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Urban Students and Career Options.

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Acknowledgements

First and foremost, I would like to give honor to the most high above, which is my Lord and Savior Jesus Christ. Father, it's because of your grace that I am still alive. I will continue to put my trust in you as you lead me to a new chapter in ministry. I will continue to serve you until the very end.

I would also like to recognize my mother, Florence Gray Cuthrell and father, the late Willie Titus Kates. Mom, I appreciate your encouragement and support from preschool to graduate school. If it was not for your strength and support, I would not have made it. I love you and this is the beginning of what God has for us.

Dad, I am thankful that I made peace with you before you died. Your words with intent to break me became a sense of encouragement. You taught me valuable life lessons with your actions, I now realize I can either allow words to hinder or motivate. I have chosen to resist spiteful and negative attempts, rise to the occasion and fulfill my destiny. Thank you.

Uncle Samuel M. Gray, thank you for filling the void my biological father created and becoming the father figure I desired. I am grateful for your love and support, and I appreciate your honesty and instruction on manhood. I do not take you for granted, and wish you the best that life has to offer. I am blessed to have a loving family member such as you.

Miss Lynette Tanner, thank you for supporting and believing in me. You assured me I could achieve my goals and believed in me when I did not believe in

myself. You constantly reminded me that I knew more than what I thought I knew. If I did not receive your wisdom and support, I would not have had the opportunity to scribe this acknowledgement. I remember your words of wisdom like it was yesterday. You stated, "I thank we can achieve these goals." I will never forget all you have done for me. I am eternally grateful towards you.

To the entire staff/faculty of the Counselor Education Department of whom I had a chance of knowing as my instructors as well as a graduate assistant: Dr. Muhyi A. Shakoor, Dr. Susan R. Seem, Dr. Thomas J. Hernandez, Dr. Patricia Goodspeed, Dr. Jeffrey L. Cochran, Dr. Leslie A. McCulloch, Professor Patricia Diehl, and Mrs. Dorothy "Dottie" Reed; thank you for accepting me into the Department of Counselor Education. The requirements and demands of the program proved to be demanding at times. I am overjoyed that the staff saw past my mistakes, recognized my potential and passion and gave me the opportunity to attend and complete the requirements. The curriculum initiated self reflection and resulted in personal maturity. I am now more aware and understanding of others as well appreciative of my personal talents and skills.

Lastly, I dedicate this thesis in loving memory to my maternal grandfather, Robert Forest Gray and my godfather, William "Bill" Robertson. Granddaddy, I miss and love you so much, my desire is for you to witness me walk across the stage in May 2008. Your presence may not be physical but you are always in my heart, and I know that you would be proud of me, the first grandchild to receive his master's degree.

Godfather Robertson, I have not forgotten you. My next goal is to pursue gospel music. You taught me my first song to sing at the age of six "We need to hear from you." By faith I'm holding on to God's promises of recording. I believe God will establish me according to His will; when he does I will dedicate my first CD to you.

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Abstract

rban American Youth may not receive sufficient exposure to career opportunities and a lifestyle outside of their norm. The American Dream for minorities, particularly African Americans and Latinos, revolves around their loyalty to their ghettos. Securing white collar jobs are not the dreams of this community: settling for minimum wage positions in neighborhoods more familiar are realistic ideas. Families in urban communities lack secondary education and support from social agencies to increase their ratio of success, Therefore, minimum wage opportunities become attractive, despite the struggle the wages create. Single parenting as well as of lack of appropriate role models results in minors' involvement in gangs, violence, sexual activities and like mannerism.

Review of Literature

The United States federal policy is more familiar with teachers' quality and less concerned with students, particularly urban students, dropout rate. The dropout rate at the secondary school level has continued to increase by fifty percent over the last three decades (Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003). The primary cause stems from students feeling unappreciated and unsupported by their teachers, who appear uninterested. Miscommunication between educators and students is evident and leads to a lack of interest among students towards education resulting in a high rate of dropout. (Marquez & Maruez, 2007, p. 403).

According to Hurrelmann and Hamilton (1996), students are distracted by mass media exposure, which hinders their ability to focus on education and preparation for careers. "The great dilemma is that adolescents have a lot of freedom within the social and financial arena but are without a real challenge." The mass media offers only a superficial fulfillment and a pretense of adventure and experience (p.58). Adolescents have become obsessed with perception rather than career opportunities. The perception of materialistic worth is a vicious cycle that continues to engage adolescents' desire until another product is produced and introduced.

