monthly Newsletter for SC Career Specialists

SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION

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## Career Specialist Accountability Report (CSAR)—Reporting Period 2

Based on comments and suggestions after the CSAR Report Period 1, changes have been made to the CSAR for reporting period 2. Some districts experienced difficulties using one link for every school in their district. As a result, a **unique link has been created for every school** to avoid previous problems with overwriting another school's report, reports not saving, simultaneous use issues, and merged reports, and it will allow schools to return to edit a report or print a report.

Reporting Period 2 should include activities done between January 2013–June 2013. **CSAR RP2 is due no later than June 7, 2013.** The report may be completed as early as desired but no later than the deadline. Reminder emails will be sent May 6 and May 20. No other reminders will be sent. An amended funding letter will be sent to superintendents withdrawing funds for those schools not submitting reports by the deadline.

**Links to the CSAR for reporting period 2 were emailed on April 1, 2013.** Links were sent to either the career specialist at the school or the EEDA District Coordinators (EEDADC), based on your EEDADC's preference as indicated in a survey.

If the link is sent to the EEDADC:

- \* The EEDADC will forward the link to career specialists at the designated schools. If CDFs have not received the school's unique link, please contact the EEDADC. If more than one career specialist serves at a school, the EEDADC may send the link to one or all of the career specialists, and the CDFs should communicate regarding who is responsible for completing the report.
- \* The automated confirmation email that the report was completed will go to the EEDADC.

If the link is sent directly to the CDF at the school:

- \* The link will go directly to the career specialist and will say "Hello (name of school)." If more than one career specialist serves at a school, the link was sent randomly to one career specialist at that school.
- \* The automated confirmation email that the report has been submitted will be received by the person to whom the email was originally sent.

Please contact me with any questions, concerns, or problems.

Sherry R. Williams [srwillia@ed.sc.gov](mailto:srwillia@ed.sc.gov) or 803-734-6267

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## EEDA IGP Survey

Beginning today, April 15, and continuing through Friday, May 24, 2013, the South Carolina Department of Education will conduct its annual review of the individual graduation plan counseling sessions. The purpose of the review is to assess the IGP conference processes being used in each middle and high school statewide.

To participate in the review, students, counselors and career specialists should complete online surveys about the IGP conference process. Because a minimum of 50 students (ten students from each grade—eighth through twelfth) from each middle and high school are required to complete the survey, the review by students can be completed even if all IGP conferences have not been held.

Please inform the appropriate personnel in your district about the process. Also, please ensure that counselors and career specialists at each middle and high school in your districts follow the procedures below in completing the review:

### Counselor/Career Specialist Review Procedures

Every counselor and career specialist from each middle and high school who either conducted IGP conferences or assisted with IGP conferences for students in grades 8, 9, 10, 11, and/or 12 should complete the survey.

Counselors and career specialists should use the following link to access the survey.

**Guidance Personnel Link:** <https://ed.sc.gov/Survey/index.php?sid=47685&lang=en>

Counselors should complete the survey as soon as possible but no later than **May 24, 2013**.

### Student Review Procedures

School counselors or career specialists should:

Randomly select ten or more students from each grade level (8, 9, 10, 11, and 12) from each middle and high school to complete the survey. Try to ensure that the students represent different clusters and majors.

Ask students to use the following link to access the survey.

**Student Link:** <https://ed.sc.gov/Survey/index.php?sid=29994&lang=en>

Ask students to complete the survey as soon as possible but no later than **Friday, May 24, 2013**.

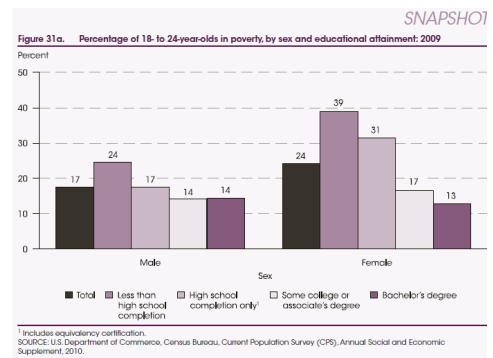
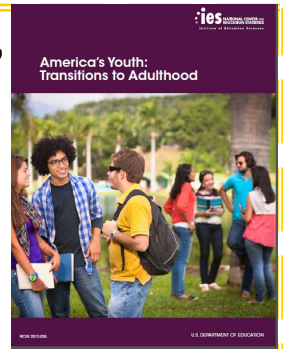
Thank you for your assistance in ensuring that students, counselors, and career specialists from each middle and high school in your districts participate in this review.

