

Students' Mental Health: Instilling Hope and Increasing Engagement Through Career and College Planning

*OSP/WSAC Webinar * November 17, 2021*



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Webinar Logistics



This webinar is being recorded and will be posted on OSPI's [YouTube](#) ~ OSPI- W SAC Webinar Playlist

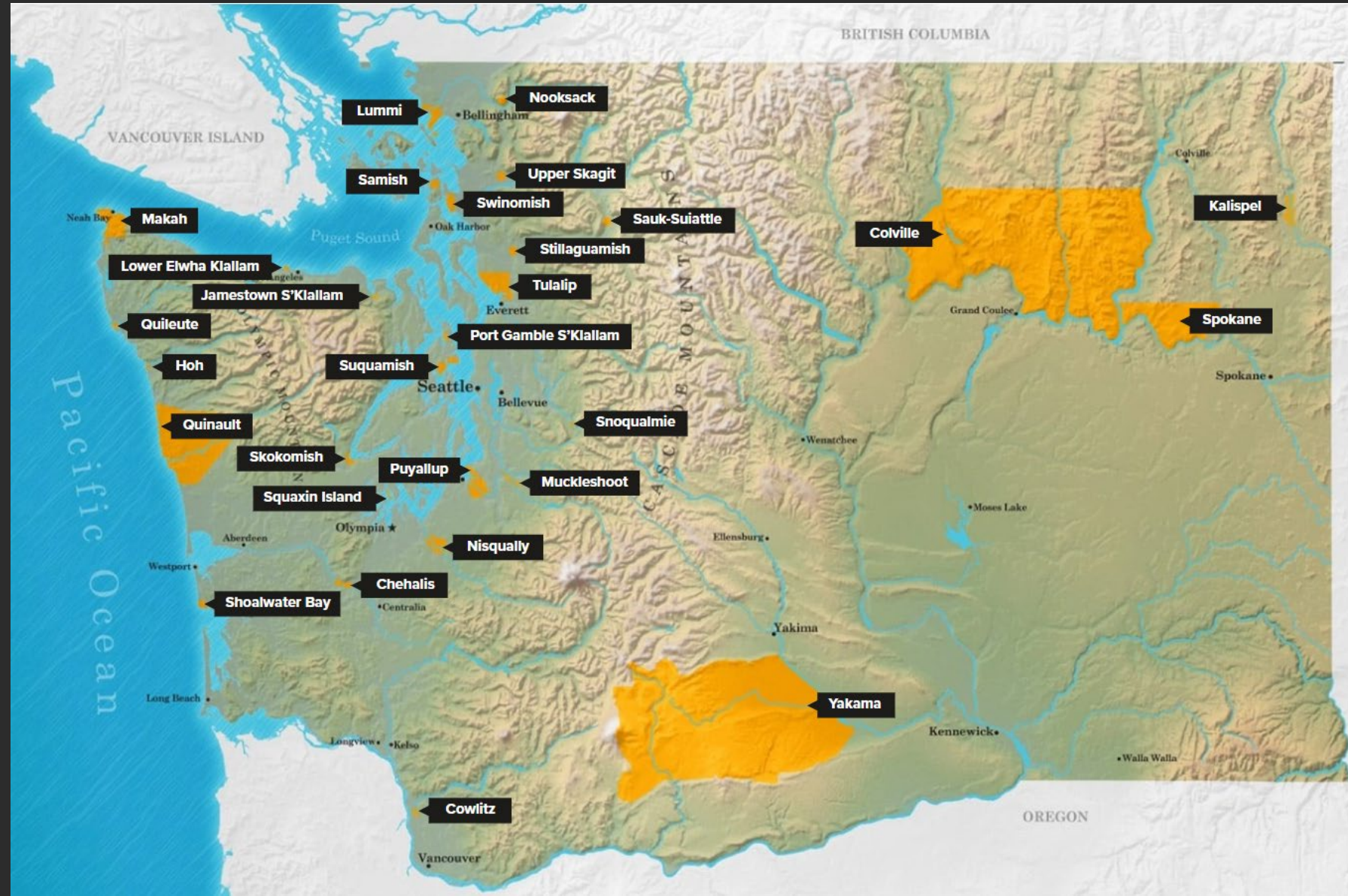


Both the recording and the slides will also be posted ASAP on [WSAC's](#) 12th Year Campaign website and the slides will be on [OSPI's](#) CCR website



1.5 Clock Hours are available ([register](#) for Event 137760 ~ once attendance is verified, you'll get an email to submit a post-session eval. and get your clock hours)

Tribal Land Acknowledgement



Learn more about Washington Tribes

Link to this map:
<https://www.washingtontribes.org/>

School District & Nearest Federally
Recognized Tribes

Map Showing the Historical Overlap
of Tribal Territories (N. Hemisphere)

To learn about your area, text your
City and State to 907-312-5085

It's National Career Development Month!



<https://www.schoolcounselor.org/Events-Professional-Development/Professional-Development/Career-Development-Month-Webinar-Series>





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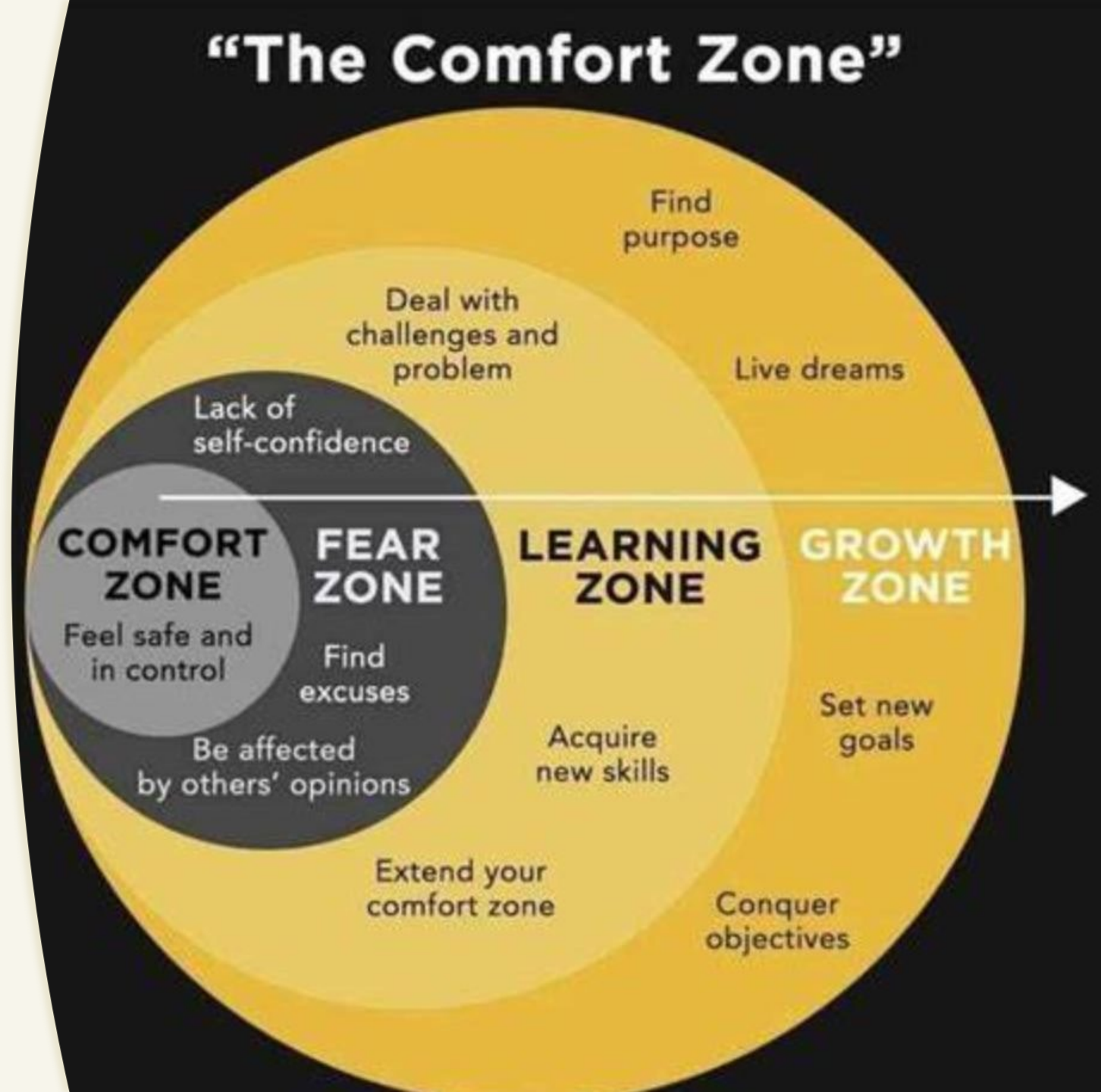
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Objectives