The theory on adolescents' exposure to material products reviews adolescents living environments and lack of responsibilities (Hurrelmann & Hamilton, 1996). Murnane (1975) discussed how resources are hardly offered

towards improving urban students. Low income U. S. citizens from various states took the initiative to proceed into legal action against their state government. Citizens argued that it is morally wrong to limit and budget urban children education based on personal tax contributions when the government only gives back a percentage of what is given. Could it be that the governments' primary interest, revolve around profits generated in the inner city as opposed to investing in urban children's development, education and careers (Murnane, 1975)?

As the adage says "the rich becomes richer and the poor remains poorer." It appears the government's primary interest is to make a profit in the urban areas; therefore, there is no need to invest in helping urban children become advanced. Given that urban students drop out at alarming rates and are not recipients of scholarships for secondary education; minorities usually retain blue collar jobs and continue to be subjected to stereotypes based on their background, limiting their perceptions and potential.

Demographers and planners refer to neighborhoods within a certain radius urban, creating socioeconomic and racial connotations. When media reports describe a neighborhood or group of residents as "urban," instantly the thought pattern shifts, the readers envision the neighborhood as poor and in many cases, non-White. Such references become more explicit when terms like *inner-city* are replaced by words such as *ghetto, slum, barrio, or hood* (Hurrelmann & Hamilton, 1996, p. 23).

Research report stereotypes such as minorities being poor individuals who speak improper English. The inappropriate use of slang such as "my bad"

validates researchers' assumptions and perception that minorities are not appropriate for higher education.

Urban students on a fixed income are often criticized and have no support or defense, Noguera (2003) argues "Urban schools that serve mostly low-income, ethnic minority and language minority students, have many critics and few defenders in these times of shrinking budgets, high stakes testing, and accountability"(p. ix).

Schools lack advocates due to their geographical location as well as the population they serve. Environmental factors such as crime and violence represent the inequalities students experience on a daily basis in their communities and academic settings. Timing is critical, consistently neighborhoods experiencing serious crime wait longer when placing urgent calls to their local authorities, while residents in more affluent neighborhoods generally received prompt attention for relatively minor incidents. The difference in police response may be related to stereotypes or racial profiling due to geographical locations being identified as drug "hot spots" in urban communities (Noguera, 2003, p. 33). Drug affected urban areas are known for having high crime rates that pertains to violence and drugs. The lack of response from authority prevent inner city youth from escaping negative environments indirectly affecting their chances of returning to the educational arena or aspiring beyond familiarity.

Elements such as poverty and low employment rates affect the success ratio of youth within the community. Miller, McKay and Baptiste (2007) state:

" Urban neighborhoods characterized by poverty, low employment rates, and a large percentage of families headed by single mothers may be especially prone to elevated (p. 123)". Most single urban mothers, who work minimum-wage jobs, are usually the head of their families. The lack of fathering and role modeling provides obstacles with in itself, when combined with lack of resources the likelihood of pursuing secondary education, decreases (Citation).

Difference between White and Blue Collar Jobs

Students attending suburban schools receive a variety of resources preparing them for white-collar jobs, while urban students resources remain limited and blue collar jobs obtainable. Noguera (2003) mentions that under the present conditions, academic failure for large numbers of poor and working-class children is inevitable, blue-collar jobs remain prevalent and achievable for urban students. Suburban and private educators continue to rely on curriculums that meet qualifications for high skilled white-collard jobs, their students typically advance and secure white collar jobs. The need to retain blue collared workers should not be diminished or reserved for one class of people, the opportunity for secondary education and personal development should be shared among the social classes. As long as suburban and private schools continue to generate qualified students for high-skill, high-wage labor; or as long as such labor, can be imported, the failure of low-performing schools does not pose a threat for the economy (p. 13).

It is predicted and accepted that low-income urban students have the highest failure rate. Suburban and private students are more advanced and succeed

in the corporate industry. Minorities become the individuals who fulfill the

minimum-wage positions. For example, an urban student who is not succeeding

academically; caused by not receiving support, beneficial resources, and living in

a safe environment, is expected to fall in the category of working in the lower

class. Due to the environment they were raised, it is common to accept low

income jobs and believe minimum wage opportunities is the best opportunity to

be achieved.