For additional details, contact Dr. Sabrina Moore at 803-734-8433 or [smoore@ed.sc.gov](mailto:smoore@ed.sc.gov).

**In a recent report by the National Center for Education Statistics titled, “America’s Youth: Transitions to Adulthood,”** numerous aspects of the lives of youth and young adults, ages 14 to 24, in the United States over the last several decades are examined. The report features status and trend data from multiple surveys on the distribution of youth and their family structure; on school, employment, and health-related factors; and on future plans.

Some of the results include:

- ⇒ In 2010, there were 47.1 million youth and young adults between the ages of 14 and 24 in the United States
- ⇒ In the 2009–10 school year, over 1.8 million U.S. students took at least one Advanced Placement (AP) exam
  - ◆ This number increased from 0.6 million students in 1996–97.
  - ◆ Females have made up a majority of AP exam takers since sex was first reported in 1996–97. In 2009–10, females made up 56 percent of AP test takers.
- ⇒ A higher percentage of 16- to 24-year-olds who did not finish high school were unemployed and earned less than high school graduates when employed in 2009 (Aud, Fox, and KewalRamani 2010).
  - ◆ In 2009, some 18 percent of Hispanic 16- to 24-year-olds were status dropouts, compared with 9 percent of Blacks and 5 percent of Whites in that age group.
- ⇒ **Median Earnings**  
Over time, higher levels of educational attainment have generally been associated with higher median earnings.
  - ◆ In 2009, full-time, full-year workers, ages 16 to 24, with a bachelor’s or higher degree had median earnings of \$33,000, compared with earnings of \$18,000 for their peers who had not completed high school.
  - ◆ Males had higher median earnings than females at each educational level in 2009. For instance, males with a bachelor’s or higher degree earned \$41,000, while females at this level earned \$30,000.
  - ◆ The median earnings were lower in 2009 than in 1999 for 16- to 24-year-olds whose highest level of education was some college or an associate’s degree. For all other levels of educational attainment, there were no measurable differences between median earnings in 1999 and 2009.
  - ◆ In 1999, young adults with a bachelor’s or higher degree earned \$11,000 more per year (in constant 2009–10 dollars), on average, than those who had received no education past high school and in 2009, this gap was \$9,000.
- ⇒ 66 percent of students met college readiness benchmarks in 2009–10.
- ⇒ About 21 percent of 18- to 24-year-olds were living in poverty in 2009.
- ⇒ growth in educational expectations was found across demographic characteristics and was more pronounced for females than males.
- ⇒ Private, not-for-profit colleges offer twice as much financial aid as public colleges
- ⇒ Finland has the highest college graduation rate (63%). The US is 13th of 24 OECD countries with 36%.
- ⇒ Females with less than a high school diploma are at the greatest risk for poverty (see insert)



Read the full report at <http://nces.ed.gov/pubs2012/2012026.pdf>. This is a great resource for data across the spectrum with wonderful graphs for presentations.

## Being Inked is no Longer the Kiss of Death

How many of us have discouraged students from getting tattoos because it will ruin their opportunities for employment? In an article titled “Tattoos No Longer A Kiss Of Death In The Workplace” by Rachel Hennessey of *Forbes* and posted March 8, 2013, the author reports, “ ‘Now you’re never going to get a job!’ Almost everyone in the 14% pool of tattooed Americans has heard something like this from a relative or friend. But as the number of inked Americans grows, is the traditional assumption that tattoos and jobs don’t mix really true in 2013?....Workplace concealment policies vary, but having a tattoo in 2013 certainly doesn’t ruin one’s chance at having a successful career. Still, a 2011 study by CareerBuilder shows that 31% of surveyed employers ranked ‘having a visible tattoo’ as the top personal attribute that would dissuade them from promoting an employee. So although companies across many fields are increasingly focused on diversity and inclusion, tattoo flaunting is still probably best reserved for post-work hours.” Read the full article at <http://smallbusiness.yahoo.com/advisor/tattoos-no-longer-kiss-death-workplace-163214544.html>