- Discover a unique strategy for **building girls' interest in STEM careers**
- Explore **strategies for instilling HOPE** in students via career preparation opportunities
- Learn about **postsecondary supports** for students in foster care or unhoused.
- Get **resources & support!**





Keeping Equity & Hope at the Center



How can you build on ESD/ community connections to increase access to career exploration opportunities?



How can current practices be updated to build HOPE & engagement through CCR services and supports?

nPower Girls
ESD112 ~ SW Wa.

ESD112





Cultivating achievement
and interest in STEM



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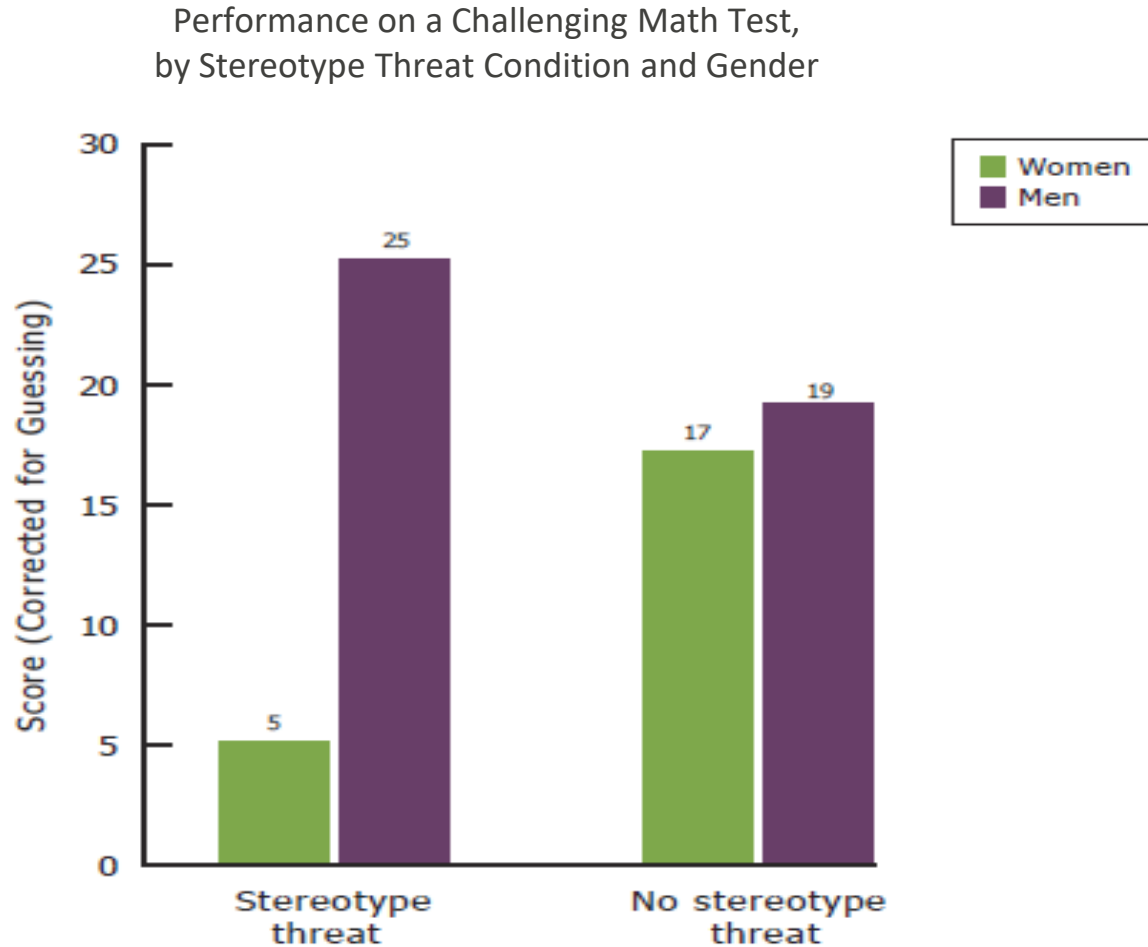


- Girls' achievements and interests in math and science are shaped by the environment around them.
- Bias, often unconscious, limits women's progress in scientific and engineering fields.
- Negative stereotypes about girls' and women's abilities in math and science adversely affect their performance in these fields.
- "Girls and women are systematically tracked away from science and math throughout their educations, limiting their training and options to go into these fields as adults."- Solving the Equation, AAUW April 2020

Women make up half of the total U.S. college educated workforce, but **only 28% of the science and engineering workforce**.



