

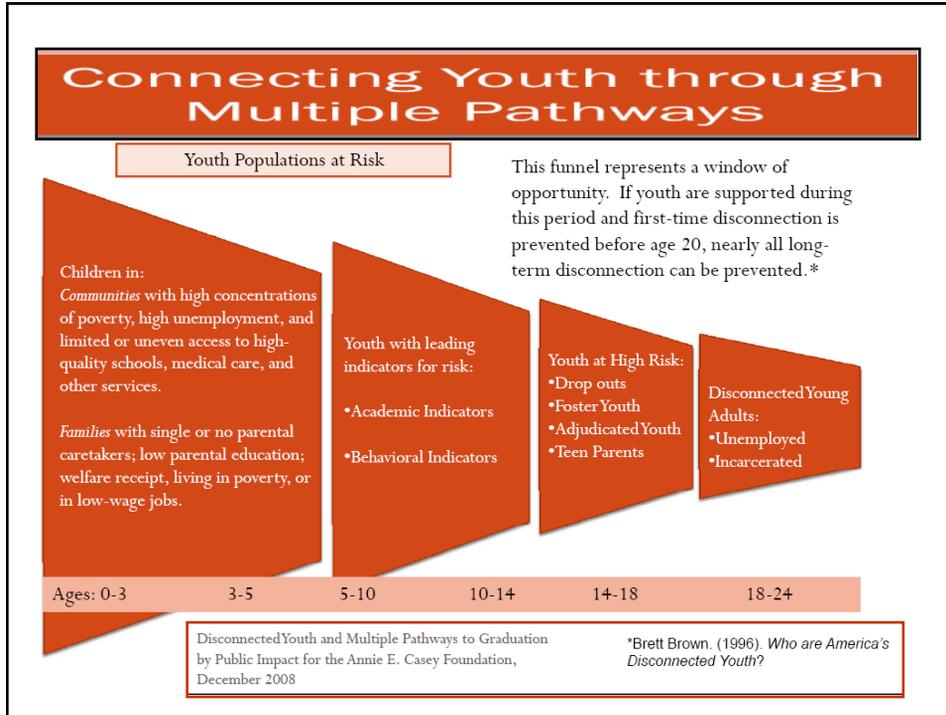


U.S. Department of Education
Office of Vocational and Adult Education
Division of Academic and Technical Education

Guidance and Counseling in a Career Pathways System

AMAZING FACTS

- **Only 32% of people planned and chose their job (NCDA)**
- **Impact of career planning is stronger than any psychological influence on people**



Lynchpin . . .



Is a central cohesive source of support and stability

4

For today's career counseling . . .



Career Pathways is the lynchpin – the delivery system

5

Review of the Component . . .

Comprehensive guidance counseling and academic advisement systems:

- Based on state and/or local guidance and counseling standards – ex: National Career Development Guidelines.
- Ensure that guidance, counseling, and advisement professionals access to up-to-date information about POS offerings for students in decision making.
- Offer information and tools to help students learn about postsecondary education, career options, & prerequisites for particular POS.
- Offer resources for students to identify career interests/aptitudes and select appropriate POS.
- Provide information/resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.



6

National School Counseling Models

ACRN

- Create/manage a Career Plan
- Use decision-making process in planning
- Use accurate, current, & unbiased career information
- Master academic, occupational & employ-ability skills to reach career goals
- Integrate changing employment trends, societal needs and economic conditions into career plans

ASCA

- Standard A:
 - Develop Career Awareness
 - Develop Employment Readiness
- Standard B:
 - Acquire career information
 - Identify career goals
- Standard C:
 - Understand relationship between personal qualities, education, training and work
 - Acquire knowledge to achieve career goals
 - Apply skills to achieve career goals