The American Dream

Most urban students are limit to exposure and resources to help create goals

outside of the stereotypical urban perception that leads students into minimum

wage professions. Noguera (2003) states, "Increasingly, the term urban is less

likely to be employed as a geographic concept used to define and describe

physical locations than as a social or cultural construct used to describe certain

people and places" (p., 23) People who are born and raised in urban communities

are mostly perceived to be unemployable by white collar communities. For

example, an individual who is born and raised in a poor neighborhood is

considered to adapt to urban styles of dressing and communicating. This may

prevent this particular individual from being employed in a white-collar job..

Disadvantage families struggle because of their boxed mentality, their

mentality limits their communication to the rest of society. This box is not only

imaginary but inflicts emotions, such as depression, bitterness, and anger resulting

in violence. Miller, Mckay, and Baptiste (2007) emphasize specific family factors

tied to urban living, such as socioeconomic disadvantage, social isolation, poor

living conditions, violence exposure, high levels of stress, and lack of social

support that may undermine parenting and contribute to the development of

childhood risk-taking behavior (p. 124)

It is to be expected that children partake in misbehavior. In spite of good

parenting, a child lacking parental supervision is exposed to various risk

behaviors that include: violence, sexual activities, drugs and alcohol, theft,

insubordination, and inappropriate dress. Children whose parents are not socially

involved deal with disruptive behavior (Miller, 2003, p. 124).

When parents are not observing their children the child develops

inappropriate behavior and affiliates the behaviors with children of different ethic

backgrounds. These behaviors and stereotypes reflect the parents' style of

parenting.

Without parental supervision among the urban youth, as Hurrelmann &

Hamilton said, "youth are free from financial and social responsibility, which

allows them to have free time to hang out with their peers and be more at use of

being involved in illegal action". Urban Black adolescents are considered more to

be at risk than any other race because they live in high risk dangerous

neighborhoods. Psychologically misbehaving is a tool to survive within their

neighborhood. Ideally the involvement of mentors, overseers, or authority figures

will provide the support and nurture students desire to resist negative peer

pressures (Miller, Mckay, & Baptiste, 2007).

Parent(s)/Guardian(s)'s Perspective

According to Miller, McKay, & Baptiste (2007), parents particularly single mothers living within inner-city communities, do not have sufficient social support for themselves as individuals or for parenting"(p. 123). Without resources, gaining independence and the knowledge to assist their children pursue secondary education is unfavorable. Even though most African American mothers lack the resources to assist with advancement some still chose to expose and involve their children in inexpensive positive activities such as after school programs, church, boys or girls scout, art museums, camping or sports to prevent involvement in violence. (Miller, McKay, Baptiste, 2007, p. 125).

Dysfunctional environments can mold a students' reality concerning choices, opportunities for education and careers, gangs, violence, and drugs. "Urban parents, therefore, play an important role in protecting youth from negative experiences within the urban environment, particularly by limiting negative experiences or buffering the influence of risk-taking peers" (Miller, McKay, & Baptiste, 2007, p. 125). Exposure to mentoring programs highlights alternatives to familiar lifestyles presented in their communities. Parent involvement and exposure to extra curricula activities decreases urban youths exposure to violence.

Single parents can use strategies with their children to instill disciplines and prevent inappropriate behaviors. Implementing these strategies allows urban students to tear apart from familiarity and succeed in any career interest if given the opportunities to explore a choice of careers. There are networks that support

and educate mothers to monitor and have authority over their children. This network helps to build and strengthen the mothers character to be more aware of what is going in their child live (Miller, McKay, & Baptiste, 2007, p. 126).

Students' Perspective

According to Kenney, Blustein, Chaves, Grossman, and Gallagher (2003), poverty and discrimination are causing urban students to fall behind in education and career development skills. Urban students are expected to remain naïve to the American Dream. It has become increasingly challenging to motivate urban student who believe that poverty is their American Dream. Individuals who remain in poverty continue to experience discrimination, lack aspirations and motivation to pursue higher education, limiting themselves and remaining impoverished (p. 142).

Teachers are in needs for better strategies and a better understanding of urban minorities, focus groups with urban students' and their families will assist in equipping teachers with appropriate tools (Marquez-Zenkov, K., Harmon, Lier, & Marquez-Zenkov, M., 2007). Teachers' communications with students' families might involve providing them with tools for assisting these youths in their academic endeavors—making home visits in order to supply them with gages of tips, questions to ask their students, and simple encourage with them around their school tasks (p. 411). If teachers take the time to go visit their students' home and receive knowledge on urban minorities it is a possibility that they will have a successful school year.

