

Career Development: How COVID-19 has influenced the lived experiences of Hispanic or Latinx students

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Learning Objectives

- ▷ Articulate the effects of COVID-19 on career development.
- ▷ Assess the factors that influence career pathways.
- ▷ Summarize strategies that support student development.

Outline for today's presentation

- ▷ Introductions
- ▷ Importance of project
- ▷ Outline of project
- ▷ Interpretations
- ▷ Findings
- ▷ Strategies
- ▷ Q&A

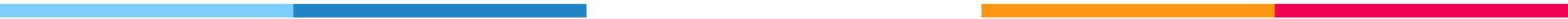
Introductions

Michael Fung

- 2nd year graduate student in the school counseling program at California State University, East Bay
- Currently an intern at Hillsdale High School in San Mateo.
- Project started from our Research class, and the program's emphasis on equity.

Dr. Zachary Pietrantonio

- Assistant professor and program coordinator of school counseling program at California State University, East Bay
- Project mentor



This is a topic of concern because of equity: distance learning is not equal for all schools or students. As school counselors and educators, how do we support ALL of our students?

Importance of project

▷ Background

- At Hillsdale, I primarily work with students on the D/F list. A large percentage of these students identify as Hispanic or Latinx.
- 35% of the student population at Hillsdale High School is Hispanic or Latinx.

Importance of project (cont).

- ▷ Nearly 40% of California's population identifies as Hispanic or Latinx.
- ▷ In the 2019, the U.S. Census Bureau reported that 17.2 percent of Hispanics in comparison to 9.0 percent of non-Hispanic whites were living at the poverty level (Bohn et al., n.d.).
 - There has been significant learning loss in ELA and Math for students, especially at the younger ages, and for students that are considered socioeconomic disadvantaged (Pier et al., 2021).
 - With this in mind, due to the challenges of COVID-19, this past year how do we support career development for this population during this time?

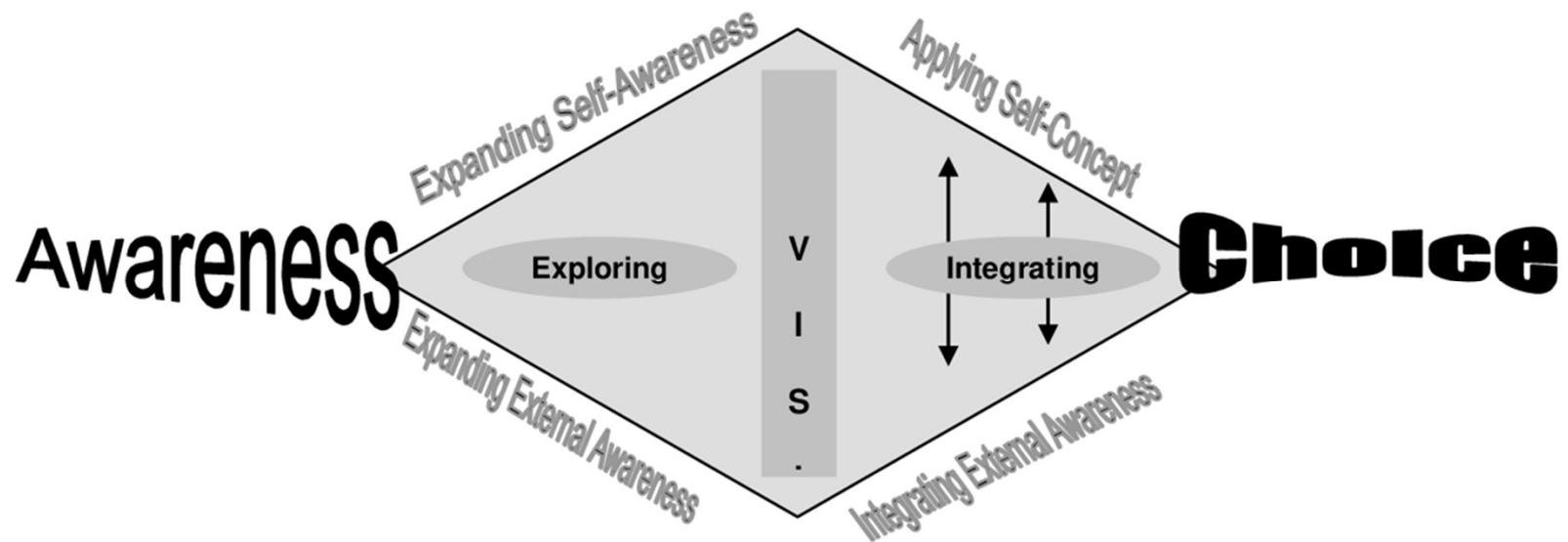
Outline of project

- ▶ We interviewed three students to understand their lived experiences with career development during COVID-19 to help my internship create career development services
 - Each of these students were on the D/F list.

Findings

- ▶ General challenges
 - Students reported loss of social interactions, loss of interest in school, and expressed grief/loss over school activities, such as prom.
 - All students reported distance learning as less engaging as in-person instruction.
 - However, the students all reported that teachers have made an effort to reach out to them, which has helped them stay somewhat connected to the school.
- ▶ We looked for four categories/concepts
 - Self-concept - One's view of self.
 - Self-efficacy - One's view of their ability to achieve academically
 - Resilience - Personal protective factors that help with the ability to cope with adversity
 - Grit - Personal resolve to reach one's goals
- ▶ These factors influence how students progress in classes and in their development

Interpretation



Interpretation (cont).

- ▷ What we learned from project (NCDG, n.d.)
 - NCDG guidelines:
 - I.A. Understanding the self and maintaining a positive self-concept
 - Project category - self-concept
 - I.D. Balance roles: Personal, leisure, community, learner, family, and work (personal career goals)
 - Project category - grit
 - I.C. Integrate personal growth and change into career development and II.A. Personal career goals: Educational achievement and performance
 - Project category - self-efficacy
 - III.E. Adjust career plans for employment trends, societal needs, and economic conditions
 - Project category - Resilience (what were the protective factors)

Strategies

- ▷ Strategies
 - Resilience - what are the protective factors
 - Grit - how is the client balancing roles
 - Self-efficacy - what is the client's personal career goals and educational achievement/lifelong learning
 - Self-concept - what ways are you helping to build self and maintain positive self-concept
- ▷ Soft skills, such as listening, conflict management, and stress management are being lost during this time. These skills are just as important as hard skills for career development.

Interpretation (cont).

- ▷ Bob, a senior at X High School has reported feelings of isolation and not being connected to the school since the pandemic started. Before distance learning, he was a 3.8 student, but is currently failing all classes and is at danger of not graduating. As a junior, he wanted to go to a four year university, but recently reported that he's not sure what he wants to do after high school.
- ▷ [Jamboard Link](#)

Thank you!

Any questions?