Crosswalking Competencies

CROSSWALK CHART		Career Cluster Foundation Knowledge and Skills									
Nebraska School Counseling Essential Learnings ASCA National Standards for Students		Academic Foundations	Communication	Employability & Career Development	Information Technology Applications	Leadership & Teamwork	Legal Responsibilities & Ethics	Problem Solving & Critical Thinking	Safety, Health, & the Environment	Systems	Technical Skills
Skills for Learning	• Academic Development: Standard A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	✓	✓	✓		✓	✓	✓		✓	
	• Academic Development: Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	✓	✓	✓	✓	✓		✓		✓	
	• Academic Development: Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.	✓	✓	✓		✓		✓		✓	
Skills for Exploring	• Career Development: Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	• Career Development: Standard B Students will employ strategies to achieve future career goals with success and satisfaction.	✓	✓	✓	✓	✓	✓	✓		✓	
	• Career Development: Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills for Living	• Personal/Social Development: Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	✓	✓	✓		✓	✓	✓		✓	
	• Personal/Social Development: Standard B Students will make decisions, set goals, and take necessary action to achieve goals.	✓	✓	✓	✓	✓	✓	✓		✓	
	• Personal/Social Development: Standard C Students will understand safety and survival skills.	✓	✓	✓		✓	✓	✓	✓	✓	

www.nde.state.ne.us/cared

CROSSWALK CHART		Career Cluster Foundation Knowledge and Skills									
Nebraska School Counseling Essential Learnings ASCA National Standards for Students		Academic Foundations	Communication	Employability & Career Development	Information Technology Applications	Leadership & Teamwork	Legal Responsibilities & Ethics	Problem Solving & Critical Thinking	Safety, Health, & the Environment	Systems	Technical Skills
Skills for Learning	Academic Development: Standard A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	✓	✓	✓		✓	✓	✓		✓	
	Academic Development: Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	✓	✓	✓	✓	✓		✓		✓	
	Academic Development: Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.	✓	✓	✓		✓		✓		✓	
Skills for Earning	Career Development: Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Career Development: Standard B Students will employ strategies to achieve future career goals with success and satisfaction.	✓	✓	✓	✓	✓	✓	✓		✓	
	Career Development: Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills for Living	Personal/Social Development: Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	✓	✓	✓		✓	✓	✓		✓	
	Personal/Social Development: Standard B Students will make decisions, set goals, and take necessary action to achieve goals.	✓	✓	✓	✓	✓	✓	✓		✓	
	Personal/Social Development: Standard C Students will understand safety and survival skills.	✓	✓	✓		✓	✓	✓	✓	✓	

The Career Guidance Team

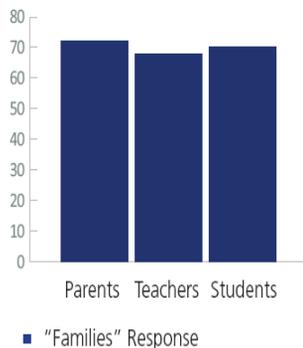
- **COUNSELORS** LEAD the team
- **FACULTY** – assist in process of integrating career info into the curriculum framework
- **ADMINISTRATORS** – are critical for the program to be a part of the program process
- **DIVISION REPRESENTATIVES** -to provide smooth secondary transitions
- **EMPLOYERS** – ensure the program is on target with required skill sets and support WBL activities
- **COMMUNITY LEADERS** – serve the economic development interests of the entire community

