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ABSTRACT

This resource handbook is a companion volume to five local handbooks developed to support specialized implementation of the National Career Development Guidelines in elementary schools, middle and junior high schools, high schools, post-secondary institutions, and business organizations. It can be used by state-level staff including directors and members of State Occupational Information Coordinating Committees, State Supervisors of Guidance, and other state-level personnel who are involved in administering career development programs. This handbook includes information that was provided by the 24 states that are using the National Career Development Guidelines to develop state-level guidelines and standards. It is organized into 5 sections and 5 appendices. The first section, "Supporting Career Development Programs," overviews strategies used by the state, and refers to reports that support the importance of career development programs. The second section, "State Standards and Guidelines," describes and gives examples of the major approaches being used by the states to establish state-level standards and guidelines. The section called "Setting State Standards and Guidelines" summarizes and gives examples of strategies states have used to establish, disseminate, and implement guidelines. The "Funding Career Development Programs" section provides information about funding programs. The final section, "Providing Technical Assistance to Local Programs," describes strategies and resources that support training and technical assistance for local programs on various topics. The appendices include information on state profiles, examples of state standards and guidelines, information on materials to support the needs for and benefits of, career development programs, promotional materials, and a directory of state guidance supervisors. (NB)

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American Association for Counseling and Development (AACD)
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Association of Computer-Based Systems for Career
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Council of Chief State School Officers (CCSSO)
National Association of State Career Development/Guidance
Supervisors (NASCD/GS)
National Association of State Occupational Information
Coordinating Committees (NASOICC)
National Career Development Association (NCDA)

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- » To help states use occupational and labor-market information to design effective vocational education and employment and training programs.
- » To help states provide sound information about education, jobs, occupations and careers for individual career decision-making.

National Career Development Guidelines State Resource Handbook

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
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PREFACE

The National Career Development Guidelines initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), is a collaborative effort involving leadership in career guidance and counseling from the national, state, and local levels. It represents a major nationwide effort to foster excellence in career development programs, kindergarten through adult.

This handbook identifies resources and strategies to support state-level efforts to clarify the need for and benefits of programs, to develop state standards and guidelines, to identify funding sources, and to provide technical assistance and training to local programs. It can be used by state-level staff including directors and members of State Occupational Information Coordinating Committees (SOICC), State Supervisors of Guidance, and other state-level personnel who are involved in administering career development programs.

The *State Resource Handbook* includes information that was provided by the 24 states that are using the National Career Development Guidelines to develop state-level guidelines and standards with funding through NOICC grants, the Carl D. Perkins Vocational Education Act, the Job Training Partnership Act and other funding sources.

The *State Resource Handbook* was developed through the Oregon Occupational Information Coordinating Committee (OOICC). I would like to thank several individuals who contributed to this effort. First, Nancy Hargis, Executive Director of OOICC provided administrative support. Dr. Juliet Miller, Columbus, Ohio, developed the *State Resource Handbook*. Gisela Harkin, Office of Vocational and Adult Education, U.S. Department of Education, provided assistance in designing and reviewing the Handbook. Other reviewers included Rebecca Dedmond of the Virginia Department of Education, Carol Kososki, Director of the South Carolina Occupational Information Coordinating Committee, and Pat Schwallie-Giddis, Florida Department of Education. Finally, I would like to thank Dr. Mary E. McCormac who provided the project leadership at NOICC.

JULIETTE N. LESTER
Executive Director
National Occupational Information Coordinating Committee

INTRODUCTION

Overview of the National Career Development Guidelines

The National Career Development Guidelines are designed to help improve career development programs and to support state-level activities that:

- Increase the understanding of life-long career development needs.
- Expand the definitions of comprehensive career development programs.
- Emphasize competency-based education and training.
- Support program accountability efforts.
- Heighten interest in achieving professional consensus on program guidelines and standards.
- Renew legislative support for career development
- Increase emphasis on certification of counselors, including career specialization.

Three major components are addressed in the National Career Development Guidelines. They include:

Competencies and Indicators. The competencies and indicators provide guidelines that describe the outcomes of career development programs and are the basis for program development. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills and abilities related to career development. The National Career Development Guidelines include competencies and indicators for three areas: self-knowledge, educational and occupational exploration, and career planning. They also address four levels: elementary school, middle/junior high school, high school and adult. Figure 1 illustrates the competencies by area and level.

Organizational Capabilities. The organizational capabilities section outlines the commitments, structure, and support required for effective career development programs including administrative support, physical facilities, and materials and equipment.

Personnel Requirements. The personnel requirements section outlines competencies needed by counselors and other staff members to deliver career development programs.

Further information on the National Career Development Guidelines and strategies for using them to improve local programs can be found in the five *National Career Development Guidelines Local Handbooks* and companion *Trainer's Manual*. For information on availability of these documents contact:

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Elementary	Middle/Junior High School	High School	Adult
<u>Self-Knowledge</u>			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
<u>Educational and Occupational Exploration</u>			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand and use career information.	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
<u>Career Planning</u>			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the inter-relationship of life roles.	Knowledge of the inter-relationship of life roles.	Understanding the inter-relationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Figure 1 *Career Development Competencies by Area and Level*

Career Development Programs

Social and economic forces are forging a redefinition of career development programs. Among these forces are the use of career development theory to provide a basis for program outcomes, increased emphasis on equality of education and employment opportunities for all Americans, new pressures created by changing gender roles, a rapidly changing workplace that is making career planning a lifelong need, increased demand for educational program accountability, and new applications of technology.

Career development programs play a key role in improved education and training efforts. These programs have unique goals and require specific organizational capabilities, program structure and processes, and staff expertise. A career development program:

- Is identifiable but integrated with other programs within the organization.
- Enhances the career development knowledge, skills, and abilities of all individuals by establishing program standards.
- Uses coordinated activities designed to support individual achievement of standards.
- Supports the delivery of the program through qualified leadership; diversified staff; adequate facilities, materials and financial resources; and effective management.
- Is accountable, with evaluation that assesses program outcomes against career development standards.

National, State and Local Roles

The National Career Development Guidelines can be used at the national, state, and local levels, as illustrated in Figure 2.

National Role

The Guidelines can support various national efforts. They can provide a focal point for the development of standards by national professional associations. National accreditation and certification programs such as those of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors (NBCC) will also find them useful.

From the federal perspective, the Guidelines can aid in developing legislation and regulations. When standards are established that are based on the Guidelines, legislators and administrators can evaluate career development program benefits. Such information can influence policy decisions and the allocation of resources.

State Role

States can use the Guidelines to establish career development program guidelines and standards. Using the Guidelines to define program quality enables state leaders to be more effective in securing legislative and agency support. The Guidelines also provide staff competencies that can be used in creating state certification or licensure requirements.

Staff of state agencies have an important leadership role in increasing public awareness of the need for career development. They can offer training materials, resources, and technical assistance to support the use of the Guidelines in improving program quality.

Leadership Roles

National Role	State Role	Local Role
<ul style="list-style-type: none">• Professional Standards• Legislation and Policy• Accreditation• Certification	<ul style="list-style-type: none">• Accreditation• Certification• Licensure• Legislation and Policy• Leadership• Public Awareness• Training/Technical Assistance• Resources	<ul style="list-style-type: none">• Implementation• Coordination• Articulation• Public Awareness• Training• Evaluation

Figure 2 *Leadership Roles*

Local Role

Ultimately, improved career development programs that are based on these guidelines will occur at the local level. Ideally, each organization will establish program standards and then design, implement, and evaluate its own career development program.

Other important local roles include training staff, making the public aware of the new program, and coordinating with other organizations that provide career development programs to ensure articulation with programs offered in other settings.