Urban students already have an ideological thought of their teacher. They have the assumption that their teacher expects low expectations based on their personality. "Students are ready to perceive teachers' low expectations of their behavior as evidence that these teachers have lower academic expectations for them" (Marquez-Zenkov., K., Harmon, Lier, & Marquez-Zenkov, M., 2007, p. 411).

Evidence proves that most students will adopt more to education if teachers approach them with motivation. Most students want their teachers to have the character of a coach and counselor instead of abiding by the traditional teaching method. Young adults from the local community want the teacher to unite with them in the community outside the school setting (Marquez-Zenkov, K., Harmon,, Lier, & Marquez-Zenkov, M., 2007, p. 411).

Role Models

According to (Marquez-Zenkov, K., Harmon, Lier, & Marquez-Zenkov, M., 2007) adolescents who look for role models with similarly may be acquainted with peers of the same age who they can relate. It is to be expected that the youth will received unwise wisdom with limited experience. Particularly, adolescents look for role models with similar interests to guide them. Unfortunately, they end up hanging out with their own peers and rely on each other for guidance (p. 412—413). Urban youth who is not exposed to different professional role models of the same race are limited to career choice. "With little exposure to racial and ethnic role models in varied professional occupations, urban minority youth obtain limited knowledge of occupational alternatives that could serve to shape their

goals and aspirations (Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003, p.

142)." Urban adolescents do not have professional models to speak with them

and discuss their career interest that could benefit and prepare them for the future.

Knowledge

Knowledge does not only come from cognitive perspective, but from other

sources, such as creativity. "Knowledge organizes itself into knowledge structures

such as patterns and schemas, which are necessary for successful problem solving

(Stoyanov & Paul, 2007, p. 51).

Individuals who are not academic scholars are known to be creative.

Scholars concluded that not all people have a strong preference; however, each

person posses a special gift, one being the gift of creativity (Stoyanov & Paul,

2007, p. 51).

Individuals ascertain knowledge differently. For example, an individual

may learn more by life experiences and exposure. Individuals that lack advance

resources can pursue their goals through their creativity. "People performing on

the same level can approach problems in different ways. Style preferences are

value neutral as each style can produce creative solutions" (Stoyanov & Paul,

2007, p. 53). Individuals who function on level fields may utilize different

techniques to handle issues.

Problem-solving cognitive style should be distinguished from the problem

solving process at each stage; people can operate on different levels and apply

different styles. (Stoyanov & Paul, 2007, p. 53). Individuals may have similar

knowledge but process information differently.

Career Development

According to Astramovich and Harris, the American School Counselor Association (ASCA), school counselor advocate to help minority unite with white students and help them to achieve higher on academic performance to be on the same levels as white students. School Counselors today are called to advocate for others of a different race to establish and connect with White-Americans. Minorities were known for having lower grades than the White-Americans According to The American School Counselor Association (ASCA), counselors are chosen to subsidize for non-White students to secure equal opportunities of education to received education. Minorities are still struggling with racism. Minorities are oppressed based on the education status among the sociopolitical and economic issues that still have an impact towards minorities (Astramovich, & Harris, 2007, p. 269).

Students of non-Whites, struggle to work hard to graduate from high school, it is a challenge and expectation that these students pursue further higher learning or maintain a well paid job in the cooperate world after they complete high school. "For Black and Latino students who are advancing toward high school graduation, the decision to pursue higher education or the world of work can be fraught with conflicting emotions, pressures, and expectations (Astramovich, and Harris 2007, p. 265)". Even though students survived through high school, they still face difficulties of dealing with conflicts and pressure between others.

Method

Setting

This research was conducted in a High School Setting located on the area of Western New York. The population of students is 1930 total. The ethnicity is 1% Native American, 82% African American, 17% Hispanic, 3% Asian, and 8% White.

For Socio Economic Data, 81-90% of students receive public assistance, 65% receive free or reduced lunch. As for the behavioral problems, students' attendance rate increased by 35%, suspension rate is19%. 4.4% unemployment rate as for the national median family income is $41, 944 and the city is $27,123, NY highest Chlamydia contractions per capita, 10.4% per 1000 people are either victims or committed crimes C. H. Stokes (Personal Communication, December 5, 2007).