ASCA National Model: Executive Summary

Inappropriate School Counseling Program Tasks	Appropriate School Counseling Program Tasks
<ul style="list-style-type: none"> • registration and scheduling of all new students 	<ul style="list-style-type: none"> • individual student academic program planning
<ul style="list-style-type: none"> • administering cognitive, aptitude, and achievement tests 	<ul style="list-style-type: none"> • interpreting cognitive, aptitude, and achievement tests
<ul style="list-style-type: none"> • responsibility for signing excuses for students who are tardy/absent 	<ul style="list-style-type: none"> • counseling students who are tardy or absent
<ul style="list-style-type: none"> • performing disciplinary actions 	<ul style="list-style-type: none"> • counseling students who have disciplinary problems
<ul style="list-style-type: none"> • computing grade-point averages 	<ul style="list-style-type: none"> • analyzing grade-point averages in relationship to achievement
<ul style="list-style-type: none"> • sending students home who are not appropriately dressed 	<ul style="list-style-type: none"> • counseling students as to appropriate school dress
<ul style="list-style-type: none"> • maintaining student records 	<ul style="list-style-type: none"> • interpreting student records
<ul style="list-style-type: none"> • supervising study halls 	<ul style="list-style-type: none"> • providing teachers with suggestions for better management of study halls
<ul style="list-style-type: none"> • clerical record keeping 	<ul style="list-style-type: none"> • ensuring student records are maintained as per state and federal regulations
<ul style="list-style-type: none"> • assisting with duties in the principal's office 	<ul style="list-style-type: none"> • assisting the school principal with identifying and resolving student issues, needs, and problems
<ul style="list-style-type: none"> • taking full responsibility for all guidance curriculum 	<ul style="list-style-type: none"> • collaborating with teachers and others to present guidance curriculum lessons

Influencing A College-Going Culture

Who is most responsible for building a college going culture?



Parents: How knowledgeable would you say you are about the sources of information and counsel on college education, such as admissions information, scholarships and grants, etc?



WE MUST MOVE . . .

FROM	TO
Emphasis on at-risk students	Including all students
Crisis-driven	Curriculum-driven Elementary – MS – HS - PS
“On call” approach to use of time	Calendared time
Delivered only by counselors	Delivered collaboratively by counselors, faculty, parents, and community members
Owned by counseling staff only	Owned and supported by the community

13

Communication is Key!

Explain and promote

Career Pathway Programs to . . .

- **Students**
- **Parents**
- **S/PS Educators**
- **S/PS Administrators**
- **School Boards**
- **Business/Industry**

**On-line systems support
Academic/CTE
skill attainment &
Individual Learning Plans**

14

What ALL Stakeholders Should Know & Be Able To Communicate!

- **Labor Marketing Information**

- Bureau of Labor Statistics – Federal
- State Departments of Labor

- **Education, Skills, and Wages**

- Bureau of Labor Statistics www.bls.gov/oes
- O'NET www.onetcenter.org
- Occupational Outlook Handbook

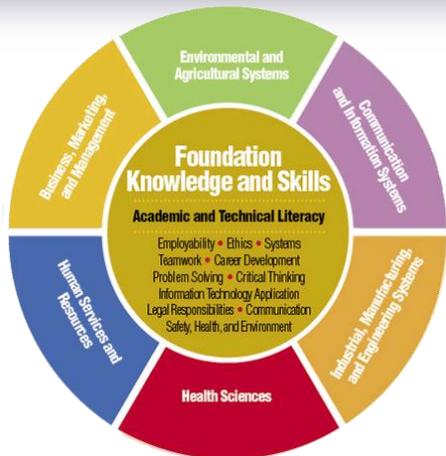
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Counseling Continuum

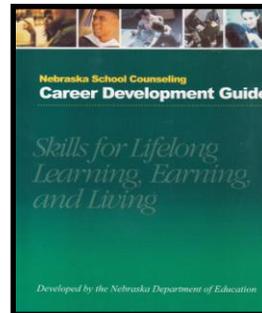
- **Elementary – Career Awareness**
- **MS – Career Exploration**
- **HS – Career Preparation & Application**
- **PS – Career Mgmt – Lifelong Learning**

16

Elementary: Career Awareness



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Introduce ONLY Foundation Knowledge/Skills & 6 Career Fields

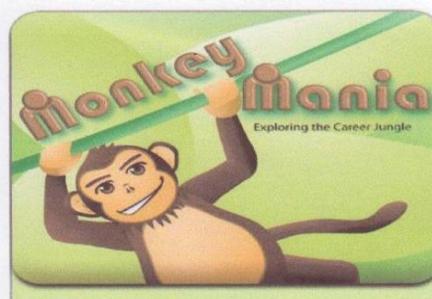
17

Elementary: Career Awareness



GRADES K-2
Bizzy Bees
Working Together

The Bizzy Bee Game
Find out what all of the career buzz is about with this exciting game! Students work individually or in small groups to place Bizzy Bee occupation cards into their correct career cluster hives. Each game contains 64 occupation cards, 16 career cluster cards that form a classroom poster, and additional activities.