State-Level Activities

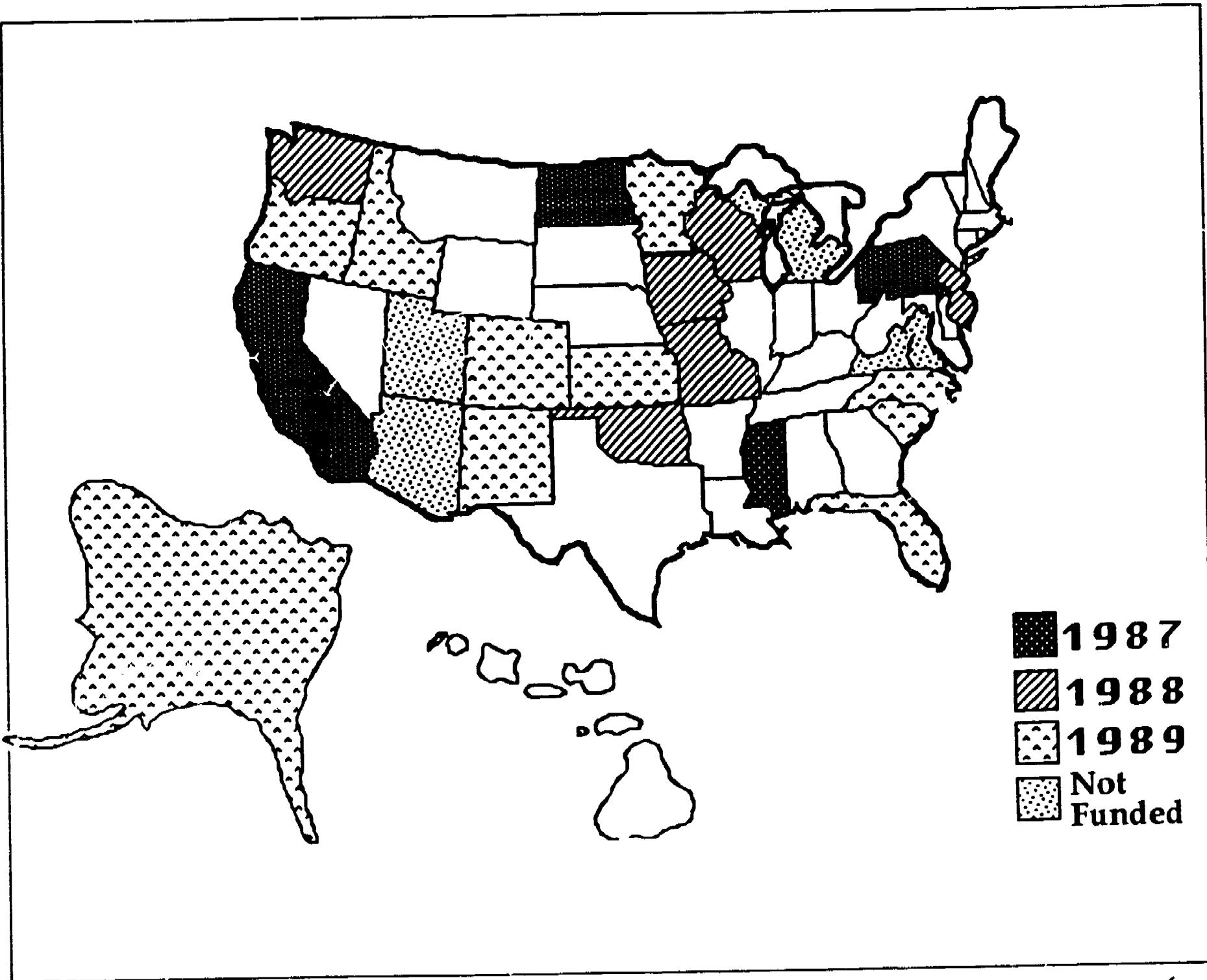
Standards-setting is a comprehensive process that requires state-level leadership. To date, NOICC has funded 20 states through its special grants and basic assistance grants to implement the National Career Development Guidelines. At least four other states are implementing the Guidelines using other funding sources, and several states are examining ways in which the Guidelines might be implemented. Figure 3 shows the states that are implementing the Guidelines. As states work with the Guidelines, they are focusing on the following activities:

Developing state-level guidelines and standards for career development programs.

Increasing awareness of these standards and guidelines through state-wide dissemination activities.

Providing training and technical assistance to local programs to support implementation of the state guidelines or standards.

Figure 3 States Implementing the National Guidelines



Development of the State Resource Handbook

This *State Resource Handbook* contains information about state-level activities and products as reported by the states that have NOICC's National Career Development Guidelines grants or are implementing the Guidelines through other funding sources. Information was also provided by staff at federal agencies including the National Occupational Information Coordinating Committee and the Office of Vocational and Adult Education, U.S. Department of Education.

Information was obtained through phone discussions and reviews of grant proposals and reports. The goal of this handbook is to give *examples* of strategies and resources rather than to provide a comprehensive list of all strategies being used by the states. It is also important to acknowledge that other states are involved in important activities related to career development as reflected by the list of resources from other states found in Appendix A.

Uses of the Handbook

The purpose of this *State Resource Handbook* is to provide information about approaches, strategies, and resources that can be used to develop and implement state standards and guidelines. It provides information related to each of the following roles:

- Supporting the need for and benefits of career development programs.
- Developing state-level career development standards and guidelines.
- Obtaining funding to support the dissemination and implementation of standards and guidelines.
- Arranging training and technical assistance to support local implementation.

Organization of the Handbook

The *State Resource Handbook* is organized into sections that include:

Supporting Career Development Programs. Many states reported that information about the need for and benefits of career development programs was crucial to developing state standards and guidelines. This section overviews strategies used by the states and refers to reports that support the importance of career development programs.

State Standards and Guidelines. This section describes and gives examples of the major approaches being used by the states to establish state-level standards and guidelines including:

Federal program standards	State goals, codes and rules
Regional accreditation standards	State guidance models
State legislation	Model program sites

Setting State Standards and Guidelines. This section summarizes and gives examples of strategies that the states have used to establish, disseminate, and implement guidelines. The strategies are organized around the following steps:

- | | |
|-------------------------------------------|-------------------------------|
| Form and use committees | Obtain endorsements |
| Involve stakeholders | Disseminate standards |
| Ensure compatibility with other standards | Implement standards |
| Set standards | Evaluate and revise standards |

Funding Career Development Programs. This section provides information about funding programs including:

- Federal legislation
- State-level initiatives
- National association contact persons

Providing Technical Assistance to Local Programs. This section describes strategies and resources that support training and technical assistance for local programs on topics including:

- | | |
|----------------------------------------------|------------------------------|
| Conducting needs assessment | Enhancing staff development |
| Identifying program activities and materials | Designing program evaluation |

State Profiles. Appendix A presents a profile of each of the 24 states that has received a NOICC grant and/or attended a NOICC regional training session. Each profile includes the name, address and phone number of the key contact person, a summary of the state approach, a description of the levels being addressed, funding sources, and state products.

Examples of State Standards and Guidelines. Appendix B provides examples of state standards and guidelines including regional accreditation standards, state legislation, and state board rules.

Materials to Support Needs and Benefits. Appendix C contains quotes from key reports and policy statements that support the need for and benefits of career development programs.

Promotional Materials. Appendix D contains examples of promotional materials.

Directory of State Guidance Supervisors. Appendix E contains a directory of state guidance supervisors.

SUPPORTING NEEDS AND BENEFITS

Many of today's entry level jobs require a greater span of responsibilities and greater ability to adapt to change. In addition to the three Rs, business noted that today's jobs require skills, attitudes and abilities generally thought of as needed at the supervisory and managerial level. Businesses...consistently noted deficiencies in such areas as problem solving, self discipline, acceptance of responsibility, initiative, teamwork, and the work ethic. (U.S. Department of Labor, 1988, *Building a Quality Workforce*, pp. 15-16)

Personal and career development skills rest on a foundation of good self-esteem and motivation. Employees who exhibit these skills increase their value in the workplace and in the employment marketplace. Employers value these skills in employees because they usually indicate successful job transitions and effective training experiences. (Carnevale, Gainer, & Meltzer, 1988, *Workplace Basics: The Skills Employers Want*, pp. 13-14.)