Participation

Students were selected based on lack of attendance, academic, and social skills. These students were chosen because they live in a dysfunctional community. Twelve students that fit the profile were selected by the Vice Principal because they were considered at-risk students with disciplinarily behavior.

Procedures

A proposal was conducted that included discreet details that discussed and included the purpose, a questioner, and parent consent forms. These students were

involved in fights and a few were given long-term suspension. These students

were also selected based on poor grades and skipping classes. The idea was to

expose the students to career opportunities and see what impact if any resulted.

The researcher met with these individual students during their homebase time

approximately for forty minutes. Four sessions were administered that included: a

questioner, a project an a college, a guest speaker, and a discussion on careers.

Evaluation

A questioner was administered. This questioner was created by the instructor. The

instructor asked seven questions, four scale questions and three short answer

questions.

Purpose of Research

The purpose of this project is to prepare and expose students especially

students who have behavioral problems to careers that they may not be aware.

This program included discussion of career goals, and listening to a guest speaker

discuss her career achievements. This program is designed for students who are

unaware of the various career opportunities that exist, and is being implemented

as part of the normal educational practices of the role of a school counselor.

Results

Career survey

	Good	Excellent	Fair	Average	Poor
Career Preparedness	3	2	3	4	0
Skill Level	7	1	0	4	0
Comprehension Skills	5	0	1	5	1

Have you ever visited or a work site?	4	8	-4
	Yes	No	Change
Have you talked to a professional about your career?	6	6	0
Should students explore alternative career options?	11	1	+11

Career Survey

The Career Survey revealed that: 5 out 7 students considered themselves to be well prepared for their future career. 8 out 12 students believe they had the skills to be successful in their career in the future. 5 out of 7 students indicated that they understood the steps they would need to take in order to attain their career goal. The Career Survey also revealed that: 4 out 12 students visited a university or work site. 6 out 12 indicated that they had talked to a professional in their chosen career about the particulars of the career. 11 out of 12 stated that it was important for them to venture outside of their own community in order to learn about different career opportunities.

Discussion

Data Analysis

According to the results, eight out of twelve high school urban students have not visited a university or a work site. It is important that this population is exposed to work sites and universities at a young age, so they can begin to set realistic goals for themselves that will help fulfill their promise. Students will have the opportunity to meet urban college students who may have had similar experiences as they were defining their career path.

This is an example of Kenny Blustein, Chaves,Grossman, and Gallagher, (2003) belief on exposing urban students, "With little exposure to racial and

ethnic role models in varied professional occupations, urban minority youth

obtain limited knowledge of occupational alternatives that could serve to shape

their goals and aspirations" (p.142).

Eleven out of twelve urban students think that it is beneficial for urban

students to venture outside their own community. These students live in an urban

area in western New York where the economy is currently in a state of

depression. As a result, students do not believe that there will be jobs available for

them after high school. This idea is reinforced by the fact that during the last five

years, some major corporations that helped the economy remain stable, have

either closed or relocated to other areas.

According to the career survey, seven out of twelve have good

communication skills and understand all expectations related to career of interest.

The career survey indicates that these students perceive themselves to pursue a

career path in the future. (Marquez-Zenkov, K., Harmon, Lier, & Marquez-

Zenkov, M., 2007) mentioned that individuals who are properly trained and

develop skills to be successful in the future, are more likely to obtain their career

goals (Marquez-Zenkov, K., Harmon, Lier, & Marquez-Zenkov, M., 2007).

Individuals develop or choose careers from different sources. Some

individuals inherit a family business. Others attend college and choose a major of

interest. Some who have no hands-on skill choose a career based on his

experiences. All of these sources include development skills that suit the position

for the career. The Blustein (1997) theory accepts social and psychological

factors that develop careers. Blustein does not take into account that genetic traits

may lead into careers. It appears that Blustein believes that an individual's genetic traits does not determine his or her career success.

First Session

The instructor administered a questioner to the group to answer questions based on exposure and plans to pursue the career of interest. The purpose of this questioner was to see how familiar and how expose students are towards their careers. After the instructor administered a questioner to the students to complete, students who are knowledgeable on pursuing the same career should be viewed equally. An individual who does not follow the "proper procedures" may have to approach their career goal differently based on their personal situation. As Just because an individual takes a different approach does not mean he or she is less important than the individual who pursues their career in reasonable timing (Norguera, 2003).