GRADES 3-5
Monkey Mania
Exploring the Career Jungle

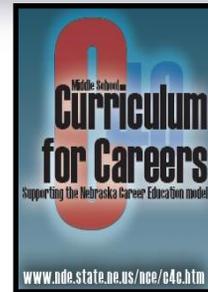
The Monkey Mania Game
Take your students on an expedition through the Career Jungle with this small group game. Students work together to place Monkey Mania occupation cards into the correct career cluster jungle scene using only occupation descriptions! Each game contains 128 occupation cards and 16 career cluster cards that form a classroom poster of the Career Jungle.

wiscareers.wisc.edu

careerlocker.com

18

Middle School: Career Exploration



Ideal place to create 4 + 2 + 2

19

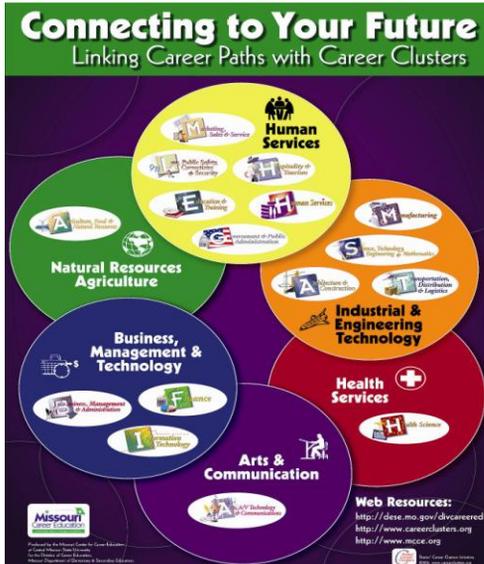
Middle School: Sample Timeline

Goal/Objective	Days
Self Awareness	10
Career Fields/Clusters	20
Knowledge & Skills	12
Personal Learning Plan	7
Career Exploration	15
Career Information	10
Postsecondary Options	8
Flex Days	8
Total Days	90

20

Exploring Career Clusters

A modular, hands-on approach to career exploration by Career Clusters©



9th Grade – One Semester Course Goals

1. Expose students to many different technological career fields within the Career Clusters.
2. Provide realistic experiences from selected technological careers within these Career Clusters.
3. Assist the student to gain insights into their personal interests and aptitudes with respect to the Career Fields.
4. Identify potential Career Fields of interest and chart a preparation/educational plan required for entry into those fields.

Example Health Science Postsecondary Programs of Study

Students preparing for a career in the Health Science Career Cluster have a variety of postsecondary options. Education and training can be obtained through on-the-job training, technical colleges, two-year community colleges, four-year colleges/universities, and apprenticeship programs. They can enter programs leading to a certificate or a degree at the associate, baccalaureate, or advanced degree level.

The table below shows examples of postsecondary Health Science programs of study organized by pathway.