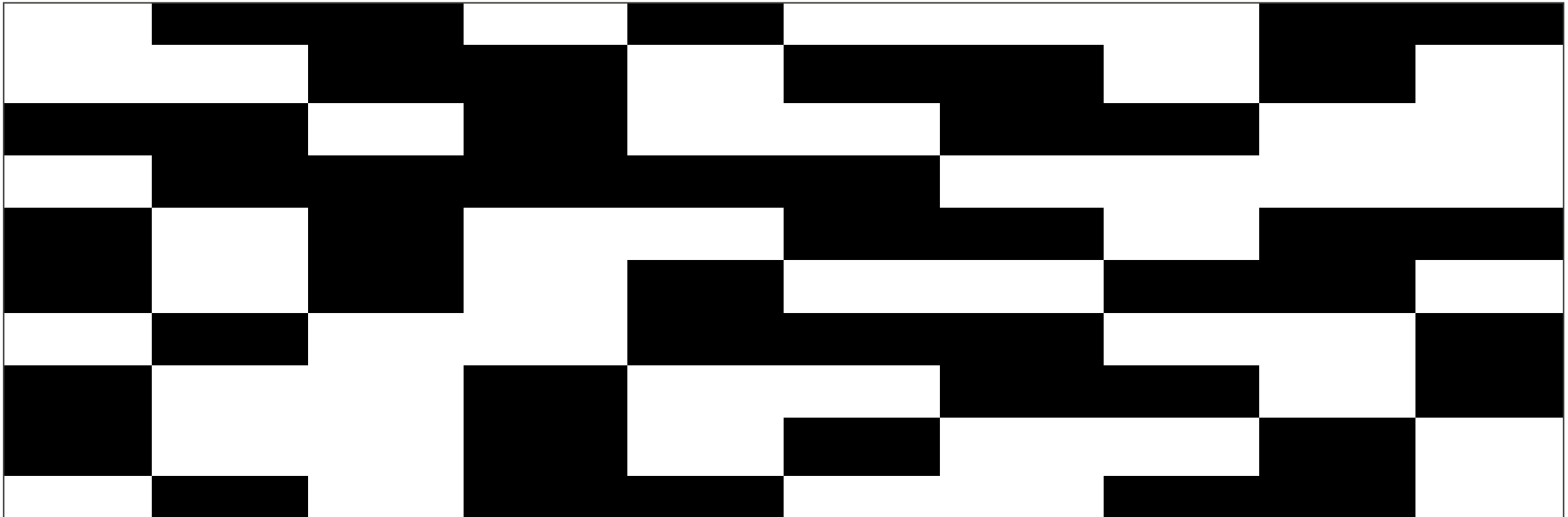
Negative stereotypes about girls' and women's abilities in math and science adversely affect their performance in these fields.



- Expose girls to successful female role models in math and science.
- Teach students about stereotype threat.

Women are “harder on themselves” when assessing their abilities in “male” fields like math and science.

Does this rectangle have more black or more white?





- Girls can't be what they can't see.
- By 8th grade (High School and Beyond Planning) how many women working in sustainable wage, high-demand careers in STEM will our students meet?
- Do young women in our schools meet and interact with women working in non-traditional fields such as the trades, computer science and IT, marine technology, etc?
- What do the data in our districts tell us about bias in course selection, CTE enrollment and Advanced Placement courses?

nPower Girls seeks to disrupt the current state of women pursuing STEM careers through monthly mentoring and engagement workshops.





Focus on Interaction & Voice & Inquiry

SEL & Career Connected Learning & nPower

Power of Connection

- outside of school walls
- with similar interests
- with adult mentors
- with girls like me

Hope & Future-Focused

- through pathways
- through ideas/voice valued by mentors & peers
- through mindset change about girls empowered in STEM





Cultivating achievement
and interest in STEM

"How To" Steps of nPower Girls: *Planning Process*

Click to view a
sample
spreadsheet.

The screenshot shows a Google Sheets interface with the title "nPower Girls Tracking 21-22 Sample". The spreadsheet has a menu bar (File, Edit, View, Insert, Format, Data, Tools, Extensions, Help) and a toolbar with various icons. The active sheet is named "December". The spreadsheet content is as follows:

	A	B	C	D	
1	Month	Expertise	Guest Mentor	Topic	
2	October	Introduction	Shannon (host)	Intro to STEM Careers	S
3					Wh



Cultivating achievement
and interest in STEM

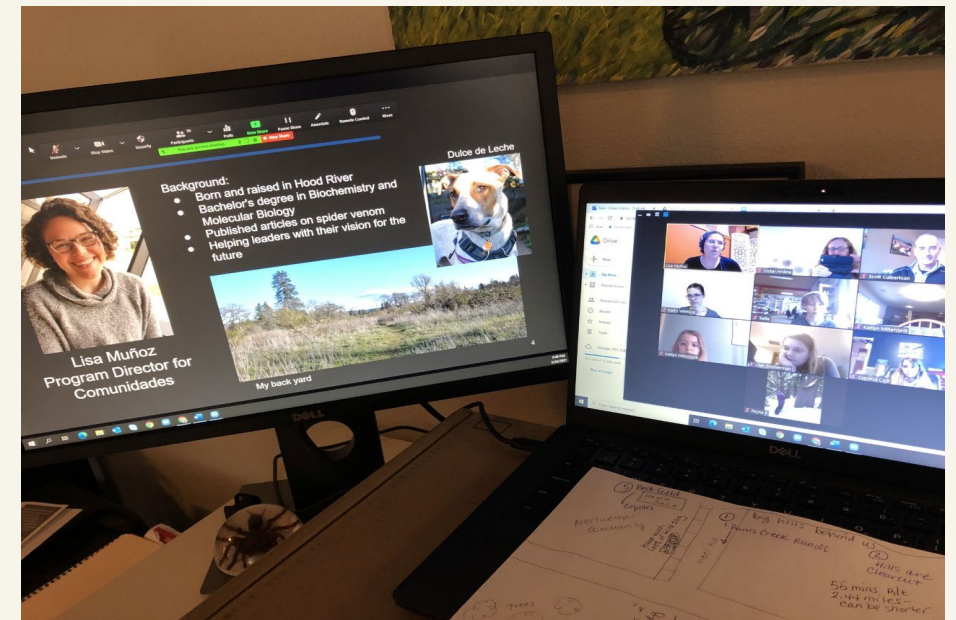
"How To" Steps of nPower Girls: *Recruiting Guest Mentors*

PEDAL People

- **P**assionate about something STEMy
- **E**xperience in STEM field
- **D**ig Students
- **A**vailable to meet
- **L**earner & open to team with you

Where do we find them?

Please throw out ideas in the chat!





Main Take Away:

Females who love STEM are

having **FUN** in STEM
with other females.

This block contains a professional profile for Maza Brady. On the left, her name "Maza Brady" is displayed in white text, followed by her title "Manufacturing Mechanical Engineer - Trillium Engineering, Hood River, OR" in a smaller font. To the right of the text is a collage of six small images showing various STEM-related activities: a person working on a circuit board, a woman smiling in a lab setting, a woman in a pink shirt at a booth, a person at a table with an "OVERWATCH" sign, a group of people at a workshop, and a woman in a blue shirt at a booth. A small video feed of Maza Brady is visible in the top right corner of the collage.



Connect and Share!

<https://www.esd112.org/stem-initiatives/npower/>





Pause for Processing...

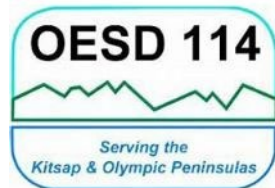
- ➔ How and When do students learn about CTE/STEM options in your school?
- ➔ Are CTE grad pathways promoted as much as college-prep pathways?
- ➔ Are you accessing support? [W SAC, OSPI, CTE staff]



Supporting Students' Mental Health by Building Hope and CTE Programming on the Olympic Peninsula

Kimberly Hetrick, Ed.D.

Career Connected Learning Coordinator
Olympic ESD 114



What is Hope Theory?

Why is Hope Theory relevant to educators, counselors, students and families?

How are we applying this theory to build Hope and relevant, rigorous, local, economically driven pathways in rural and remote communities?