The instructor started a discussion on careers by having each student state his or her career of interest and why. A few students mentioned pursuing a career in law enforcement. According to Moore (2006), the connection between interests and career choice is affiliated with individuals who choose a career based on their upbringing:

Interest and career choice develops into a relationship and work hand to hand well. Usually people chose a career based on the history of their family. For example, if an individual comes from a family who loves to help other families than it is more likely that this inividaul will pursue a career that is in the field of

human resources. Both White and Black citizens, values their family upbringing

(Moore, 2006, p251).

In this case, an individual from the group choose a career in law. The individual's

grandfather was an attorney. This shows that this individual inherits her career

family career values.

The counselor should understand the issue that the student is presenting in

order to create a solution to the problem, such as students who are struggling with

career decisions. The counselor should learn and understand his students'

background before he or she assist them further for career decisions.

Career decision-making difficulties can be analyzed in several ways. First,

where (i.e. in what domains or categories) do the client's difficulties lie? Second,

how severe are these difficulties? Third, to what degree is the client aware of

these difficulties? (Amir & Gati, 1996)

Career decisions depend on the individuals' background and how server

does their background has an impact on him or her to achieve develop and

achieve a career. For example, from the group discussion, one student mentioned

that he lives in an impoverished environment. The student realizes he lives in an

environment that has limit resources and opportunities of his career interest. Not

having access to the internet or new textbooks are obstacles which inhibit the

student's ability to achieve at his or her maximum level. As a result, he or she

realizes that he or she would have to work twice as hard towards his or her career

goal due to a lack of resources. Compared to students who come from a more

secure environment that has resources that will prepare him or her for society, this

is a huge disadvantage for the impoverished student. In this case, a high achieving

student mentioned that he is struggling because of the environment he lives in.

This student wants to achieve more than just receiving good grades, but at the

same time, he does not want to lose the respect of his community. (Personal

Communication, October 31, 2007).

In the school setting there are students who realize they have to work

extremely hard to achieve success. Other students receive outstanding grades;

however, they think they have to maintain an image that is acceptable to his or her

community.

A counselor should not compare all students as one; they should view

them as individuals who may have similar situations. If counselors are self-aware

and aware of each student's situation, then they will be able to establish an

atmosphere of trust with each student.

To gain trust, school counselors must show respect towards their students.

As Lewis and Borunda (2006); applied, "all students have a voice to tell their

stories and where the school narrative focuses on helping students reach high

expectations, find care support, and discover opportunities for participation" (p.

406). School counselors need to be aware that all students have their own view of

life and that counselors have to respect students' values as well as their decisions.

Students are not little defenseless children, but capable adolescents who are on

different levels.

Second Session

The group was instructed to make a collage based on the diversity of the economy. The purpose of this project was to have students identify the term career as well as identify how many individuals of race works in this particular occupation. Students cut out pictures of models, family, entrepreneurs, educators, and janitors. Students explained and identified the race of each occupation. This exercise fits Holland's theory on conventional.

Holland did indeed believe in career stereotypes. In other words the person

psychologically defines himself or herself via a given job. Thus, a bookkeeper or a clerical worker would primarily fit into the conventional category (Rosenthal, 2002, p. 315)

A few students mentioned that they normally see most minorities particularly African Americans and Latinos working blue-collar jobs and up scale, particularly whites, working white-collar jobs. American society concludes that under the present conditions, academic failure for large numbers of poor and working-class children is inevitable. Blue-collar jobs still need to be fulfilled. It is to be expected that most urban students will proceed in working a blue-collar job. As long as a quantity of suburban and private schools provide the curriculum that meets the qualifications for these high skilled white-collard jobs, suburban or private students are advanced to work white collar jobs. Most urban students perceive working in blue-collar jobs is the norm (Noguera, 2003, p. 13). A Counselor should listen and understand how urban students view society. The counselor can be more of help to the student by exposing them to an environment

that they are unaware of such as, introducing them to a white-collar professional

of the same race to break down the stereotypes of white and blue-collar jobs.