	High School Diploma, On-the-Job Training	Certificate/License	Associate's Degree	Bachelor's Degree	Master's/Doctoral/ Professional Degrees
Biochemistry Research & Development		<ul style="list-style-type: none"> Quality Assurance Technician Quality Control Technician 	<ul style="list-style-type: none"> Clinical Laboratory Medical Laboratory Technician (CLT) Technician (MLT) 	<ul style="list-style-type: none"> Biochemistry Immunology Medical Technology Microbiology Neuroscience 	<ul style="list-style-type: none"> Anatomy Biochemistry Oncology Biology Virology Epidemiology
Diagnostic Services	<ul style="list-style-type: none"> Clinical Rotation 	<ul style="list-style-type: none"> Electrocardiograph Technology Nuclear Medical Technology Radiologic Technologist 	<ul style="list-style-type: none"> Cardiovascular Technology Medical Laboratory Assisting Nuclear Medical Technology 	<ul style="list-style-type: none"> Biology Medical Imaging Technology Medical Laboratory Science Nutrition 	<ul style="list-style-type: none"> Cardiovascular Technology Diagnostic Radiology Medical Laboratory Science Nuclear Medicine
Health Informatics	<ul style="list-style-type: none"> Coding Experience Data Entry Community Service 	<ul style="list-style-type: none"> Health Records Medical Assisting Medical Librarian Medical Transcription 	<ul style="list-style-type: none"> Health Information Technology Medical Coding Medical Office Services 	<ul style="list-style-type: none"> Community Health Administration Health Education 	<ul style="list-style-type: none"> Health Care Administration Library Science Nursing Administration Public Health
Support Services	<ul style="list-style-type: none"> Central Services Assistant Dietary Manager Electrical/Electronic Equipment Repair 	<ul style="list-style-type: none"> Dietary Management Electrical/Electronic Equipment Repair Medical Office Management 	<ul style="list-style-type: none"> Dietary Management Medical Office Management Registered Dietetic Technician 	<ul style="list-style-type: none"> Biomedical Technology Environmental Health & Safety Prosthetic Therapies 	<ul style="list-style-type: none"> Environmental Health Sciences Industrial/Operations Engineering Public Health
Therapeutic Services	<ul style="list-style-type: none"> Clinical Rotation Dental Assisting Health Aide Medical Assistant 	<ul style="list-style-type: none"> Certified Nurses Aide Dental Assisting Licensed Practical Nurse Massage Therapy 	<ul style="list-style-type: none"> Dental Hygiene Licensed Practical Nursing Pre-Medicine Surgical Technology 	<ul style="list-style-type: none"> Athletic Training/Exercise Science Dietetics Pre-Medicine Recreational Therapy 	<ul style="list-style-type: none"> Clinical Nutrition Dentistry Medicine Nurse Anesthetist Pharmaceutical Services

Postsecondary Advisors' Roles

- **Understand the CHALLENGES & RESPONSIBILITIES** of secondary school counselors
- **Take LEADERSHIP** in partnering with secondary educators
- **Help bridge the gap between ACADEMIC & CTE** educators at secondary & postsecondary levels

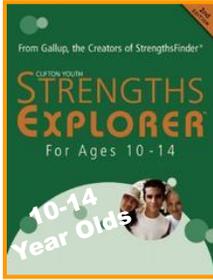
23

Let's Brainstorm Ways To Make This Happen!

- **Understand the CHALLENGES & RESPONSIBILITIES** of secondary school counselors
- **Take LEADERSHIP** in partnering with secondary educators
- **Help bridge the gap between ACADEMIC & CTE** educators at secondary & postsecondary levels

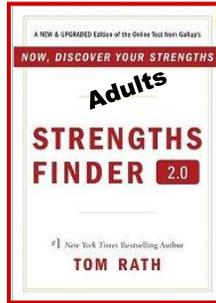
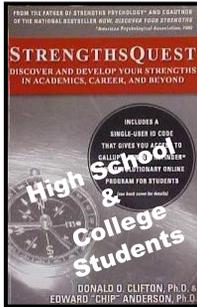
24

“Successful people understand their talents, & build their lives upon them”

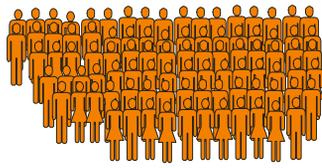


Helping people of all ages . . .