We usually think about preparing students for the labor market during high school. However, we are talking generic work-related skills here, not occupationally-specific ones; for these, high school is too late. It is implausible to think that high school sophomores educated in a passive learning regime for the first nine years of their schooling can learn to self-regulate their learning in the tenth year. We can make analogous arguments about learning how to learn, about learning how to function effectively in teams, or about learning how to resolve conflicts. (Berryman, 1988, *The Educational Challenge of the American Economy*, p. 7)

Developing evidence to support the need for and benefits of career development programs is a key step in setting state standards. A variety of strategies, policy statements, reports and evaluation studies are available to support the need for and benefits of career development programs. This section provides information on these resources. See Appendix C for quotations from key reports that further discuss needs and benefits.

State Strategies

This section describes specific strategies, identified through discussions with state-level staff, that states have used to support the need for and benefits of career development programs.

Supporting the Need for Programs

Commission university groups, e.g., counselor educators, to develop a paper that reviews the needs and benefits for use with the advisory committee (Arizona).

Use information from American School Counselor Association's *Legislative Portfolio* to support the need for programs (Minnesota).

Use data from state studies of need for vocational education (Michigan).

Use national data showing current and future trends in labor force demands and employers' statements about the requirements for higher skill levels (Missouri).

Use research data supporting the relationship between level and type of education and job earnings (Missouri).

Use the National Career Development Guidelines promotional materials, e.g., brochure and video, to highlight the needs for career development programs (Iowa and New Jersey).

Invite national experts to meet with state steering and advisory committees and to provide information to support the need for career guidance and counseling programs (New Jersey).

Provide concrete examples of program activities that help students learn important workplace skills, e.g., elementary level activities that support the development of cooperative team work skills (North Dakota).

Provide samples of the competencies and indicators so that the intended outcomes of the programs are clear (North Dakota).

Use Occupational Information System (OIS) data on labor force needs to clarify the importance of programs (Oregon).

Use needs information that has been collected and used in other states to support the need for programs (South Carolina).

Visit schools to interact with counselors, teachers, and students to obtain anecdotal information to support the need for programs (South Carolina).

Invite local employers to describe their needs and their difficulty in finding qualified employees at regional dissemination workshops (Washington).

Conduct a survey of all school districts and community colleges in the state to determine interest in and need for improved career development programs (Washington).

Supporting the Benefits of Programs

Use the results-based evaluation model and present findings to the school board to support resource requests, e.g., more counselors (Arizona).

Use data that supports improved matriculation between community colleges and four-year colleges (California).

Focus on collecting and reporting data that supports reduced dropout and unemployment rates (Mississippi).

Demonstrate increased interagency cooperation that results in more effective use of available program dollars (Missouri).

Use the information on benefits provided in the Guidelines Brochure and Local Handbooks (New Jersey).

Focus on the relationships between a well-trained work force and state-level economic development (North Dakota).

Conduct mini-studies of program outcomes using such indicators as reduced number of schedule changes, extent to which students have definite career focus, and increased school retention rates (Oklahoma).

Use information from state-wide follow-up studies, e.g., a study conducted in 1985 of the high school class of 1975 that focused on what students needed versus what they received from their educational experiences (Oregon).

Use coordinators from local model sites to testify to the state legislature and state boards on the benefits of programs (Pennsylvania).

Use the results of evaluation studies and research on transition of handicapped students from school to work to support benefits for specific populations (South Carolina).

Use information from current national reports to describe the nature of the changing workplace and the benefits of career development programs (Washington).

National Reports and Studies

The following bibliography includes studies and reports that describe the changing workplace, employers' expectations for employee's skills, educational reform proposals, and the need for career development competencies.

Reports that Support the Need for Programs

Alaska Career Information System (1988). *Reducing the risk: Using career information with at-risk youth*. Juneau, AK: Alaska State Department of Education and Alaska State Department of Labor. (ERIC Document Reproduction Service Number ED 299 395)

Astin, A., Green, K., Korn, W., Schalit, M. & Berz, E. (1988). *The American freshman: National norms for Fall, 1988*. Los Angeles, CA: Higher Educational Research Institute, University of California Los Angeles. (ERIC Document Reproduction Service Number ED 303 133)

Bayer, E. L. (1983). *High school report on secondary education in America*. New York: Harper & Row.

Berryman, S.E. (1988). *The educational challenge of the American economy*. Briefing paper prepared for a forum of the National Education Association, October 7, 1988, Washington, DC.

Brown, D. & Minor, C.W. Eds. (1989). *Working in America: A state report on planning and problems*. Alexandria, VA: National Career Development Association.

Bureau of Labor Statistics, U.S. Department of Labor (1988). *Projections 2000*. Bulletin 2302. Washington, DC: Superintendent of Public Documents.

Carnegie Forum on Education and the Economy (1986). *A nation prepared: Teachers for the 21st century*. Washington, DC: CFEE. (ERIC Document Reproduction Service Number ED 268 120)

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Carnevale, A.P. & Gainer, L.J. (1988). *The learning enterprise*. Alexandria, VA: The American Society for Training & Development and Washington, DC: U.S. Department of Labor, Employment & Training Administration.

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STATE STANDARDS AND GUIDELINES

Several approaches are being used by the states to establish state-level standards and guidelines. Many states indicate that a long-range plan which incorporates multiple strategies is the most effective. The following sections describe how various states are using these approaches and are provided as examples rather than a comprehensive description of all state activities. Approaches that were identified through discussions with state staff include the following:

Federal program standards	State education goals, codes, rules
Regional accreditation standards	State guidance models
State legislation	Model program sites

Please refer to the state profiles in Appendix A for specific information on each state and to Appendix B for examples of standards including regional accreditation standards (Western Association for Schools and Colleges), state legislation (North Dakota), and state board rules (Iowa and Oregon).

Federal Program Standards

Most federally-funded programs carry program standards and reporting requirements, e.g., JTPA Youth Competencies. When using the National Career Development Guidelines in federally-funded programs that have mandated program standards, it is important to compare the Guidelines and other standards to determine their compatibility. Several states have done this through surveying various agencies that provide federally-funded programs. Examples include:

Iowa has two model sites in JTPA programs--one that serves adults and one that serves youth. Through this experience, they will determine how the Guidelines can support and enhance existing Federal JTPA program standards.

Missouri is surveying several programs that provide career development services to adults, i.e., JTPA, employment service and vocational rehabilitation, to identify common goals among programs and to relate these to the National Career Development Guidelines.

Regional Accreditation Standards

Accreditation standards that are developed by the regional associations of schools and colleges provide a strong motivation for change in local programs. Several states report that they have worked cooperatively with regional accreditation groups to define standards related to guidance and counseling. Examples include:

Western Association Student Services Standards were developed in cooperation with the California Department of Education. A list of these standards is found in Appendix B.

The Western Association for Colleges and Universities and California also are working cooperatively to examine how the National Career Development Guidelines might be incorporated in standards for the accreditation of postsecondary institutions.

Southern Association for Schools and College has developed a standard for elementary guidance that is being implemented in such states as Florida and Mississippi. This standard states that the professional staff of elementary schools shall include guidance counselors or other school-based professional personnel whose sole function shall be to provide guidance services. The standard also states the number of guidance staff required for specific numbers of students. Schools are required to implement the standard by the 1990-1991 school year.

The Southern Regional Education Board (SREB) has developed recommendations for educational improvements in SREB states including better information on student achievement and programs that emphasize the teaching of basic skills through vocational education courses. Florida has incorporated these recommendations in its *Blueprint for Career Preparation*.

State Legislation

State laws are another way to develop standards and to provide funding for career development programs. Several states have passed legislation that mandate career development, career education and comprehensive counseling and guidance programs. Examples include:

Florida passed a Career Education Act in 1985.

North Dakota passed career guidance and development legislation based on the National Career Development Guidelines in 1988, and the state superintendent has appointed a committee to develop rules to implement the legislation. See Appendix B for a copy of this legislation.