Third Session

During the third session, a guest speaker came in and discussed her

success by sharing her life experience. The purpose of having the gust speaker is

to identify with individuals and share with them that in spite of the violence and

hardship in the urban setting they can still succeed. The guest speaker discussed

how she grew up in an impoverish district and was determined to go to college to

live a better life. She shared with the group that her counselor is the reason why

she stands today because she shared her dream and her counselor provided

resources that she needed to fulfill that dream. The guest speaker mentioned that

she completed college in three and a half years.

It is important to expose students to more same race corporate professional

because "With little exposure to racial and ethnic role models in varied

professional occupations, urban minority youth obtain limited knowledge of

occupational alternatives that could serve to shape their goals and aspirations

(Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003, p. 142)."

The guest speaker is a prime example of being a professional who this

group has not been exposed. After the session was completed, the group remained

in thought for one minute. The group asked questions to the guest speaker about

her personal life such as if she is married now. This questioned was applied

because the speaker shared with them that her step mother only told her that she

was destine to be a teenage mother. She replied she is happily married with a child. Students expressed that they enjoyed the speaker because how she achieved her dream through her struggles.

Fourth Session

The instructor came to a closer. The group was sad to hear that the last session was the final end. However, individuals from the group have shared with the instructor that they realize they can succeed and adventure outside their local community.

Students who come from similar backgrounds are self-aware that they have a choice to leave the situation that they are in, in order to better themselves. For example, during the group session, a student mentioned that he works at fast food restaurant and he wants to transfer to another location for security. He responded that he wants to attend college and avoid being around violence. Urban students who live or work in a dysfunction environment want to live in a safe functional.

Minority youth who lives in poverty are exposed and impact my community that education and career development is not considered their first priority. Students who are struggling with personal events such as peer pressure or dealing with poverty in the community they live in face an even more challenging decision because high achievement is struggle caused by not having the proper resources that will improve their ability to make positive and structured career and life choices.

In the inner city high levels of poverty exist caused by unemployment and violence. Resources such as, civic organization and health facilities are not around to advocate for these impoverish environment to help restore the area (Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003, p. 142).

It is more difficult for students who want to escape poverty because of a lack of resources to help provide the higher education to prepare them for academic or career success urban students who live in a state of poverty are impacted by violence.

A school counselor will have to accept the facts that some students will not attend college after high school. It is not saying that students will never attend college, but maybe not immediately.

…23% of jobs in the 21_{st} century will require a four-year degree. And that's good news for the two out of every five high school graduates who don't go to traditional colleges, as well for the one in four students who drop out of four-year schools by their sophomore year. (p. 26).

77% of jobs are available to students who did not attend a four-year institution. It is important for urban students to be aware that both higher and vocational educations are valued options for a career, and that neither is less important in society. This would be a beneficial resource for urban students who have not been exposed to other career opportunities because it gives them a chance to be exposed to different occupations. They will see that they do not have to accept the ideological perspective that an absence of a college education will lead to an improvised life.

Specifically city schools lack resources that can prepare students for society after they graduate from high school. Having updated resources will help students to understand what their strengths and weaknesses are, which will help them narrow their options and focus on a career that they can be successful in and proud of. Students are the future.

A school counselor should be prepare to work in an environment that supplies verity resources a verity schools lack resources that could better prepare students for greater success. Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003) "Many urban youth, especially minority youth, attend schools that lack sufficient resources to prepare them for success in college and the world of work" (p.142).

Students who lack social support from their family can benefit by participating in a vocational program. It is understood that the urban families are very supportive towards one another, especially family from out, of town. This particular family is cared with special treatment such as hospitality (Kenny, Blustein, Chaves, Grossman, & Gallagher, 2003, p. 142).

Even though some urban students receive support from their families, others are less fortunate to have a family bond. Students without family support struggle to succeed.

It is important for students to have role models of their own race. Studies had shown that other children have accomplished great successful without being influenced or exposed to negative environments of individuals and family. This children have a mind set that prove in spite of any circumstances they will still remain optimistic (Broussard, Mosley-Howard, and Roychoudhury, 2006, p.122).

It is important that students receive support not only from educators, but also from their own community.

Students can succeed in career planning with the support of the family and educators working together. When children see communication between their family and educators, it provides a positive social school environment: Active positive interactions between family members and school personnel strengthen the meso system, increase the likelihood of success, and may even strengthen family micro systems as parents work with their children to develop personal resilience and strength (Broussard, Mosley-Howard, & Roychoudhury, 2006, p. 123).