HIGH HOPE PEOPLE

- Believe the future will be better
- They have the power to make it so
- There are many paths to their goals
- None are free of obstacles



What if, in our attempt to better respond to childhood trauma, we also began to ask:

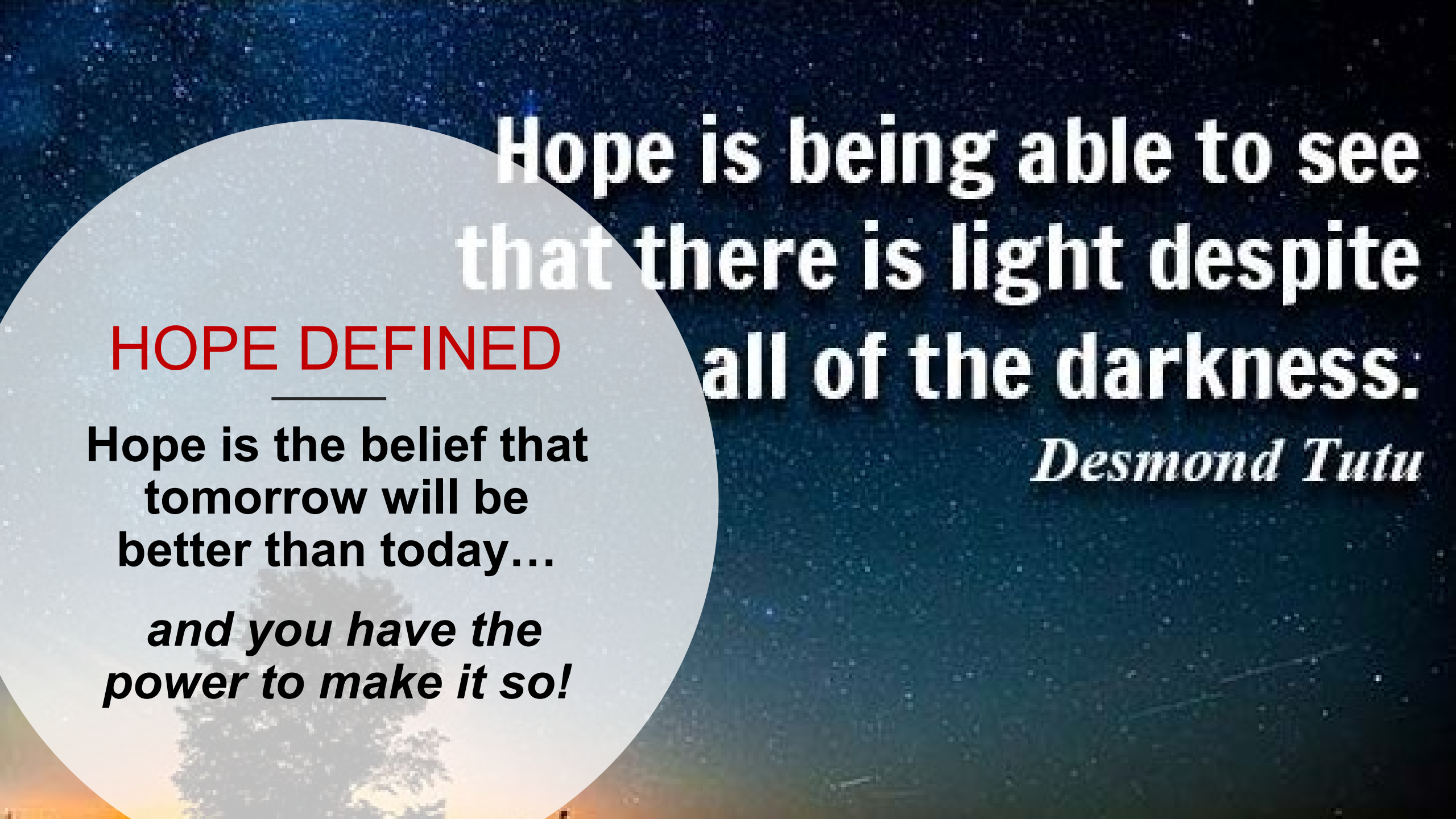
“What is right with you?”

Is there a psychological strength that allows children, adults, families, and communities to thrive?

Can this strength be easily measured?

Can this strength be nurtured?