However, another *Forbes* article lists the following 11 reasons you are not really getting a promotion: 1) piercings, 2) bad breath, 3) visible tattoos, 4) wrinkled clothes, 5) messy hair, 6) casual dress, 7) too much perfume/ cologne, 8) too much makeup, 9) messy cubicle/office, 10) chewed fingernails, and 11) too suntanned.

Want to use the slideshow with your students? Find it here [http://www.forbes.com/pictures/ejdk45gie/top-11-personal-reasons-youre-not-getting-that-promotion/?utm\\_source=smallbusiness.yahoo.com&utm\\_medium=partner&utm\\_campaign=workplace%2Btattoos&partner=yahoosba](http://www.forbes.com/pictures/ejdk45gie/top-11-personal-reasons-youre-not-getting-that-promotion/?utm_source=smallbusiness.yahoo.com&utm_medium=partner&utm_campaign=workplace%2Btattoos&partner=yahoosba)



A very timely dialogue took place on National Public Radio's "On Point" during the issue of "Jobs and New Graduates." This broadcast builds the case for CTE and career pathways, career guidance, and work-based learning. The points which follow were made by three distinguished guests: Bill Symonds, Professor for Harvard University's Graduate School of Education and Pathways to Prosperity; Rich Feller, Professor of Career Development at Colorado University; and Melanie Holmes, VP at Manpower. As you'll hear, they received some pretty tragic calls, including one from a young woman who took on \$100,000 in debt to get her college degree, with the aim of becoming a poet.

- \* US students owe \$1 trillion in student loan debt
- \* 50% of college graduates are underemployed or underemployed
- \* Only 33% of jobs in US require a 4 year degree
- \* Traditional four-year career preparation pathways no longer works for the majority of Americans
- \* 4 year college costs do not always provide a return on investment (\$100K in college loans with a \$30K job)
- \* USA has the highest college dropout rate in the world
- \* Many students are forced to "reverse transfer" - completing a 4 year college degree then returning to a 2 year college in order to get training to fill the available jobs
- \* Career development is not a point in time—we must all be lifelong learners
- \* Connections and internships are invaluable (you can learn only so much in a classroom)
- \* Educators can encourage work-based learning but businesses have to offer them
- \* Students' passions do not always translate into jobs (what one presenter called the "career ice bath")
- \* When working with students we should first identify their passion, then identify the path to making that a career by choosing the appropriate education medium.
- \* Jobs of the future are in IT, healthcare, engineering, transportation, tourism/travel/culinary, energy and chemicals, sales, accounting and finance, and entrepreneurship.

To hear the entire program visit <http://onpoint.wbur.org/2013/03/28/youth-graduates-unemployment>

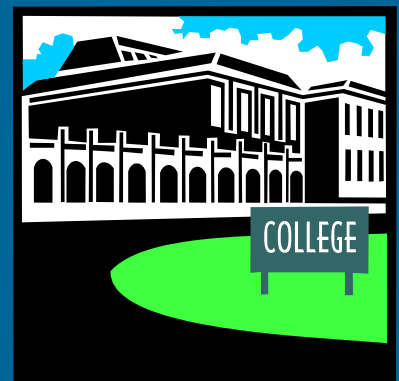
2013 SCICU Bus Tour of  
INDEPENDENT COLLEGES AND UNIVERSITIES  
June 17 – 20, 2013

Evaluation:

1. Read and review the college materials.
2. Plan and develop a media-based project to be utilized in the participant's work setting reflecting knowledge that can improve your students' transition to post-secondary education.
3. Attend 100% of the class sessions.