Parents and educators who are supportive will benefit from one another by being exposed to each others' environment. For example a parent who is involved in the learning education environment is not only hearing "how important education is" but seeing how the educator and the child interact together and see the development in their child to prepare them for the next grade, college, and the corporate world. Counselors will have a clearer understanding of their students by being exposed not only in the school setting but to see how parents communicate and provide for their child in the environment surroundings. Genograms can lead to a clearer understanding of themselves. For example, a genogram will give him a whole outlook of his family occupational history.   This will help students have ideas about where they might have an interest in a career they choose.

Program Opportunities

Programs that will improve students who have poor attendance as well as poor academic performance might give students some sense of direction they are heading. Visher Bhandari, Rajika, Medric (2004) "For many students, programs and activities that expose them to various careers can engage them in school and provide them with options" (p. 135). If students are enrolled in a career program that provides workshops based on interviews, resumes, appropriate attire, and take field trips as well as internships, this will benefit and prepare students for career success, which is the mission of the federal School-to-Work Opportunities Act (STWOA). "All students can benefit from more knowledge about career options and the skills and training required for different jobs, just as all can benefit rigorous academic study." (Visher, Bhandari, Rajika, Medric, 2004, p. 136) if student have mentors to prepare them for career success, students can be motivated and prepare for their career success.

Limitations

Most urban students often feel that there is no hope for them to succeed in society. They constantly see people who are the same race, working blue collar positions such as bus driver, lunch lady, janitor, and factory worker. In their eyes, education is hopeless because they believe that they are going to end up working one of these blue collar jobs. Since most urban students have not been exposed to career opportunities outside their neighborhood, they think their chances of obtaining a career are minimal.

Urban students who have free time on their hand are exposed negative social image present in the media. These students are influenced by extravagant lifestyles that focus on materialistic things. They are awed by the materialism present in society and want to achieve a similar lifestyle for themselves. The media does not endorse this media education as means by which urban students can attain success. Such a mindset limits the possibility of them attain financial success in the future.

Implications for Counseling

Counselors are in the best position to introduce young African American students to various career choices because the counselors advocate for all students including minority students (Amir & Gati, 2006). Most African American students come from low-income backgrounds and may not be exposed enough to other white-collars professionals of the same-race. As a result, some young African Americans believe that they will follow in the footsteps of their family member (Hurrelmann & Hamilton, 1996).

Counselors are also in a position to make students aware of their unique talents and abilities. Counselors can conduct career inventories to explore students' strengths, weaknesses, and interest. The Holland Career Inventory is a great tool that counselors can use to show students where their strengths lye and how they relate to specific career choices (Amir & Gati, 2006).

Implications for future research

This research should include African Americans and other minorities as well. Every individual has the right to be successful and should have access to

equal opportunities within in society that can help them to reach their career goals. Blue collar jobs (Noguera, 2003) are a part of American life and play an integral role in the American economy. However, African Americans should not be targeted as the primary group for these types of job opportunities. African Americans should have equal access to job opportunities and should ebb to attain jobs based on their knowledge and expertise and not the color of their skin.

Minorities who do not have access to academic, economic or financial resources should be taught they can aspire to be anything they want to be. Student must learn how to overcome the discrimination and persevere despite the racist institutions present in American society. We have to teach our urban children that they do have a choice in life despite limited resources and discriminatory practices, which inhibits the ability of minorities to maximize their academic potential and talent.

<div align="center">Conclusion</div>

Particularly city schools lack resources that can prepare students for society after they graduate from high school. Eight out of twelve high school urban students have not visited a university or a work site. Eleven out of twelve urban students think it is beneficial for urban students to venture outside their own community. 77% of jobs are available to students who do not plan to attend a four-year institution. It is important for urban students to be aware that both higher and vocational educations are valued options for a career, and that neither is less important in society. Urban Students who believed that poverty is inescapable had learned that they do not have to stay within in their community

with the help of the school counselor. School counselors can help urban students benefit urban student to exclusive careers by exposing them to colleges and trade sites. Counselors can also advocate for students by having more corporate professional minorities guest speakers come in so urban students will be exposed to individual of the same race. If students are exposed to more outside their local community they will know that they have a choice to pursue a career that qualifies for a four-year degree or a trade

It is especially important that young parents, along with single parents, are familiar with programs and area agencies that can provide them with emotional support and career guidance. Urban students can succeed in a career of interest with the support of adults and role models of as corporate professional who can relate to them.

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