**Hope is being able to see
that there is light despite
all of the darkness.**

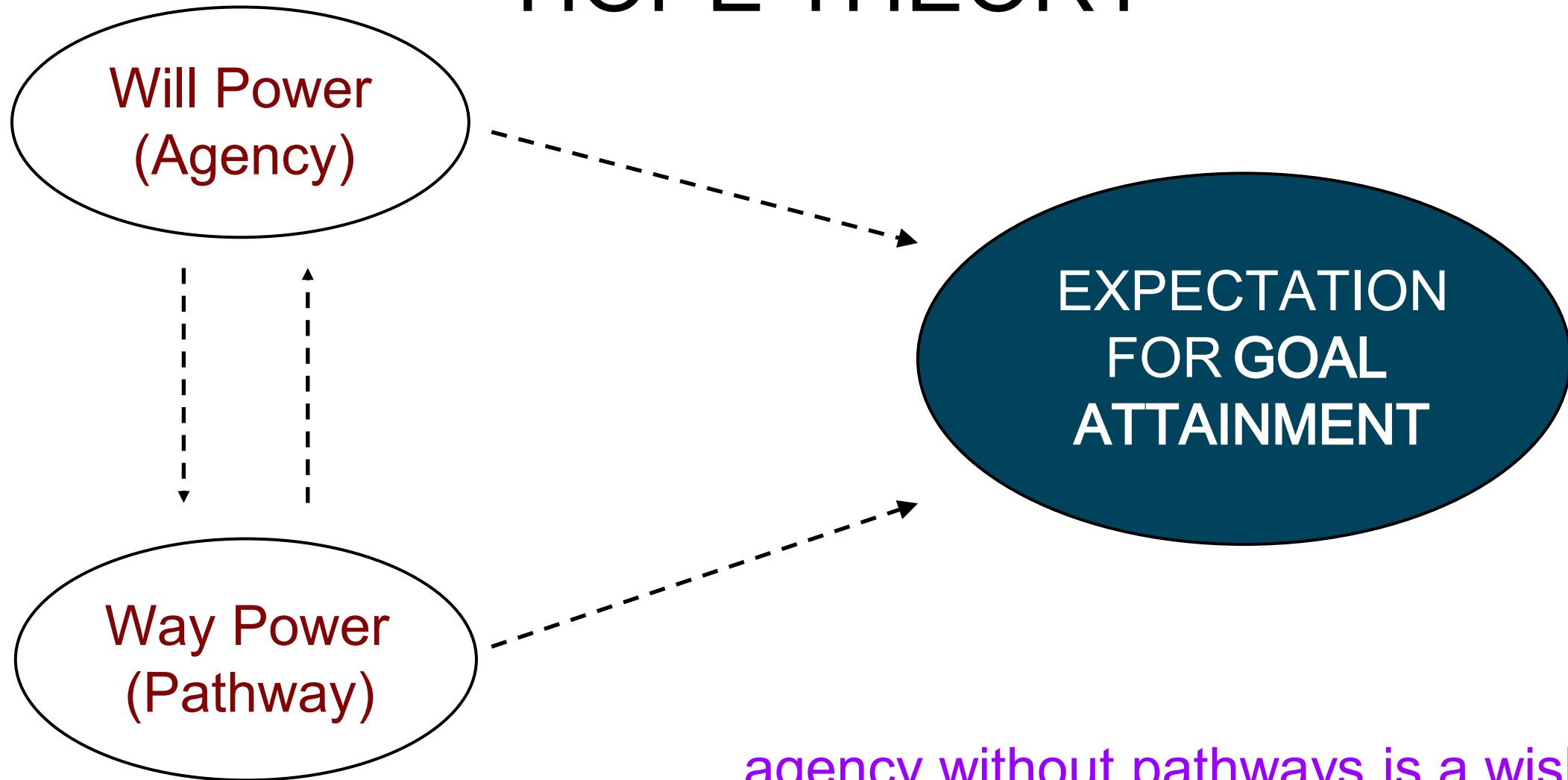
HOPE DEFINED

**Hope is the belief that
tomorrow will be
better than today...**

***and you have the
power to make it so!***

Desmond Tutu

HOPE THEORY



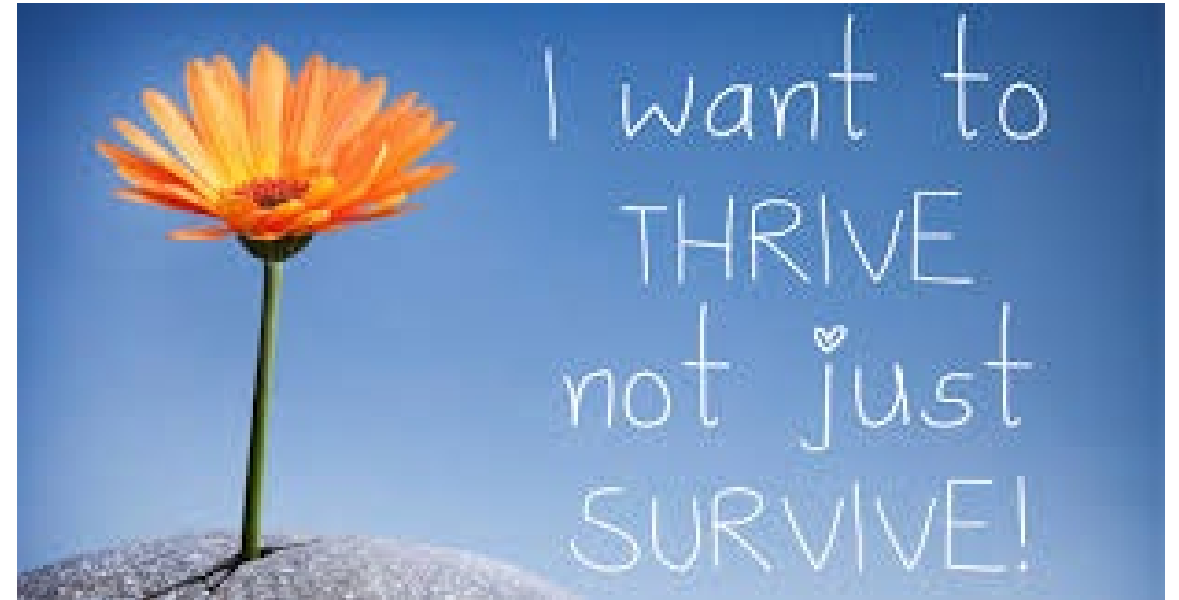
...agency without pathways is a wish!

Hope is the Answer

Hope is one of the best contributors to your ability to flourish!

Hope is the best predictor of future health outcomes!

- Education
- Physical Health
- Mental Health
- Work
- Criminal Justice



GOOP Worksheet

GOAL

What is your goal?

3-6 words

OUTCOME

What's the best outcome of achieving it? (Futurecasting)

3-6 words

OBSTACLES

What OBSTACLES will get in your way?
(Including how you could get in your own way)

PLANS

What's your PLAN for what you will do when those obstacles arise?

If... Then....

If... Then....

Hope Worksheet

(Developed by Center of Applied Research for Nonprofit Organizations)

The purpose of this worksheet is to assist you in establishing a desirable goal using the language of hope. By describing your desirable goal in as much detail as possible you are likely to experience an increase in your motivation and interest. When you have described one or more possible strategies to your goal you are now on the pathway to increased and sustained hope.

1. Describe your goal in as much detail as possible.
2. How much do you desire this goal? *A little* *Moderately* *A great amount*
3. Describe why you want to achieve the goal. That is, list what is motivating you.
4. Imagine you have just achieved your goal. Describe how you think you will feel in this future memory.

Hope Can Be Measured

- **ADULT HOPE SCALE (Snyder et al., 1991).**
 - 8-item self-report measure.
 - Hellman, Pittman, & Munoz (2013).
 - Reliability Generalization
- **CHILDREN'S HOPE SCALE (Snyder et al., 1997).**
 - 6-item self-report measure.
 - Hellman, Munoz, Worley, Feeley, Gillert (In Press).
 - Reliability Generalization



Directions: The six sentences below describe how children think about themselves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. For example, place a check (✓ or x) in the circle (□) above "None of the time," if this describes you. Or, if you are this way "All of the time," check this circle. Please answer every question by putting a check in one of the circles. There are no right or wrong answers.

1. I think I am doing pretty well.

□ None of the time □ A little of the time □ Some of the time □ A lot of the time □ Most of the time □ All of the time

2. I can think of many ways to get the things in life that are most important to me.

□ None of the time □ A little of the time □ Some of the time □ A lot of the time □ Most of the time □ All of the time

3. I am doing just as well as other kids my age.

□ None of the time □ A little of the time □ Some of the time □ A lot of the time □ Most of the time □ All of the time

4. When I have a problem, I can come up with lots of ways to solve it.

□ None of the time □ A little of the time □ Some of the time □ A lot of the time □ Most of the time □ All of the time

5. I think the things I have done in the past will help me in the future.

□ None of the time □ A little of the time □ Some of the time □ A lot of the time □ Most of the time □ All of the time

6. Even when others want to quit, I know that I can find ways to solve the problem.

□ None of the time □ A little of the time □ Some of the time □ A lot of the time □ Most of the time □ All of the time

Notes: The total Children's Hope Scale score is achieved by adding the responses to the six items, with "None of the time" = 1; "A little of the time" = 2; "Some of the time" = 3; "A lot of the time" = 4; "Most of the time" = 5; and, "All of the time" = 6. The three odd-numbered items tap agency, and the three even-numbered items tap pathways.

Children's Hope Scale

- Developed by Snyder et al., 1997
- 6-item self-report measure:
 - Only 4 questions required to maintain validity (remove question #1 & #6)
 - Measures both **pathway** & **agency** thinking
- Translated to numerous languages and valid for children 6-18+ years old
 - Hellman, Munoz, Worley, Feeley, Gillert (2017). *A reliability generalization on the Children's Hope Scale*. Child Indicators Research.