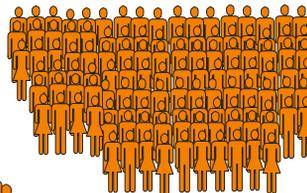
- discover their greatest natural **talents/strengths**
- improve their **grades** and increase their learning by making the most of their talents
- strategically determine a rewarding **career path** based on who they are as uniquely talented individuals
- maximize their **potential** for strengths by building on their talents rather than focusing on their weaknesses



Career Counseling: Delivered By All for All



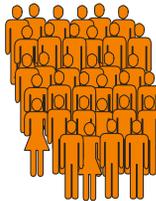
Community Volunteers



Classroom Teachers
Support Staff



Post Secondary
Personnel



Employers



Local School
Administrators



Parent/Guardian



Community/
School
Liaison



School
Counselors



School To Work
Coordinators

Career Planning Resources

For Real
Comprehensive Guidance for Career Development
COLORADO
Guidance
Counselor
Handbook
COLORADO
Career & Technical
Education

Career Coaching for Parents
Helping Your Teen Discover and Research Potential Career Pathways

Career Cluster Interest Survey

Helping Students Navigate the Path To College: What High Schools Can Do
ies
NCEE 2009-0068
U.S. DEPARTMENT OF EDUCATION

Alabama Counselor's Guide

ALABAMA SUCCESS
COUNSELOR'S GUIDE
Preparing students to reach their greatest potential

- Learn about Alabama SUCCESS
- Discover how career clusters can work for every student
- Get the answers to common counselor questions
- Access the career counseling resources you need

www.altechprep.org/pdfs/AlabamaSUCCESSCounselors.pdf

- Frequently asked **QUESTIONS** about career clusters
- Incorporating clusters into a student's **DIPLOMA CHOICE**
- Talking to **PARENTS** about career clusters
- **TALKING POINTS** for explaining career clusters



www.careeronestop.org

- **550 Videos for the 16 Career Clusters**
- **300+ in Spanish**
- **Skills & Abilities Videos**
- **Industry-Specific Videos**
- **Work Option Videos**

CareerOneStop is sponsored
by the U. S. Department of Labor, Employment & Training Administration

Career Counseling for ALL Students

- Build a career development “system”
- Focus on college and career counseling
- Individual career plans for ALL students
- Let counselor’s counsel
- Lower student-to-counselor ratios
- Counselors as facilitators

Evaluate Your RPOS Process

 Career Pathway Implementation PATHWAYS Action Planning - Step 5 	
Win-Win Career Counseling for All Students	
Questions	Discussion . . . Current Practices
<p>Do you have a progressive career development "SYSTEM" (elementary through college and adult) in place at both the K-12 and postsecondary levels? Does it follow state/national standards?</p>	
<p>Are Personal Career Plans and/or secondary/postsecondary POS in place at the secondary level for ALL students? Is it a paper or online process?</p>	
<p>What Career Counseling is happening at the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elementary Level? <input type="checkbox"/> Middle School? <input type="checkbox"/> High School? <input type="checkbox"/> Community College? <input type="checkbox"/> Beyond? 	
<p>Do counselors/academic advisors have the time/opportunity to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide career information to your entire staff – teachers, faculty, administrators, etc. <input type="checkbox"/> Connect with business/industry? <input type="checkbox"/> Study current labor market demand? <input type="checkbox"/> Obtain economic development data? 	
<p>How are PARENTS/GUARDIANS involved in the career development process?</p>	

31

Within the Context of the Component

Comprehensive guidance counseling and academic advisement systems:

- Based on state and/or local guidance and counseling standards – ex: National Career Development Guidelines.
- Ensure that guidance, counseling, and advisement professionals access to up-to-date information about POS offerings for students in decision making.
- Offer information and tools to help students learn about postsecondary education, career options, & prerequisites for particular POS.
- Offer resources for students to identify career interests/aptitudes and select appropriate POS.
- Provide information/resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.