South Carolina has passed an amendment to the existing state education legislation that mandates career guidance.

Virginia recently has passed legislation for elementary guidance that will be implemented by the 1989-90 school year.

State Education Goals, Codes and Rules

The use of state goals, codes and rules is more common than state legislation. These are formally adopted by the state superintendent and/or state board. In many cases, they are mandatory, carry the force of law, are tied to state funding, and provide the basis for program audits. Several states have state education goals, codes and rules related to career development. Examples include:

California has developed postsecondary matriculation guidelines that are mandated and include funding for implementation. These have provided a broad framework within which the National Career Development Guidelines have been implemented at the community college level!

Florida has recently released state goals based on the National Career Development Guidelines that are described in the publication, *Blueprint for Career Preparation*, which includes a letter of endorsement from the State Superintendent of Education.

The Iowa Code and Iowa Administrative Code include standards for career education and guidance with implementation required by July 1, 1989. See Appendix B for a copy of these standards.

A Minnesota State Board Rule mandates career development at the secondary level.

Oklahoma has thirteen standards related to planning and implementing career guidance programs.

The Oregon Administrative Rules, that are mandatory and carry the force of law, require that career education be infused into the curriculum for grades K-12, require 1/2 unit (60 hours) of career development for high school graduation, and mandate guidance and counseling including the development of a 4-year plan for high school students. See Appendix B for a copy of these rules.

Pennsylvania has developed a set of common goals for education which relate directly to several of the National Career Development Guidelines competencies and has state regulations for pupil personnel services that provide the basis for comprehensive career guidance programs.

Virginia has state standards of quality that include career education and career guidance.

Wisconsin has a state standard for career guidance and a new standard for education for employment which is scheduled for implementation in 1990.

State Guidance Models

Several states are developing comprehensive career guidance models that include student competencies as well as recommended activities and resources. Local adoption of these program models is usually voluntary but beneficial since these models provide a framework for meeting mandatory state goals for comprehensive career development programs. Examples include:

Arizona is developing a competency-based guidance model that will emphasize results-based program evaluation.

California has published and implemented guidelines for developing programs, *Comprehensive Guidance Programs in California Schools: Kindergarten through Adult School*.

Florida is developing a comprehensive guide to career development that will provide information to support the implementation of the new state goals for career preparation.

Idaho has recently completed the development of its state guidance model, *Idaho Comprehensive Guidance and Counseling Program Model*.

Michigan is developing a state model that focuses on the essential life career development competencies needed by the end of high school including self awareness and assessment, career and option exploration, decision-making and planning, and career/life span implementation and planning. This model is intended to support life-long learning and career planning and to provide a framework for adult career development programs.

The Missouri *Comprehensive Guidance Model* has been developed and approved, and is described in set of materials that supports adoption. These materials have been used extensively in Missouri as well as in several other states.

Oklahoma has developed a state guidance model, *Building Skills for Tomorrow: A Developmental Guidance Model*. This model will be expanded to include the experiences from the current model sites in Oklahoma.

South Carolina has an approved state career guidance model, *South Carolina Comprehensive Career Guidance Programs: A Model for Program Development*.

Washington has recently published *A Guide for Counseling and Guidance Services in Washington State Public Schools* that is designed to stimulate local program improvement.

Wisconsin has a comprehensive, competency-based model, *Wisconsin Developmental Guidance Model*, which is being used extensively in Wisconsin to meet the state standard for career guidance.

Model Program Sites

A final approach to developing and testing state standards and guidelines is the use of model program sites at various levels including elementary school through adult programs. These sites provide input into the development of standards or guidelines, serve as demonstration sites, and test the implementation of state guidelines or standards. Examples include:

Arizona has six model sites that are implementing career development programs and developing staff training materials to support implementation at other program sites.

California has two model sites, one at Sierra Community College and one in a program for incarcerated youth, that are using the National Career Development Guidelines as a basis for program review and improvement.

Florida funded four model K-12 sites its first year and six sites the second year that are implementing the *Blueprint for Career Preparation* which is based on the National Career Development Guidelines.

Idaho has a two-year plan that includes funding two school districts in each of six regions during the first year, and funding additional sites while using the original twelve as demonstration sites during the second year.

Iowa has model sites in several different types of program settings including K-12, community college, adult education and JTPA.

Mississippi has two sites, a K-12 site and a community college site with a major focus of testing models of career development program articulation between the secondary and postsecondary levels.

Missouri is focusing on improving the coordination of services among organizations that serve adults through surveying diverse program sites and encouraging local areas to develop plans for coordinating services among agencies.

New Jersey currently has two model sites focusing on the middle school and high school levels. It plans to expand the number of model sites in the future.

North Dakota has one site which started with the elementary level and has expanded to include the junior high and high school levels.

Oklahoma has two model sites -- one in a K-12 public school district and one in an area vocational-technical school setting.

Oregon has funded nine model sites using state monies, Carl D. Perkins Vocational Education Act monies, and other state funds such as the Student Retention Initiative. It has also provided money for other districts to visit these model sites.

Pennsylvania has two model sites -- one in a small, rural district and one in a large urban district.

Washington has funded four pilot sites and expects to add ten more next year. In addition, a private company and a public library have used the National Career Development Guidelines to develop career development programs.

Wisconsin has funded ten model sites to implement the Wisconsin Developmental Guidance Model and provided intensive training and technical assistance to these sites.

SETTING STATE STANDARDS AND GUIDELINES

This section summarizes and gives examples of strategies that the states have reported using to establish, disseminate and implement guidelines. State staff indicate that setting state-level guidelines and standards is a process that requires a comprehensive plan, commitment of key individuals and groups, time, and financial resources. Based on state-level experiences, the process involves several steps including:

Form and use committees	Obtain endorsements
Involve stakeholders	Disseminate standards
Ensure compatibility with other standards	Implement standards
Set standards	Evaluate and revise standards

The following strategies were identified by those states that have been using the National Career Development Guidelines to develop state standards and guidelines. They are provided as illustrative examples rather than a comprehensive description of all of the strategies being used. See Appendix A for more specific information on each of the states that are using the National Career Development Guidelines.

Form and Use Committees

Have the state superintendent of education appoint a guidance task force to act as a steering committee and develop a long-range plan (Arizona).

Include business and industry representatives on the advisory committee to ensure input on employers' needs (Florida and Virginia).

Include a member of the state board of education on the state advisory committee to ensure linkages to other educational programs and priorities (Idaho).

Ask members of agencies that serve on the state occupational information coordinating committee (SOICC) to appoint program-level representatives to the state-level steering committee (Iowa).

Initiate activities by appointing a study group that includes representatives from all levels and settings to review information and develop initial recommendations (Michigan).

Use an existing state guidance committee with representation from various groups rather than forming a new committee (Mississippi).

Include advisory committee representatives from key state initiatives, e.g., economic development and literacy (Mississippi).

Form a career development team of supervisors of counselors in agencies and institutions that serve adults to enhance coordination across program settings (Missouri).

Use a technical committee comprised of individuals who have guidance and counseling expertise to help coordinate state-level activities (New Jersey).

Use operations-level staff from various state agencies as steering committee members since these individuals can provide practical information about how programs operate and support the implementation of standards in their programs (North Dakota).

Recognize that there is high turnover among advisory and steering committee members and develop effective ways of orienting new members (North Dakota).

Include counselor educators on the steering committee to increase their awareness of standards and their readiness to provide training (Oklahoma).

Make arrangements to provide special orientation to members of the advisory committee that have missed key meetings (Oklahoma).

Use an informal committee with representatives from local sites to plan and coordinate activities (Oregon).

Include a coordinator from a local model site on the state steering committee to provide input about local model site experiences (Pennsylvania).

Use a person who is highly respected by and influential with a variety of constituencies, such as administrators, employers, and community members, to chair advisory committee (Pennsylvania).

Have the state board of education appoint the guidance advisory committee that includes key business and industry representatives (Virginia).