Requirements for Class Project:

Participants will be required to e-mail their class projects to Patrice T. Green, Ed.D. by July 19, 2013. For a copy of the full requirements and for applications, contact Stephenie Bergen of SCICU at [stephenie@scicu.org](mailto:stephenie@scicu.org) or Dr. Green at [pgreen@ed.sc.gov](mailto:pgreen@ed.sc.gov) or 803-896-0200.



## IGP Q&As:

Q1: Is Pearson also working on an easier way for counselors to select courses on the drop down menu (i.e. courses listed in alpha order, etc.)?

A: NO they are not working on that. The "beta" group said it would be easier if the courses were listed by number to make them easier to find so that is how Pearson set up the file. Then, after rolling out the IGP, people complained that was too cumbersome and wanted it by name so Pearson provided the option to have both and to set up the curriculum to either 1) show by course # first or 2) course name first. We hope to begin discussions about IGP Success Planner: Phase 2 within the next several weeks so the request mentioned is on the list for Phase 2. I will keep everyone updated via the newsletter as the discussions unfold.

Q2: Should the clusters/majors that are in the dropdown contain choices from State defined, or do we put in only district defined clusters/majors based upon the CATE guidelines for Clusters and majors?

Where do we get a list of State majors, so that we can be sure we have the correct majors tied to the clusters?

A: Clusters are defined by the 16 federal clusters which SC has adopted so that does not change. The "add" button is ONLY on that page for future use in the event the clusters change and we decide to change based on a federal change.

Majors are defined by districts. There is a list of "majors names" in the CIP code list. It would be great if districts used the major names in the CIP code list but that is not mandatory. When we began compiling lists of majors in 2007(ish), Donna Moran found districts were using more than 1000 majors (and it could have been more than 2000?) but most of them were the same, they just named them what they wanted to name them rather than using the CIP code list. By using the CIP code list, we were able to get the list down to a couple hundred – much better.

For a list of majors and CIP codes, use the drop down list in the IGP or visit this site (which is where that list hyperlinks): <http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

Q3: About two weeks ago we ran an update to PowerSchool. The numbers in our IGP dashboard are now incorrect. What do we need to do to fix them?

A: The list of completed IGPs for each is grade used to be for the number of IGPs, not the number of students. A "fix" was recently posted to PowerSource at <https://powersource.pearsonschoolsanddistricts.com/dir/7649>. The reports now have 4 columns and students names are not replicated in columns. A student's name will appear only in the highest level column. Previously, a student who had a primary IGP would appear in both the "completed" and "primary" reports. The fix will show the student in the previous example only in the "primary" column, not both.

Q4: After uploading PowerSchool 7.7, our IGPs are not saving. Is there a fix for this issue?

A. Yes. Districts which are having problems did not install the Parent Signature Patch from <https://powersource.pearsonschoolsanddistricts.com/dir/7649>>. Installing that patch fixes the problem.

Q5: Is there a report I can use to determine which students still need an IGP?

A. SCDE can only pull data on students having a primary IGP. Any student not on the primary list needs an IGP. Students without a primary IGP will appear in 1 of the other 3 categories:

No IGP – no IGP opened or cloned for this year

In progress- IGP cloned or opened and saved but not locked or made primary

Completed – IGP has been saved and locked but not made primary. In this instance it is possible that the only thing left to do for these students is to make their IGPs primary.



## Hartsville High School, Darlington County

Hartsville High School students in Mrs. Sara Orlowski's Career Development classes are using iPads to help facilitate learning across the curriculum. Students incorporate financial literacy and English standards in conjunction with career development. Sara received the iPads through the *Discover* "Pathway to Financial Success" grant which she wrote for Hartsville High School.

To find out more about the grant application process and how you might win iPads for your students, contact Sara, GCDF, at [SaraO@darlington.k12.sc.us](mailto:SaraO@darlington.k12.sc.us).