WA Hope Analysis

2018 Healthy Youth Survey

Prepared by Maya McKenzie, Epidemiologist at Kitsap Public Health

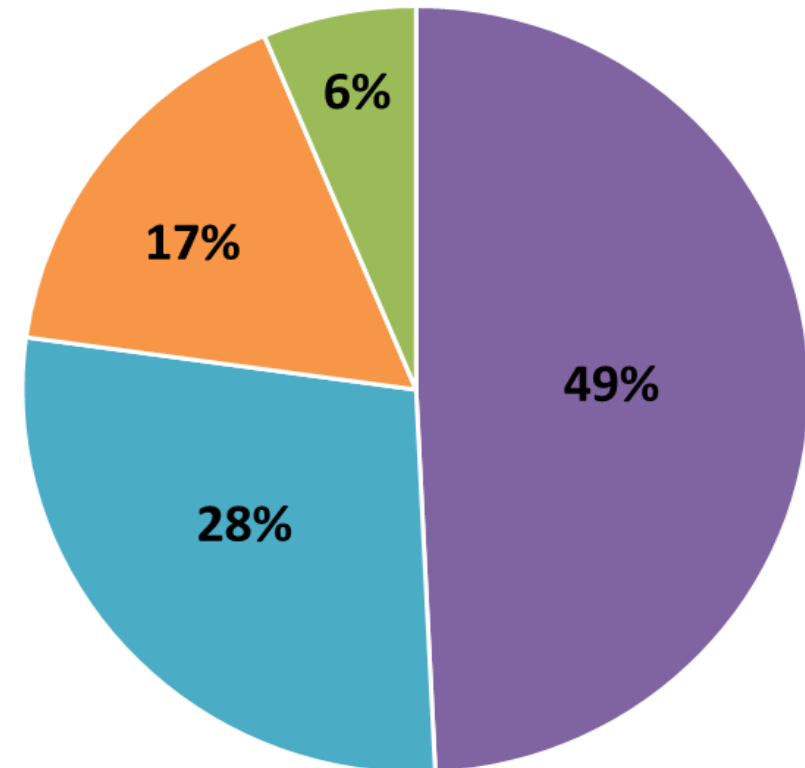
345 6th St, Suite 300 * Bremerton, WA 98337 *
kitsappublichealth.org | May 2019

WA State Reported Hope Level

- For WA state students (i.e., 8th- 12th grade):
 - 6,490 students (49%) reported being *highly hopeful*
 - 3,686 students (28%) reported being *moderately hopeful*
 - 2,178 of students (17%) reported being *slightly hopeful*
 - 831 students (6%) reported having *very low or no hope*

Reported Hope Level for WA State - 2018 HYS

■ Highly hopeful ■ Moderately hopeful
■ Slightly hopeful ■ No or very low hope





Building Hope and
Building Pathways in
Rural and Districts

The Challenges - Rural and Remote

Lack of CTE pathways – equity issue

Lack of qualified CTE teachers

"CTE Directors" wear multiple hats; high turnover

No Perkins not enough money, or belief that not applying means no audits

Lack of understanding about definition and components (IRC's/dual credit) of CTEGRADUATION pathway

The Challenges - Rural and Remote

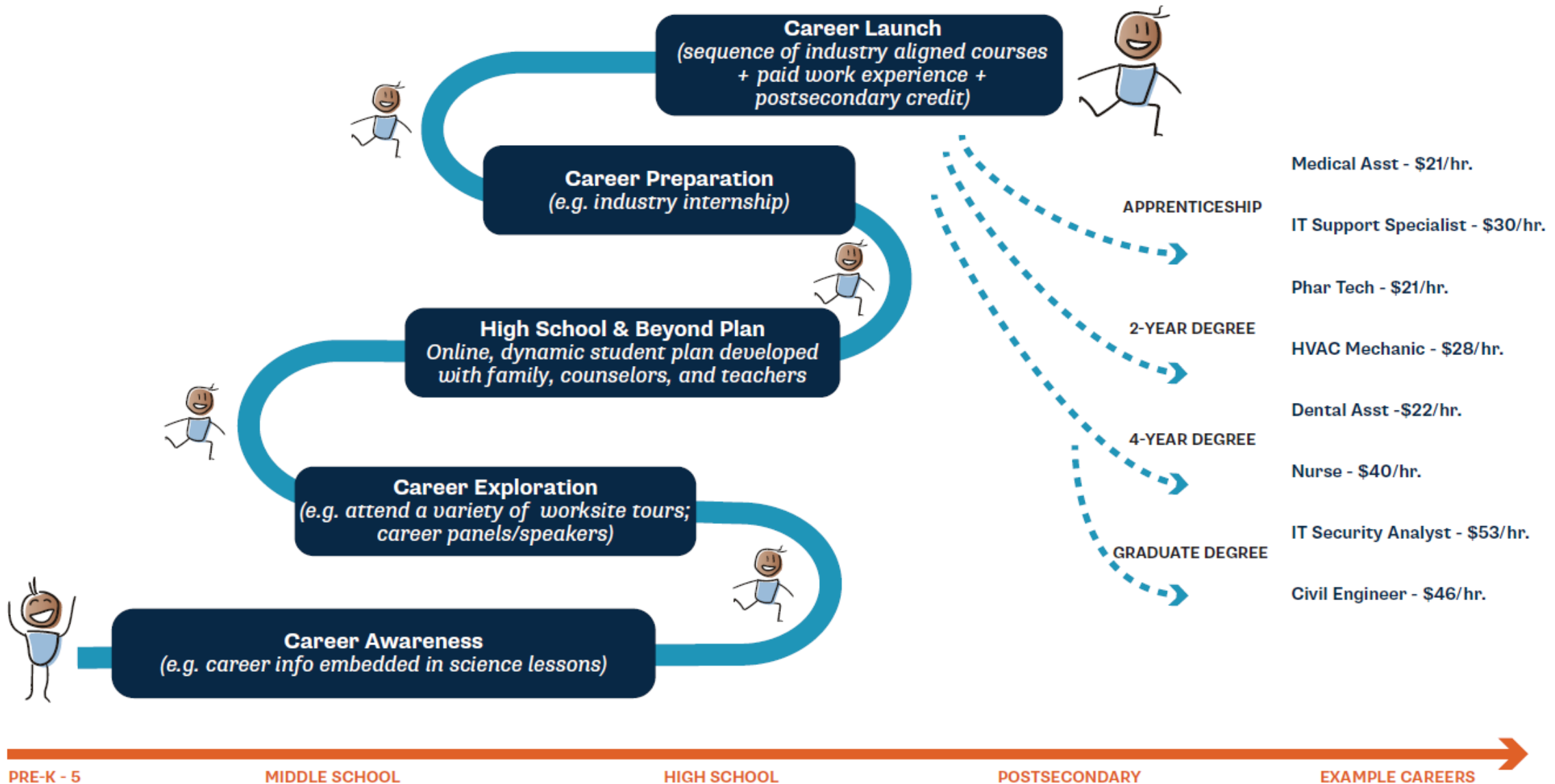
Student barriers –
transportation,
broadband, distance
to West Sound Tech

CTE stigma-
paradigm shift

Communities don't
need or want help
from outside the
geographical area

Yet, there is no help
available from within
the geographical
area itself

INDUSTRY PATHWAY | K12 TO POSTSECONDARY TO CAREER



The Goals

To provide students with equitable, meaningful career development opportunities, we need to:



Build Relationships & Partnerships

Build Programs and Pathways

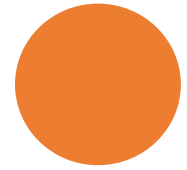
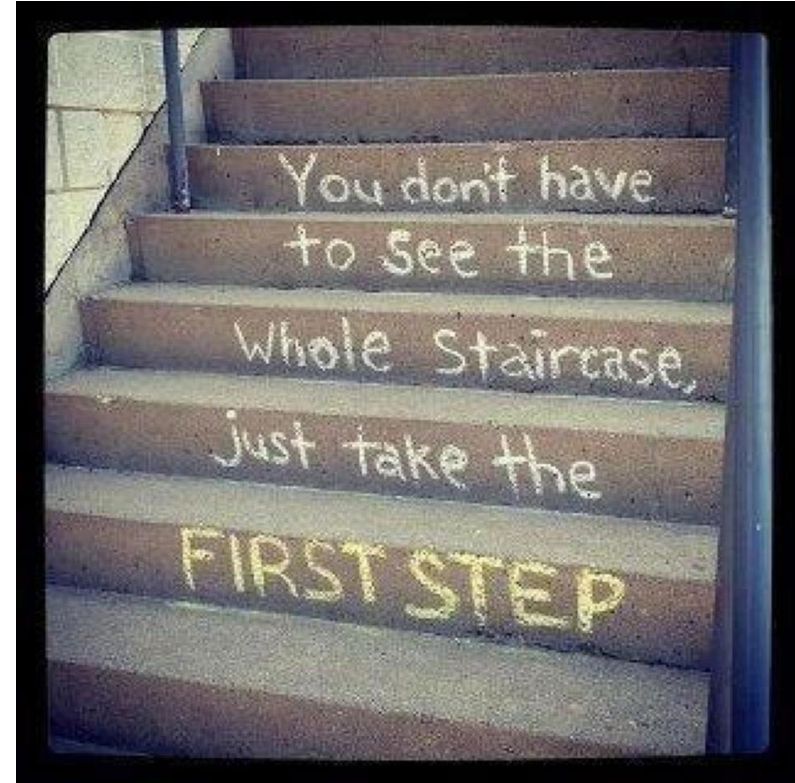
Build Hope and Student
Mental Health Supports

Pathways

At least one CTE GRADUATION pathway in each rural school district

A minimum of one Computer Science course and CS CTE STEM Pathway

Strategically position all rural CTE pathways to be poised for Career Launch



Building Relationships and Partnerships

Go slow to go fast

Respect cultural
pacing

Keep equity at the
center



Building Programs and Pathways

- CLNA responsive
- Community championed
- Prioritized community needs - only have 1-3 pathways
- CorePlus-Construction
- Agriculture
- Healthcare
- Maritime

- CTE Cooperative
- NW Rural CTE Network

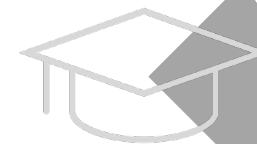




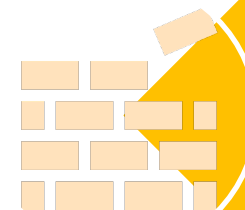
Building Hope



Tribal schools integrating CTE pathways with Indigenous culture e.g., foods, art, language



Students graduating because of CTE Graduation Pathway access



Every school on the Peninsula will have at least one CTE Graduation Pathway and one CS HS course next year – building on equity of programming and access



Lessons Learned:

Relationships and patience are paramount

Cultural competence, pacing and respect determine outcome

Keep it simple with regards to number of CTE graduation pathways

Involve the community and ensure they are leading the discussion

Learn about "collective impact work" in small, rural, remote area and use the collective impact framework to guide your work

Collective impact has five key conditions: a common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone support. But the key ingredient for realizing these conditions is relationships.

Regional Contacts: Developing Career Connected Learning Opportunities

ESD	CCL Coordinator	Contact Information
NEWESD 101, Spokane	Jessica Dempsey	Jessica.Dempsey@scc.spokane.edu
ESD 105, Yakima	Shelley O'Neill	shelly.oneill@esd105.org Cell 509 834-3726
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ESD 113, Capital Region, Tumwater	Patricia (Pat) Lange	plange@esd113.org
OESD 114, Olympic Region, Bremerton	Dr. Kimberly Hetrick	khetrick@oesd114.org Cell 970.445.8958
PSESD 121, Puget Sound, Renton	Walter Jackson	wjackson@pesd.org
ESD 123, Pasco	James (Jim) Kindle	jkindle@esd123.org Cell 509.873.1059
NCESD 171, Wenatchee	Dr. Sue Kane	suek@ncesd171.org
NWESD 189, Anacortes	Sinead Fitzpatrick- Plagge	splagge@nwesd189.org

●● The natural flights of
the human mind are not
from pleasure to pleasure,
but from hope to hope. ●●

— SAMUEL JOHNSON

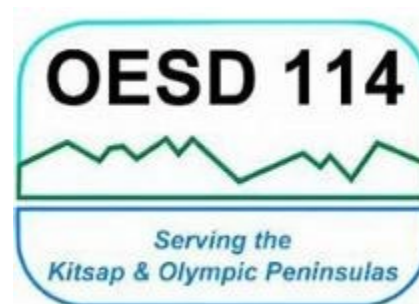
The Power of Hope; Mental Health Wellness

At the heart of change is your ability to understand the way things are and to imagine the way things could be.

The Future Will Be Better, and you have the power to make it so!



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[Sign up for my CCL Newsletter](#)

What Questions do you have?



Questions are the path to learning

Q&A

Passport to Careers





Passport to Careers

Provides a multi-dimensional range of services to students who experienced foster care or unaccompanied homelessness.

Postsecondary Support:

- Served nearly 900 students last year.
- Scholarship to help pay for college or an apprenticeship.
- Funding for institutions agreeing to develop a viable student support plan.

Early outreach and college preparation through the SETuP program.

Contracted partnerships with CSF and ANEW



Early Outreach – SETuP Program

Assists in successfully making the transition from high school to postsecondary enrollment, career, or service.

- Five providers throughout Washington:
 - Serves 350 students each year.
 - Provide case management to complete developmental tasks to increase high school and postsecondary success.
 - Facilitate youth access to appropriate school and local resources.
 - Collaborate with Treehouse staff.





College Success Foundation

Responsibilities

- Facilitation of Advisory Team
- Provide training
- Passport Conference
- Emergency funding for students
- Washington Passport Network

Advisory Membership

- Made up of 30 members
- Representatives from institutions, social services, state agencies, tribes, apprenticeships
- Quarterly meetings, with more frequent workgroup meetings
- Strategic planning



Passport to Apprenticeships



In general, for non-campus based apprenticeship programs.

Assists students participating in a registered apprenticeship or pre-apprenticeship programs.

Covers occupational-specific costs.

- Tuition, fees, work clothes, rain gear, boots, and occupation-related tools.

WSAC contracted with ANew for program administration.