32

Directions: Circle the box that represents your school/district's current counseling practice for each Performance Element

Personal Plan of Study – Planning Process Rubric: Secondary Level					
Performance Element	1 Novice	2 Emerging	3 Developing	4 Minimum SGAC Standard	5 Well Developed/Advanced
Recommended Requirements	High school graduation checklist.	High School graduation checklist with a planned career cluster or blended academic and career/technical area of concentration.	High school, college, and postsecondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical area of concentration.	School wide plan of study that includes high school, college, and postsecondary training entrance requirements with program of study developed around a career path/cluster and includes appropriate work related experiences	Students can speak about the options, requirements and benefits of their PPS and understand the expectations of a rigorous plan of study designed to prepare them for their Post-secondary experiences
Staff Involvement	Counselor	Counselor and/or staff	Counselor and other school staff work together on school wide PPS system.	Counselor and other school advisers/ mentors work with assigned students on career planning to reach all students.	Counselor and other school advisers/ mentors, and technology center or post-secondary (tech center, university/college, military) student services jointly plan and work with all students on career planning.
Grade Level Group or Individual Participation	All 8 th graders involved in an orientation process individually or in groups.	8 th grade orientation and 9 th grade follow-up conference.	Individual and/or group advisement sessions for 9 th – 10 th – 11 th – 12 th grade students.	If appropriate, Teachers as Advisers Program is available for grades 9-12 with individual advisement a key component of the process	A system is in place (including Teachers as Advisers Program if appropriate) for grades 9-12 that allows for meaningful individual advisement to take place including a student/parent/counselor/adviser conference and regular review of the PPS.
Review	N/A	Updated annually.	Reviewed and updated annually with student involvement	Reviewed and updated annually with active student and parent involvement	Reviewed and updated twice annually with active student and parent involvement
Parental Involvement	Enrollment and assessment information is sent home to parents.	Enrollment and assessment information is sent home to parents. Regularly scheduled Parent/Teacher Conference days.	Enrollment and assessment information is sent home or students take information to parents and parent's signature required for enrollment purposes. Regularly scheduled Parent/Teacher Conference days	All parents meet with student and school staff. (Parent - Teacher - Student Conferences during scheduled time) to develop personal plan of study (PPS). Parent's signature is required for enrollment purposes	All parents meet with student and school staff to develop plan of study. A parent signature is required on PPS for the student to be enrolled and before class changes can be made. Parent meets with student and school staff twice annually to review and update PPS.
Academic and Interest Assessments	EXPLORE and PLAN or other assessments are administered/used.	Interest inventories are used to begin career exploration process. Students are aware of career clusters/pathways	Student assessment results are given and interpreted to the student/parents. Students understand the 16 career cluster model and the relation of interests and abilities to career clusters/pathways	Student assessments/ interest inventories/ academic results are interpreted with parent/child to discuss life -career goals, course options, and hobby preferences. Assessment results are used in development of PPS. Students have identified a career cluster/ pathway as part of the PPS	Student assessments/ interest inventories and academic results are interpreted with parent & student to discuss life -career goals, course options, and hobby preferences as they relate to a career cluster/pathway and to review/revise the PPS.
School/Community Involvement	None	Student indicates interest in involvement but none planned	Activities are written into the plan-no relation to career path/cluster	Activities/involvement are planned and clearly relate to identified interests/career plans	Student has a history of involvement and PPS continues to build on those activities. Leadership roles are evident
Postsecondary Linkage	None	A postsecondary experience is listed	A postsecondary experience is listed on the PPS and secondary course-work is appropriate to that experience	A postsecondary experience is listed on the PPS and secondary course-work is appropriate to that experience. Dual and Articulated Credit are a part of the PPS	A postsecondary experience is listed and is based on the results of a well-planned exploration and knowledge of all postsecondary opportunities that include on-site or virtual visits, internships, exploration and planning for financial aid, dual and articulated credit, AP coursework and other relevant experiences, as appropriate, are utilized in the transition
Individual Planning Student Handbook	The school provides a listing of course descriptions. There is no information regarding career or postsecondary planning	The school provides students with a guide identifying postsecondary options for students	The school provides students with a course description booklet that identifies postsecondary options and provides assistance to students in exploring those options	The school provides students with a course description booklet that identifies postsecondary options for students and provides assistance to students in exploring options appropriate for their chosen career cluster/pathway	The school provides students with a course description booklet that identifies postsecondary options. Instructional departments have been aligned with career paths and/or clusters