## RICHLAND SCHOOL DISTRICT ONE'S LEARNING ADVENTURE BUS (LAB) VISITS W.G. SANDERS MIDDLE SCHOOL FOR VJS FUN

On February 1, 2013, "National Groundhog Job Shadow Day," Richland School District One's Learning Adventure Bus (LAB) was used by the W. G. Sanders Middle School's Guidance Department to assist students in exploring various careers through virtual job shadowing. Students were able to use their personal SCIOS accounts (from South Carolina Occupational Information System) to access virtual jobs, complete career assessments, and develop their individualized career portfolio/planner. To learn more about "The Lab," contact Sherry Hughes, GCDF, at [shughes@richlandone.org](mailto:shughes@richlandone.org).



## Forestbrook Middle School, Horry County Launches the District's First Watch D.O.G.S (Dads of Great Students) Program

Forestbrook Middle School launched a new program known as Watch D.O.G.S (Dads of Great Students), an initiative of the National Center for Fathering, to promote the relationship between significant male role models and students. Forestbrook Middle School invites fathers and other male role models to serve as volunteers once a week at the school.

The Watch D.O.G.S, easily recognized in specialty t-shirts, serve for a full school day as an extra set of eyes to maintain a posi-

tive, upbeat learning environment. They can be seen assisting in classrooms and the lunchroom, and engaging with students as they arrive at school and go home at the end of the day.

"The Watch D.O.G.S program gives fathers an opportunity to demonstrate that they care about the well-being of students. We get the chance to smile, high-five, encourage, and inspire the students," said Mr. Ozell Newman, the school's first Watch D.O.G. volunteer.

For additional information about the program, contact Maurice Murphy, Assistant Principal, at 843-236-7300 ext. 53614 or Pamela Alzuebeidy, Career Development Facilitator, at 843-236-7300 ext. 53105.



**Ms. Alzuebeidy, Mr. Newman and Mr. Murphy**



**Mr. Newman and his son, Ashton**



## RICHLAND SCHOOL DISTRICT TWO — DISTRICT WIDE CAREER FAIR

On March 7, over 90 businesses participated in the 4th Annual Richland 2 District Career Fair at Columbia Place Mall. Sophomores from the five district high schools, along with students from the district's charter school, invaded the mall to learn about careers and skills necessary to succeed as workers in the 21st century. High school career specialists hosted the all day event, and students were transported from each school during a designated time period. The Lipscomb Foundation provided a grant that paid for students to be bussed to and from the mall.

Middle school career specialists served as volunteers by sharing their resources and talents to make the event a huge success. Students were asked to speak to exhibitors and begin thinking about their career path in anticipation of their upcoming IGP conference. Columbia Place Mall graciously allowed the space and resources necessary to pull together an event of this size. Businesses sponsored the event with monetary donations to offset our costs.

Richland School District Two is extremely supportive of the career specialists efforts as they "dare to inspire" youth and help them as they continue to build their career path. According to Spencer Williams, a student in the Navy Sea Cadet Program, "This event is really what opened my eyes to what I want to do. I investigated the military, IT, law enforcement, and government. As I looked around I saw I could put them together. This program paved the way for me and I honestly could not be more thankful."

The following YouTube video showcases the event and proves that the efforts are steering students in the right direction.

[http://youtu.be/gtn\\_LtkBc7Q](http://youtu.be/gtn_LtkBc7Q)





## McCormick Celebrates One Week of Career Activities

McCormick County School District kicked off Career Week 2013 with a series of events and activities. The first activity was the Career Contest for grades pre-k through 12th grades. Participants were assigned a theme and categorized by grades. The themes were as follows: PreK-2<sup>nd</sup>—When I Grow Up, I Want to Be...; 3<sup>rd</sup>-5<sup>th</sup>—When I Grow Up, I Want to Be...; 6<sup>th</sup>–8<sup>th</sup>—My Career Dream; and 9<sup>th</sup>–12<sup>th</sup>–Making the Dream Come Alive. Approximately 100 students entered a triple panel project display of their careers of choice. Content for the display included a description of the work performed, wage/salary, personal characteristics, education, advantages and disadvantages, job outlook, and related occupations.