Sources of Support to Students

From Institutions:

- Flexible use of Passport funds

From College Success Foundation:

- Emergency funding through the Scholar Success Fund

From WSAC:

- Scholarships
- Direct outreach email to enrolled students
- Otterbot texting campaign

From ANEW:

- Emergency funding for apprentices
- Assistance with training expenses, equipment, tools, work gear



Resources

WSAC Website

wsac.wa.gov/passport-to-careers

- Student Guide
- Outreach Fliers
- Frequently Asked Questions
- Passport institution contacts

Annual Passport Conference

April 19-20, 2022

Will be held virtually

Washington Passport Network

washingtonpassportnetwork.org

- Institutional contacts
- Communication / Blog
- Conference information
- Incentive Grant Guide
- Support staff Role Descriptions

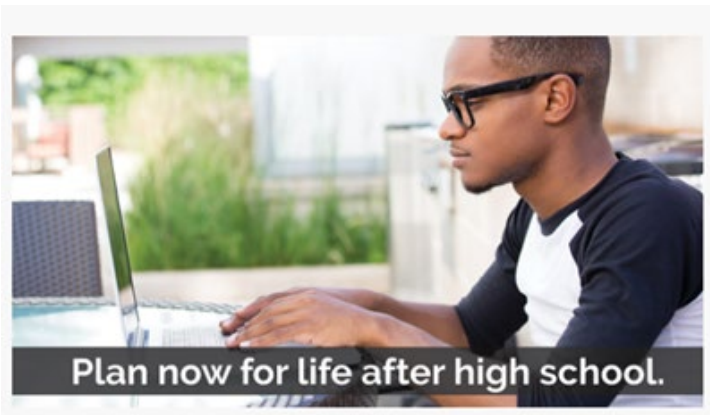


Additional Resources





Resource: wsac.wa.gov/actionplan



One-stop site for juniors and seniors

Career exploration resources to
application information

COVID-19 specific guidance

"A roadmap toward different, and better, lives."

—GAVIN DE BECKER

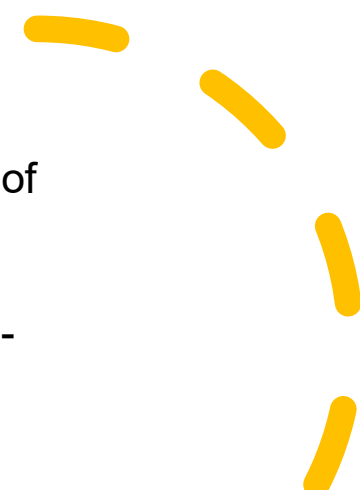
New York Times Best Selling Author of The Gift of Fear



HOPE Rising

*How the
Science of HOPE
Can Change
Your Life*

Casey Gwinn, J.D.
AND
Chan Hellman, Ph.D.



"Hope Rising will be an important source of help to those seeking to find ways to reduce the impact of adverse childhood experiences in order to live thriving, hope-filled lives. Dr. Chan Hellman and Casey Gwinn are the first researchers and authors to connect higher Hope Scores with reducing the impact of violence, trauma, and abuse. The potential benefit of implementing the science of hope throughout society is enormous if we truly want to meet the needs of the currently unrecognized multitudes of trauma-exposed adults and children."

Dr. Vincent J. Felitti



Hidden Brain – Podcast:
“What is not on the test”

What's Not On The Test: The
Overlooked Factors That
Determine Success

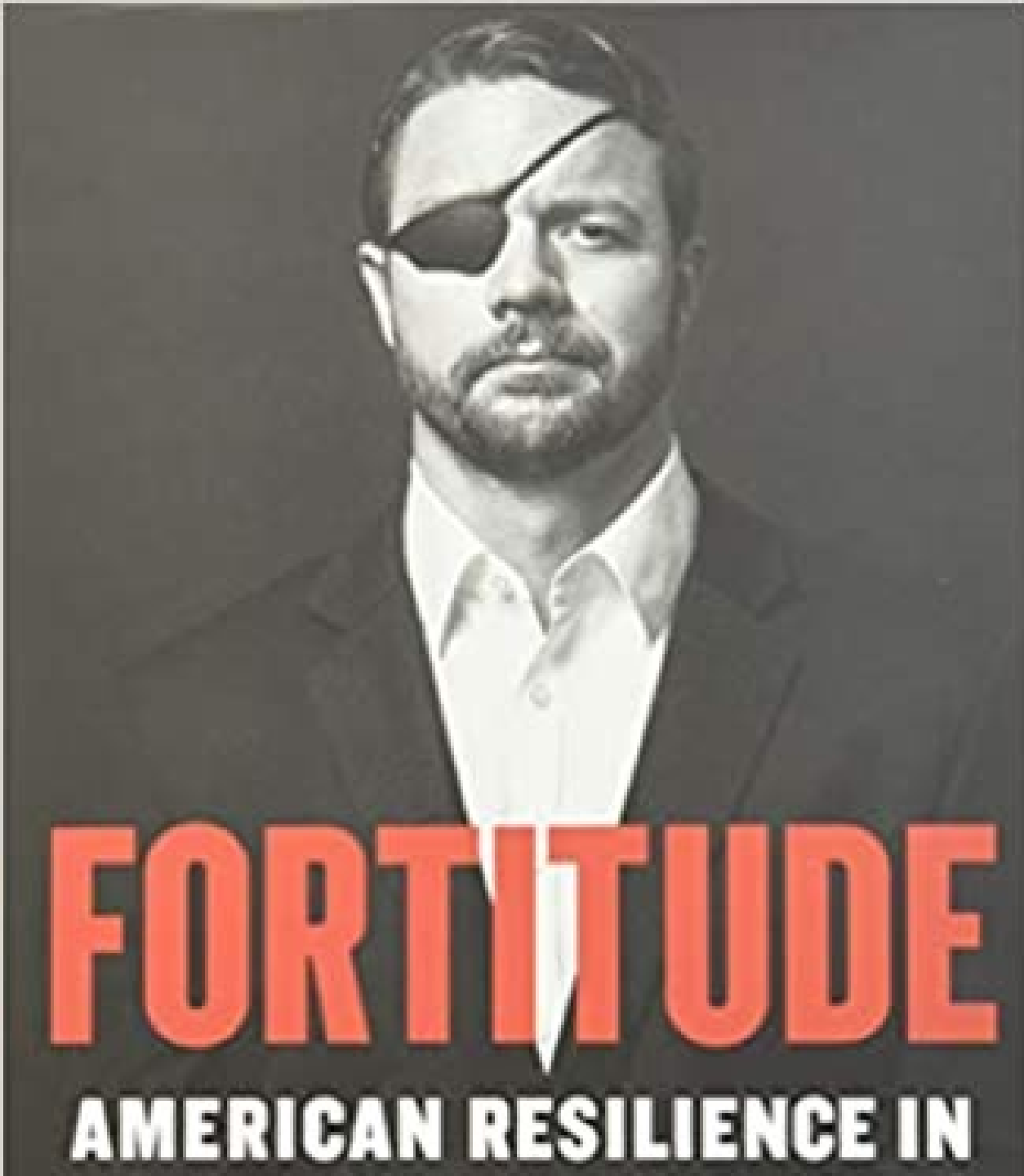


The Science and Power of Hope, Dr. Chan Hellman

Fortitude by Dan Crenshaw

- This book isn't about the problem, it's about the solution. And that solution begins with each and every one of us. We must all lighten up, toughen up, and begin treating our fellow Americans with respect and grace.

Fortitude is a no-nonsense advice book for finding the strength to deal with everything from menial daily frustrations to truly difficult challenges. More than that, it is a roadmap for a more resilient American culture.

The book cover features a black and white portrait of a man with a beard and an eyepatch, wearing a suit and tie. The title 'FORTITUDE' is written in large, bold, red capital letters across the bottom of the portrait. Below the title, the subtitle 'AMERICAN RESILIENCE IN' is written in smaller, bold, white capital letters.

FORTITUDE
AMERICAN RESILIENCE IN

Think of something
you will bring back to
your school to use this
fall and type it in the
chat, but don't hit
return yet.....





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