Using the ACRN Career Decision-Making Tool (CDMT) for Career Exploration in a Community Center for Adolescents

Presentation: The National Career Development Association Global Conference
July 9-11, 2008 in Washington, D.C
Gary Peterson, Ph.D.
Tracy L. Shelby, M.S., Ed.S.
Florida State University
Introduction

• Presenters

• Objectives
  – Present ACRN Career Decision-Making Tool (CDMT)
  – Demonstrate Application of Tool in a Community Setting
  – Present Outcomes of a 5-day Intervention
The Career Decision Making Tool

- Goal – Web-Based Intervention
- Theory Bases
  - CIP (Sternberg, Tulving, Newell & Simon, Rummelhart and Ortony, Peterson, Sampson & Reardon.
  - Pyramid
  - CASVE Cycle
  - ISD (hierarchical learning task analysis, Gagne & Briggs; objective-process-outcome measure, Dick & Carey)
Pyramid

Executive Processing

CASVE Cycle

Self-Knowledge

Options-Knowledge

Thinking About My Decision Making

Knowing How I Make Decisions

Knowing About Myself

Knowing About My Options
CASVE Cycle

Communication
Knowing I need to make a choice
Knowing I made a good choice

Execution
Implementing my choice

Analysis
Understanding myself and my options

Valuing
Choosing an occupation, program of study, or job

Synthesis
Expanding and narrowing my list of options

CASVE Cycle

Communication
Knowing I need to make a choice
Knowing I made a good choice

Execution
Implementing my choice

Analysis
Understanding myself and my options

Valuing
Choosing an occupation, program of study, or job

Synthesis
Expanding and narrowing my list of options
Developers

• ACRN
  – Burt Carlson, Laura Lanier, Susie Lewtas, Cheryl Donahue

• FSU: Career Tech Center and Learning Systems Institute
  – Gary W. Peterson, James Sampson, Jr., Debra O’Conner, Robert Reardon, Janet Lenz, Kelly Leasure, Florida State University School
Design Features

• Middle School & High School Youth
• Instructor-led Intervention
• Framework for Career Decision Making
  – Not a CIDS
• Delivery:
  – 5 days/1 - 2 hour sessions
  – Based on CASVE phases
Design Features

• Links to State CIDS

• Intended Outputs
  – Self Knowledge
  – Occupational Knowledge
  – Career Problem Solving/Decision Making Strategy
Design Features

• Intended Outcomes
  – Change in Decision State (Career/Educational goals)
  – Satisfaction with Process

• Ease of Navigation
  – Teachers, Guidance Counselors, Parents, Students

• Universal Access, Free of Charge
Navigating the Tool

www.acrnetwork.org

- Process
- User Guide
- Assessments
- Activities
- Support Materials
- Access to CIDS
- Use of Avitars
A Community Intervention

• Based at the Greg McCray Boy’s and Girl’s Club
• 49 Participants
• 5-day Intervention
  – 2 to 4 Hours Per Intervention
  – Make-up Sessions
• **Mission**

To enable all youth people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.
• About Membership
  – 64% are from minority families
  – 11% are less than 7 years old 26% are 7–9 years old
  – 30% are 10–12 years old
  – 21% are 13–15 years old
  – 11% are 16–18 years old
  – 1% are more than 18 years old
  – 55% are male
  – 45% are female
The Facility
The Participants
Participants

41 = B, 3 = W, 5 = M
Participants

\[8 = 1, 10 = 2, 11 = 23, 12 = 15, 13 = 4, 14 = 3, 17 = 1\]
Participants

1= Black; 2 = White; 3 = Mixed; 4 = Hispanic; 5 = Other

F = 27; M = 22
Participants

3 = 2; 4 = 4; 5 = 19; 6 = 8; 7 = 9; 8 = 4; 9 = 1; 11 = 1; 12 = 1
Participants

- 64% Minority
- 11% less than 7
- 26% 7–9
- 30% 10–12
- 21% 13–15
- 11% 16–18
- 1% more than 18
- 55% are male
- 45% are female

Current Study

- 84% Minority
- 0% less than 7
- 1.8% 7-9
- 73% 10-12
- 13% 13-15
- 1.8% 16-18
- 0% more than 18
- 44.9% are male
- 55.1% are female
The Intervention

– Participants
– Staff
– Resources
– Constraints
Planning and Adaptation

• Setting Up (use of the tool)
• Agenda
• Delivery (Days 1-5)
  – Objectives
  – Activities
  – Unplanned Events and Surprises
  – Costs
Outcomes

• Decision State (Pre-Post)
  – Career Goal
  – Educational Goal

• Satisfaction With the Process
Outcomes

OAQpre

- I have not made a 1st occupation/job choice
- Same
- Change
- Missing

Legend:
- Blue: occupation/job choice
- Green: Same
- Yellow: Change
- Purple: Missing
Outcomes

I have not made a 1st occupation/job choice

P2OAQChange

I have not made a 1st occupation/job choice

Same

Change

Missing
Outcomes

PTOAQ

- I have not made a 1st choice of an occupation/job
- 1st Choice
- Missing
Outcomes

OAQ Pre-Test/Post-Test

Mean

OAQpre | P2OAQ | PTOAQ
---|---|---
1.5 | | 0.5

OAQ= Change= 1; 2= NO change
Outcomes

Goal Change Post-Test

Goal Change: Yes = 1; No = 0
Outcomes

Occupational Certainty

Pre-Tests & Post-Test

Percentage of at least mildly certain from the pre-test 1 to the post-test

Occupational Certainty mean from Pretest 1 = 2.90

0 = have not made a 1st choice; 1 = Not Certain; 2 = Mildly Certain; 3 = Certain; 4 = Very Certain
## Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>60</td>
</tr>
<tr>
<td>Satisfied</td>
<td>50</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>40</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>30</td>
</tr>
<tr>
<td>I have not made a 1st choice of occupation/job</td>
<td>20</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>10</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>0</td>
</tr>
</tbody>
</table>

### OccSatPre

- **OccSatPre**
  - I have not made a 1st choice of occupation/job
  - Not at all satisfied
  - Somewhat satisfied
  - Satisfied
  - Very satisfied

### Graph

- The bar graph shows the distribution of satisfaction levels among people regarding their occupation/job choice.
Outcomes

I have not made a 1st choice of occupation/job

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all satisfied</td>
<td>0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>20%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>40%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>60%</td>
</tr>
</tbody>
</table>
Outcomes

Occupational Goal Satisfaction
0 (Blue) = Not helpful; 1 (Green) = A little helpful; 2 (Brown) = Helpful; 3 (Purple) = Very Helpful

SSOccGoal

- 0
- 1
- 2
- 3
Outcomes

Education Goal Satisfaction

0 (Blue)= Not Helpful; 1 (Green)= A Little Helpful; 2 (Brown)= Helpful; 3 (Purple)= Very Helpful

SSEdGoal

0
1
2
3
Positive Implications

• Opportunity to impact the life course of youth
  – Aspirations
  – Self Knowledge
  – Occupational Knowledge

• Less emphasis on school-based career development
  – Little time
  – Little cognitive space/effort.
Recommendations

• Use in Community Centers
  – Schedule
  – Time of Interventions
  – Activities
  – Room
  – Costs
  – Attendance
  – Advisors