The second and fourth day of events involved teachers, students and business partners in a Career Fair and Vehicle Day. More than 20 businesses shared in the out-of-classroom experience as middle and high school students visited booths to gather information that will guide them on a personal pathway to success. Thanks is extended to the following business partners: Lucy Laney Museum (Augusta, GA), McCormick County Even Start Learning Center, Wellness Works, G.L.E.A.M.S., Mary Kay Cosmetics, First Baptist Church of McCormick, Nashville Auto Diesel College, Burton Center, MES/MMS Media Center, Fuji Films of America, Piedmont Technical College – Welding, McCormick Arts Council, Upper Savannah Council of Government-South Carolina Works, Strom's Drug Store, McCormick County, Clemson Extension, U.S. Army Corp of Engineers, D.T. Computers, Wal-Mart Bakery, South Carolina Department of Natural Resources, McCormick County Emergency Management Team, Sandy Branch Fire Department, Columbia County Emergency Management Agency, American Center Society, and McCormick County Fire Department.

Branches of the United States Armed Forces were invited to share numerous careers in the military. Participants included: Sergeant Sims, U.S. Marine Recruiting Station; Petty Officer First Class Paul Randall, U.S. Navy; and Sergeants Price and Richardson, U.S. Army.

Students ended the week of activities with a job shadow day experience. Approximately 55 middle school students seized the opportunity to shadow a mentor. The experience was recorded in a one page essay which will be entered in a local writing contest. Stay tuned to find out the contest winners!



## MINIMUM WAGE MYTH BUSTER

**Myth:** Raising the minimum wage will only benefit teens.

**Not true.** The typical minimum wage worker is not a high-school student earning weekend pocket money. In fact, less than 20 percent of those who would benefit from a federal minimum wage increase are teenagers, and 60 percent are women. Plus, those workers who would benefit from a minimum wage increase brought home 46 percent of their household's wage and salary income in 2011.



**"Research shows that you begin learning in the womb and go right on learning until the moment you pass on. Your brain has a capacity for learning that is virtually limitless, which makes every human a potential genius."**

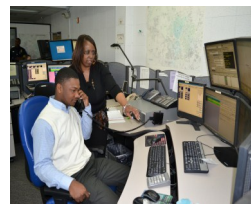
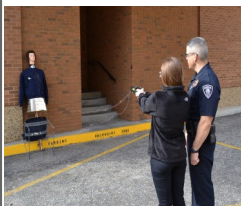
**Michael J. Gelb, international author, speaker, creativity expert, and consultant**



Three Sumter High School students spent half the school day on February 11, at the Sumter Police Department as part of the Sumter Chamber of Commerce Leadership Program. The Leadership Program involves students from Sumter High, Lakewood High and Crestwood High. Students who shadowed police officers were chosen for this shadow opportunity based on their interest in a career in law enforcement. The interactive day allowed them a hands-on experience in the law enforcement field.

Students were given an overview of dispatch, patrol, investigative services, support services, crime prevention, and the Municipal Court system. Senior Nigel Roman said, "It's amazing all the gadgets and technology they work with to collect fingerprints and DNA. That's a job I would consider doing." The students agreed they most enjoyed learning about and deploying the TASER, a non-lethal electronic device widely used by law enforcement agencies. "I liked it! I wouldn't want to be on the other end of it, but thought it was really cool to see how the TASER actually works," said freshman Veronika Milke. In all, the students summed up their experience as "The best day ever."

In addition to shadowing at the police department, 22 students shadowed at Becton Dickerson (Manufacturing); Attorneys, Dickie Jones and Thomas McElveen (Law, Public Safety & Security); Shaw Air Force Base (Government & Public Administration); and Tuomey (Health Science). For more details, contact Daphne Sanders, GCDF, at [Daphne.Sanders@sumterschools.net](mailto:Daphne.Sanders@sumterschools.net).



Looking for a video to demonstrate how to enter Work-Based Learning activities into PowerSchool? Visit this site on Career Aisle:

EEDA and Personal Pathways: How to Include Work-Based Learning Activities in PowerSchool

<http://knowitall.sctv.org/careerisle/guidance/programs.cfm?programID=789&seriesID=108>



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