Start with a core group including state department, counselor education, and state counselor's association representatives (Wisconsin).

Involve Stakeholders

Coordinate the writing of career development standards with state superintendent of education's priorities, i.e., developing Image 2000 for education (Arizona).

Have the state superintendent appoint a task force that provides an initial impetus through the development of a five-year plan for career guidance (Arizona).

Involve all bureau chiefs and program directors from state-level units that administer career development programs at all levels in diverse agencies through various funding sources (Florida).

Include business/industry/labor representatives to identify resources and needs, and to review recommendations (Idaho).

Focus on using frequent, personal communication and developing one-to-one relationships with key stakeholders (Iowa).

Invite state legislators to present keynote addresses at state counselor conferences (Minnesota).

Invite key state-level staff, e.g., commissioner of education or bureau chiefs, to present at state and regional conferences (New Jersey).

Meet with local superintendents at the beginning of model site activities to promote support for the program (New Jersey).

Submit articles to the newsletters of those professional associations that serve key stakeholders, e.g., school boards, principals, Private Industry Councils (North Dakota).

Ensure Compatibility with Other Standards

Relate career development guidelines to other state-level initiatives that have been mandated and funded, e.g., postsecondary matriculation guidelines (California).

Have representatives from all state units that are involved in career development review the standards for compatibility with other state and federal program standards (Florida).

Relate career development guidelines to other existing state-level guidelines, e.g., curriculum, career education and general curriculum, and describe their relationship to the goals of the total educational or organizational program (Iowa).

Conduct a survey of agencies and institutions that serve adults to identify goals that they share and to ensure that standards accommodate the needs of all service providers (Missouri).

Develop a matrix that cross-references National Career Development Guidelines competencies and indicators with state and national career information resources and existing state career development standards (Oregon).

Show that comprehensive, competency-based programs are an effective way to meet an existing state standard requiring career guidance (Wisconsin).

Set Standards

Fund pilot sites to test appropriateness of National Career Development Guidelines for state and local areas (Arizona).

Use the National Career Development Guidelines to identify core career development curriculum goals that will be used for statewide assessment of career development (Oregon).

Use national consultants to work with the state advisory and/or steering committees to review the National Career Development Guidelines and select those individual competencies and indicators that reflect state-level needs (Idaho).

Use needs assessment data from model sites to validate the appropriateness of National Career Development Guidelines for state and local needs (Mississippi).

Develop a matrix that relates the competencies in the National Career Development Guidelines to other current educational initiatives, e.g., drug-free school, teen pregnancy program or dropout prevention programs (Pennsylvania).

Attend awareness training on the National Career Development Guidelines to learn how to use the guidelines to develop state or local standards (South Carolina).

Develop a state-level statement on the philosophy and purpose of guidance programs to help develop a criteria for the selection of standards (Wisconsin).

Conduct a formal analysis and develop a written comparison of the National Career Development Guidelines and existing state guidelines (Wisconsin).

Include descriptions of acceptable measures of individual outcomes in the standards (OVAE).

Obtain Endorsements

Seek endorsements from the state superintendent of education and transmit the standards to local programs with a cover letter of endorsement from the state superintendent (Florida, Idaho, and Wisconsin).

Present standards to the state vocational education advisory committee for endorsement (Michigan).

Seek endorsements of standards from state counselor professional associations (Minnesota).

Have the members of the state-level advisory committee obtain endorsements from the agencies that they represent (Mississippi).

Coordinate the development of standards with regional accrediting agencies' standards, e.g., the Southern Association of Schools and Colleges new standards for elementary counseling, to give additional motivation to implement the career development standards (Mississippi).

Gain endorsements from state committees such as the state occupational information coordinating committee (SOICC), the governor's employment and training forum, the economic development round table, and various state councils. (North Dakota).

Seek endorsement of the National Career Development Guidelines from the state association of executive directors of intermediate school districts and implement through the intermediate school districts (Pennsylvania).

Gain endorsements from the state board of education, state legislature, and business/industry partnerships (South Carolina).

Begin to develop specific standards and guidelines for levels and settings for which there are currently state mandates for career education or career guidance and then expand to other levels and organizational settings (Virginia).

Disseminate Standards

Have model sites develop videos and resource guides that demonstrate program strategies organized by career development competency areas (Arizona).

Conduct satellite teleconferences to promote interest in the guidelines (California).

Disseminate the guidelines with a cover letter from the state superintendent's office (Florida and Idaho).

Have model sites in each region of the state act as demonstration sites that can be visited by staff from other schools in the region (Idaho).

Attend the director's meetings and workshops of each key state agency, e.g., rehabilitation, employment service, corrections (Iowa).

Train staff in area education agencies to be trainers and consultants to local programs (Iowa and Pennsylvania).

Conduct regional training workshops to disseminate state guidelines or standards to staff at various educational levels and in various adult-oriented organizations (Iowa and Mississippi).

Conduct training at state-wide meetings, e.g., JTPA (Iowa).

Develop interest by using articles in the local newspaper, television spots and meetings with parent groups (Iowa).

Provide small, matching grants to counselor education institutions to strengthen the career development component of their programs (Michigan).

Conduct a counselor academy through the intermediate school districts to renew counselors knowledge and skills in career development (Michigan).

Conduct regional and statewide awareness training sessions using National Career Development Guidelines promotional materials, e.g., brochures, local handbooks, and video (Minnesota).

Combine National Career Development Guidelines awareness sessions with ongoing Improved Career Decision Making (ICDM) training that is provided through the SOICC (New Jersey).

Use local media (radio, television and newspaper) to describe how the National Career Development Guidelines are benefiting students in the local school (North Dakota).

Distribute state-level brochures with a card that lists the state staff member who can help support local implementation to directors of local programs (North Dakota).

Invite coordinators from local model sites in other states to provide an orientation session for model sites in your state (Oklahoma).

Develop a public relations handbook that suggests various strategies, lists conference locations and dates, and lists the editors of professional association newsletters (Oklahoma).

Give presentations on the state guidelines or standards at professional association conferences, e.g., teachers, counselors, administrators, school boards (Oregon).

Develop a statewide career development network of people who are qualified to conduct dissemination and training sessions (Oregon).

Incorporate training on comprehensive career development programs into regional workshops for administrators, teachers, and counselors sponsored by the Department of Education (Oregon).

Use individual, face-to-face meetings to disseminate information on state standards (South Carolina).

Conduct meetings with, presentations for, and mailing to representatives of such organizations as the employment security department, U.S. Department of Labor regional office, school districts, community colleges, Private Industry Council staff members, youth employment programs, vocational rehabilitation counselors, business and industry, teacher preparation faculty, professional associations, and vocational directors (Washington).

Include information about state standards in preservice counselor education courses (Wisconsin).

Publish awareness articles in the newsletters of various state associations, e.g., school board, administrator, teacher and counselor associations (Wisconsin).

Be clear about the message you want to communicate, e.g., this is a cost-effective way to use existing resources requiring no new tax dollars (Wisconsin).

Show local districts that this is an effective, high quality way of meeting existing state standards (Wisconsin).

Implement Standards

Identify successful implementation strategies from the experiences in local model sites and develop materials to disseminate these to other programs (Arizona).

Develop a five-year plan for guidance that describes tasks and timelines for implementation (Arizona and Virginia).

Provide money, e.g., released time and travel, for local program staff to attend training workshops (Florida).

Provide training for teams from local sites prior to starting the implementation process that includes developing management plans (Florida).

Include both principals and counselors in training teams to increase commitment and support (Idaho).

Develop a state implementation guide or use National Career Development Guidelines products to help local program staff find ways to implement the guidelines (Idaho).

Convene a group of counselor educators from various colleges and universities to recommend implementation strategies and incorporate these in the state-wide implementation plan (Idaho).

Use pilot sites to identify and test successful implementation strategies at various levels and in different types of organizations (Idaho).

Develop training and technical assistance cadres in intermediate educational agencies that can provide assistance to local programs (Iowa and Pennsylvania).

Start with one level and use experience with that level to support expansion to other levels (Iowa).

Select model sites that are representative of specific populations such as at-risk youth, displaced workers, or rural youth (New Jersey).

Combine implementation with other educational priorities such as drug-free school programs (North Dakota).

Work with the SOICC to provide Improved Career Decision Making (ICDM) training to increase the local staff's expertise in career development (North Dakota).

Recognize the need for an adequate number of state-level staff or for the use of other qualified trainers if state staff has been downsized (Oregon).

Develop a core state-level training team that includes individuals from local model sites, counselor and teacher education institutions, and the state-level staff (Pennsylvania).

Use state-level staff and counselor educators to demonstrate quality career development counseling and instruction in local program sites (South Carolina).

Conduct regional workshops in selected locations throughout the state to introduce the guidelines, design activities for the competencies, and discuss possible next steps for implementation (Washington).

Provide on-site consultations to model sites to help develop implementation plans and design programs (Washington).

Select one community to be a comprehensive implementation site where the National Career Development Guidelines are implemented in the public school system, the local community college, the local office of the Employment Security Department, the social services system, the public library, and economic and community development organizations (Washington).

Negotiate extended contracts for summer months to ensure staff time for program development (Wisconsin).

Realize that some staff will resist required role changes but successful implementation does not require 100 percent support from all staff (Wisconsin).

Help building-level administrators find ways to allocate existing non-counseling responsibilities to other staff (Wisconsin).

Use a cadre of counselor educators to infuse information in counselor education programs (Wisconsin).

Tie training to existing professional development requirements for state certification and licensure (Wisconsin).

Set a reasonable timeline for setting, endorsing and implementing standards -- four to five years (Wisconsin).

Evaluate and Revise Standards

Use a results-based guidance evaluation model and relate results to program resource needs, e.g., additional staffing (Arizona).

Use third-party evaluators from a university setting to evaluate program outcomes and the implementation process (California).

Develop a state-wide assessment of student achievement on career development standards (Michigan and Oregon).

Use a state-developed checklist to review programs and identify areas that need improvement (Mississippi).

Use state evaluation team for on-site monitoring of standards and evaluation of program outcomes (Oregon).

Use university evaluation units to assist in designing and conducting evaluation of program outcomes (South Carolina).

Develop an evaluation plan and conduct evaluation at all stages of program development and implementation (South Carolina).

Identify existing groups that have responsibility for evaluation, e.g., school evaluation consortia, intermediate school districts, state-department or regional accreditation teams, and vocational education evaluation teams, and involve them in designing and implementing outcome evaluation (Wisconsin).

FUNDING CAREER DEVELOPMENT PROGRAMS

States are using a variety of federal and state funding sources to support career development programs. NOICC has made grants to twenty states to disseminate the National Career Development Guidelines. In addition, many states have used Carl D. Perkins Vocational Education Act funds to support use of the Guidelines. Several states have also used funding from the Job Training Partnership Act. Another strategy that is being used by the states is to link career development programs to other major state initiatives such as educational reform, school retention, and economic development. This section is intended to help state staff identify multiple sources for funding career development programs. The information related to funding career development programs includes:

Federal funding sources

State initiatives

Legislative contacts.

Federal Funding Sources

- Adult Education Act
- Bilingual Education Act
- Carl D. Perkins Vocational Education Act*
 - Title III Part C -Career Guidance and Counseling**
- Other Sections that Specify Career Guidance and Counseling
- Drug Free Schools Legislation*
- Economic Dislocation and Worker Adjustment Assistance Act
- Education of the Handicapped Act
- Family Support Act
- Gifted and Talented Students' Educational Act
- Hawkins-Stafford Elementary and Secondary Education Amendments
 - Chapter I Compensatory Education
 - Chapter II Block Grants and Dropout Prevention Programs - Dropout Demonstration Act
- Job Training Partnership Act*
 - Title II-A Employment Related Services to Youth and Adults
 - Title II-B Summer Youth Employment and Training Programs
- NOICC Basic Assistance Grant*
- NOICC Supplemental Funds*
- Omnibus Trade and Competition Act
- Stewart B. McKinney Homeless Assistance Act - Title VII-Subtitle C
- Rehabilitation Act*
- Teen Pregnancy
- Veteran's Rehabilitation and Education Amendments
- Wagner-Peyser Act
- Women's Educational Equity Act

* These have been used by some states to fund career development programs. See the state profiles in Appendix A for a state-by-state description of funding sources that have been used for career development programs.

**While Title III Part C for Career Guidance and Counseling has not yet been funded, Amendments that were introduced and passed the U.S. House of Representatives in 1989 specify \$30,000,000 in funding for fiscal year 1990 and such sums as may be necessary for each of the fiscal years 1992 through 1995 to carry out Title III Part C. Since 1984, Perkins Vocational Education Act program improvement funds have been used by several states for career guidance and counseling.

State Initiatives

- Business Education Partnerships
- Career Education
- Career Development
- Career Guidance
- Comprehensive Guidance and Counseling
- Counselor Certification
- Disadvantaged Education
- Gifted and Talented Education
- Dropout Prevention/School Retention
- Economic Development
- Education Reform
- Elementary Guidance
- Health Education
- Higher Education Matriculation
- Interagency Coordination
- International Competitiveness
- Sex Equity
- State Assessment Programs
- Special Education
- Teen Pregnancy Programs
- Unemployment Reduction
- University Continuing Education
- Vocational Education
- Welfare Reform
- Youth Offenders

Legislative Contacts

American Association for Community and Junior College
Frank Mensel
One Dupont Circle - 401
Washington, D.C. 20036
(202) 293-7050

American Association of Counseling and Development
Richard Yep
Office of Government Relations
901 East Capital Street, S.E.
2nd Floor
Washington, DC 20003
(202) 543-0030

American Society for Training and Development
Lei Gainer
1630 Duke Street
Alexandria, VA 22313
(703) 683-8100

American Vocational Association
Gordon Raley
1410 King Street
Alexandria, VA 22314
(703) 683-3111

National Association of College Admissions Counselors
Pat Hawkins
1800 Diagonal Road - 430
Alexandria, VA 22314
(703) 836-2222 x109

National Association of State Boards of Education
Vickie Wallen
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

PROVIDING TECHNICAL ASSISTANCE TO LOCAL PROGRAMS

In addition to developing and disseminating state-level guidelines and standards, state staff are also involved in providing training and technical assistance to local schools, colleges, agencies and organizations to support program improvement activities. This section provides information on each of these important state-level functions including:

- Needs assessment
- Program activities and materials
- Staff development
- Program evaluation

State Strategies

Needs Assessment

Include sample needs assessment instruments that can be used by local programs in the state implementation guide (Missouri, Oregon, and Wisconsin).

Help local programs develop needs assessment instruments using the sample forms in the Local Handbooks of National Career Development Guidelines Project (Missouri and Oklahoma).

Work with groups of staff in local programs to review the competencies and indicators and develop needs assessment instruments as a way of reinforcing their understanding of career development (New Jersey).

Design state-developed needs assessment surveys with state-level scoring services for use in local programs (Virginia).

Adapt and use instruments from other states (South Carolina).

Program Activities and Materials

Develop a state implementation guide that includes a description of the state standards, needs assessment instruments, program activity suggestions, staff training materials, and program evaluation forms (Florida, Missouri, and Wisconsin).

Develop infusion guides for various curriculum areas (Florida).

Distribute a newsletter that describes activities that counselors have used in local programs (Idaho).

Develop written case studies of model sites to support dissemination to other sites (Michigan).

Collect information about program activities as part of the needs assessment survey and disseminate this information to other programs (Missouri).

Set realistic timelines for program development and arrange for adequate released time for staff. (North Dakota).

Have staff bring to training sessions written descriptions of activities that include a name of a staff member who can be contacted for more information (Oklahoma).

Develop state-level activity guides for various program levels and settings (South Carolina).

Develop guidance monographs on various topics such as counseling with gifted and handicapped students (Virginia).

Fund one career resource center as a demonstration site that local programs can contact or visit to identify and review career development materials (Virginia).

Use SOICC products, e.g., career tabloids and career information systems, as the basis for individual and classroom activities (Pennsylvania and Oregon).

Conduct a 20 hour summer workshop to help staff develop activities and strategies for program implementation during the next school year (Washington).

Staff Development

Give grants to local districts to develop counselor training resource kits that include videos and training modules with suggested activities and lesson plans related to specific student competencies (Arizona).

Conduct a satellite video teleconference in cooperation with a university continuing education unit and schedule additional teleconferences on topics proposed by viewers (California).

Have counselors and teachers from model sites train the counselors and teachers from other program in their region (Iowa).

Working with the Midlands Consortium STAR Schools program through funding from NOICC, an "Introduction to Career Development" satellite program with follow-up printed materials and video is being developed. These will focus on introducing career development and the National Career Development Guidelines to counselors, teachers and parents in the Midlands Consortium STAR Schools in Alabama, Kansas, Mississippi, Missouri, and Oklahoma (Kansas).

Encourage counselors to include curriculum development learning experiences in continuing education requirements for state certification and licensure renewal (Mississippi).

Use state-level staff members to train local staff in the curriculum development process through regular site visits and workshops (North Dakota).

Develop regional curriculum development training teams comprised of an administrator, a counselor, a curriculum specialist and a classroom teacher who can train others within their region of the state (Virginia).

Have teachers attend a state career guidance conference to learn more about career development and career guidance strategies (Washington).

Program Evaluation

Work cooperatively with regional accreditation agencies to incorporate guidance standards within the accreditation process (California).

Use career development standards as the basis for the development state-wide assessments of career development (Michigan and Oregon).

Develop profiles of quality programs through program reviews that focus on questions such as "What are the characteristics of quality programs?" and "What did they do to get there?" (Michigan).

Monitor counselor qualifications based on state counselor certification and licensure and national counselor certification standards (Minnesota).

Include sample evaluation instruments and procedures for conducting outcome evaluation as a part of state implementation guides (Missouri and Wisconsin).

Develop a standardized format for program reviews based on state standards and conduct program reviews through site visits by state staff (Virginia).

Use measures in programs that have been validated and include outcome measures such as the Phoenix and Quest curricula (Oklahoma).

Work cooperatively with other state department units that are conducting program evaluation and reviews, e.g., vocational education (Wisconsin).

State-Developed Resource Materials

These state materials can be obtained from the state contact person shown in the state listings in Appendix A or through the ERIC Document Reproduction Service when so indicated.

Needs Assessment

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APPENDIX A: STATE PROFILES

This appendix includes a profile for each state that has received NOICC National Career Development Guidelines grants and/or that has initiated implementation of the National Career Development Guidelines using other sources of funding. At the end of this section, there is an additional listing of career development materials that have been developed by other states.

Profiles are included for the following states:

Alaska (1989)	New Mexico (1989)
Arizona*	New Jersey (1988)
California (1987)	North Carolina (1989)
Colorado (1989)	North Dakota (1987)
Florida (1989)	Oklahoma (1988)
Idaho (1989)	Oregon (1989)
Iowa (1988)	Pennsylvania (1987)
Kansas (1989)	South Carolina (1988)
Michigan*	Utah*
Minnesota (1989)	Virginia*
Mississippi (1987)	Washington (1988)
Missouri (1988)	Wisconsin (1988)

* These states have not received NOICC grants but have used the National Career Development Guidelines

Alaska

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State-Level Approach

Governor's Commission

The Governor's Interim Commission on Children and Youth recommended that school counseling programs be expanded and undergo a transition from traditionally counselor-centered services to comprehensive, student-centered programs that are integrated with the entire educational program.

State Program Model

A task force of 12 school counselors and school counseling coordinators in conjunction with a national consultant have developed the *Alaska School Counseling Program Guide* that describes the comprehensive guidance model.

Pilot Sites

The *Alaska School Counseling Program Guide* will be field tested in a minimum of five sites, including elementary, middle and high schools in both urban and rural areas throughout the state.

Levels

Elementary, middle school and high school.

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds.

Specific Products

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Office of Adult and Vocational Education (1988). *Alaska school counseling program guide*. Juneau, AK: Alaska Department of Education.

Arizona

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State-Level Approach

Program standards

Arizona has existing program standards which are being used for vocational guidance accreditation.

Arizona Competency-Based Guidance Model

Scheduled as follows, Arizona's five-year plan develops and implements a comprehensive program model for competency-based guidance using results-based evaluation:

- 1987 - State superintendent of education appointed task forces (including one for guidance) to develop an Image 2000 for education.
Guidance task force met, commissioned a review of guidance models, and developed an Image 2000 report proposing a five-year plan for the development of guidance.
- 1988-89 - Six pilot sites were funded through Carl D. Perkins monies. These sites are developing counselor training materials, including a video and written modules, for specific student competencies.
- 1989 - The state staff will work with a state steering committee to implement the 5-year plan.
- 1990 - The state staff will finalize and publish the *Arizona Competency-Based Guidance Model Handbook*.
The state staff will conduct a counselor academy which will train 100 people in the use of the *Arizona Competency-Based Guidance Model*.
- 1992 - This is the target date for endorsement of proposed standards by the Arizona State Board of Education.

Levels

Elementary, Middle School, High School

Arizona-Cont'd

Funding Sources

Carl D. Perkins Vocational Education Act funds.

Specific Products

Arizona Department of Education (1987). *Image 2000—a 5-year plan for guidance*. Phoenix, AZ: ADOE.

Arizona Department of Education (Scheduled for 1990). *Competency-based guidance model handbook*. Phoenix, AZ: ADOE.

Arizona Department of Education (Scheduled for 1990). *Counselor training package*. Phoenix, AZ: ADOE.

California

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State-Level Approach

Postsecondary Matriculation Guidelines

The NOICC grant activities focused on implementing the National Career Development Guidelines at the postsecondary level. At the start of the project, California had recently legislated and provided funding for matriculation guidelines. Matriculation is a process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational or vocational/career objective. The National Career Development Guidelines were used to implement the matriculation guidelines on orientation and the development of a career plan.

Regional Accreditation Standards

A member of the project advisory committee is working with the Western Association of Colleges and Universities to develop guidelines related to career development programs.

In addition to these postsecondary activities, the California Department of Education has also developed state and regional standards for career guidance for the K-12 levels. These activities include:

Regional Accreditation Standards - The California Department of Education and the Western Association of Schools and Colleges have jointly developed standards for guidance programs (see Appendix B for a copy of these standards).

State Education Goals - State endorsed goals for career guidance have been developed and disseminated throughout the state.

Levels

Community College, Incarcerated Youth

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds; Continuing Education Department, University of California at Chico funding for satellite teleconference.

California-Cont'd

Specific Products

Brochure describing the guidelines project

Student Services Program Review Project (1986). *They said it couldn't be done.* Santa Ana, CA: California Community Colleges.

California State Department of Education (1981). *Guidelines for developing comprehensive guidance programs in California public schools: Kindergarten through adult school.* Sacramento, CA: CSDE.

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Department of Continuing Education (1989). *Tape of satellite video teleconference on the national career development guidelines.* Chico, CA: California State University at Chico.

Colorado

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State-Level Approach

State Standards

State standards are being developed that emphasize a student outcome orientation, counselor competencies, and collaborative agreements across programs. These will be an update of the previous standards published in *Colorado Career Development Guidelines* (1986) and the *Unified State Plan for Guidance, Counseling, and Placement in K-Postsecondary* (1981).

Model Sites

Two model sites will focus on the articulation between a secondary occupational education center and its feeder high schools and postsecondary institutions.

Professional Development

Four professional development centers, funded through the Carl D. Perkins Vocational Education Act, will provide dissemination and training activities to increase the awareness of the National Career Development Guidelines by the staff in local districts.

Levels

Secondary, Postsecondary

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds for professional development; local funds.

Specific Products

Colorado State Board for Community Colleges and Occupational Education (1986). *Colorado career development guidelines: A handbook for program planning and review*. Denver, CO: CSBCCOE.

Colorado State Board for Community Colleges and Occupational Education (1981). *Unified state plan for guidance, counseling, and placement in K-Postsecondary*. Denver, CO: CSBCCOE.

Florida

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State-Level Approach

Recommended State Goals

The commissioner of education has endorsed the published *Blueprint for Career Preparation* (1988) that includes recommended career development goals based on the National Career Development Guidelines.

Local Model Sites

Ten model sites have been funded with Carl D. Perkins Vocational Education funds to implement the goals and to develop program models to support implementation in other sites. Each will have a local articulation committee that includes members from one high school, the elementary and middle "feeder schools", the community college and/or university in the district, and business and industry representatives.

State Guidance Model

Based on the experiences from the model sites and other resources, the Florida Bureau of Career Development is developing a *Florida Guide to Career Development* to support the implementation of career development programs throughout the state.

Regional Forums

Five regional forums will be conducted to disseminate the *Blueprint for Career Preparation* statewide.

Levels

Elementary, Junior High, High School, Postsecondary

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds; state-level, business-education partnerships.

Florida-Cont'd

Specific Products

Florida Department of Education (1988). *Blueprint for career preparation*. Tallahassee, FL: FDE.

Florida State Department of Education (1989). *Business and industry speaks out*. Three 20-minute videos.

Florida Department of Education (1988). *Career education infusion task force: Report and recommendations 1988-89*. Tallahassee, FL: FDE.

Florida Department of Education (under development). *Florida guide to career development* will include implementation guidelines, a resource guide, sample curriculum units/activities, and a staff training package.

Florida State Department of Education (1986). *Linking education and work*. Tallahassee, FL: Division of Vocational and Technical Education, Bureau of Program Improvement.

Idaho

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State-Level Approach

State Model

The Idaho Comprehensive Guidance and Counseling Program Model has been developed and adopted as the official guide for Idaho by the State Board of Education.

Model Sites

Twelve pilot districts, two from each of six state regions, have been selected. A district guidance team was appointed that includes an administrator, counselor, and lead teacher. The state's three counselor education institutions are involved in the project along with the Idaho School Counselor's Association. Graduate level credit will be offered.

State-Wide Dissemination

The *Idaho Comprehensive Guidance and Counseling Program Model* has been disseminated through six regional workshops conducted in 1988. These were targeted to such groups as counselors from all program levels and settings, directors of vocational education, and representatives from agencies such as corrections and vocational rehabilitation. A publication called *Idaho Counselor-to-Counselor* has been produced which includes existing activities of Idaho school counselors that meet the student competencies in the personal/social, educational, and career development domains of the state model.

Levels

Elementary, junior high, and high school

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act -- Program Improvement Funds.

Specific Products

Idaho State Department of Education (1985). *Guidance and counseling program review instrument/quality indicators*. Boise, ID: Author, Division of Guidance and Counseling/Testing.

Idaho Department of Education (1988). *Idaho comprehensive guidance and counseling program model*. Boise, ID: IDE.

Iowa

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State-Level Approach

State Standards

The Iowa Code and Iowa Administrative Code include standards for Career Education and for Guidance and Counseling which are consistent with the National Career Development Guidelines (See Appendix B). Iowa's law requires a sequential, articulated guidance program involving instructional and non-instructional staff, as well as counselors, students, parents and community members. The program must include personal, educational and career development. The state standards were required to be implemented by July 1, 1989.

Model Sites

Iowa has funded eight model sites at the K-12 and community college levels. In addition, there are two JTPA model sites including one program for dislocated workers, farmers, and homemakers and one program for youth. In 1989-90, an additional 22 new K-12 sites and 6 community college sites are planned. In addition, staff in the 15 area education agencies will provide training and technical assistance.

Regional Training Workshops

Six regional training workshops were conducted to disseminate the Guidelines, state standards and experiences of the model sites throughout the state.

Counselor Education Programs

Information on the National Career Development Guidelines has been included in a preservice counselor education course.

Levels

Elementary, Junior High, High School, Community College, Adult Education, and JTPA

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds; Job Training Partnership Act funds.

Iowa-Cont'd

Specific Products

Iowa Administrative Code 4.5 (7) Career Education 4.5 (21) Guidance Program, 4.5 (14) Curriculum Development, Review, and Refinement, and 4.5 (15) Educational Program Form and Content. (See Appendix B for copy of code.)

Iowa Occupational Information Coordinating Committee (Under Development). *Career products group.* Developing materials that relate the IOICC "Career Tabloid" and other career development curriculum and activities to four of the National Career Development Guidelines competencies.

Iowa Occupational Information Coordinating Committee (1988). The National Career Guidance and Counseling Guidelines State level brochure developed jointly by the Iowa Department of Education, the Iowa Occupational Information Coordinating Committee, and the Iowa Job Training Partnership Act.

Iowa State Department of Education (1986). *The Iowa K-12 career guidance curriculum guide for student development.* Des Moines, IA: ISDE, Guidance Services.

Kansas

Contact

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State-Level Approach

State Guidelines

The National Career Development Guidelines will be used to determine state guidelines K-12. Special emphasis will be given to developing transition planning guidelines, using the Guidelines, to implement the Kansas state law, "Transition Planning for Developmentally Disabled Persons."

Model Sites

A special education cooperative has been selected to test the guidelines for transition planning for special-needs students. For regular students, the guidelines will be piloted in selected school districts. The Carl Perkins Vocational Education Funds will be used to fund LEA's to pilot test, in year two, the guidelines in regular education.

State-Wide Dissemination

It is anticipated that state-wide dissemination in special education will occur in year two and in regular education in year three.

Levels

Elementary, Middle School, High School, Postsecondary, and Adult. Special emphasis will be given to developing guidelines for transition planning for the developmentally disabled.

Funding Sources

NOICC grant; Kansas Careers (Kansas Career Information Delivery System); vocational rehabilitation funds.

Specific Products

Kansas State Department of Education (1982). *The Kansas guidance program evaluation guide and resource packet*. Topeka, KS: KSDE, Educational Assistance Section.

A publication will be developed showing how to use the Kansas CIDS to support the achievement of specific competencies from the state guidelines.

Michigan

Contact

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Lansing, MI 48909
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State-Level Approach

State Policy and Position Paper

A policy and position paper on comprehensive guidance and counseling programs has been developed to provide a basis for developing guidelines.

State Program Standards

A state career guidance model that focuses on K-adult with emphasis on essential, high school exit competencies that are needed to support life-long career development is being developed.

Model Sites

Two model sites have been funded, including a large urban area and a rural district, and also grants have been given to the 14 Michigan career education planning areas that serve several districts.

Counselor Education

Grants have been given to counselor education institutions to strengthen the career development component of their program.

Levels

Elementary, Middle School, High School, Community College 4-year Colleges and Adult Program Settings.

Funding Sources

Carl D. Perkins Vocational Act funds.

Michigan-Cont'd

Specific Products

Michigan Department of Education (1989). *Common threads for the future: Michigan exemplary career guidance programs*. (Six guides describing programs in Van Buren Intermediate School District, Midland County Intermediate School District, Livonia Public Schools, Farmington Public Schools, Detroit Public Schools, and Lewis Cass Intermediate School District). Lansing, MI: MDE.

Michigan Department of Education (1987). *Policy and position paper on comprehensive guidance and counseling programs*. Lansing, MI: MDE.

Michigan State Board of Education (1989). *Who am I? Where am I going? How will I get there?* (includes model programs and relative curriculum materials). Lansing, MI: pending Michigan State Board of Education approval.

Michigan Educational Assessment Program (1983). *Career development assessment*. (includes test booklets for Grade 4, Test Nos. 31; Grade 7, Test No. 61 and 62, Grade 10, Test Nos. 91 and 93). Lansing, MI: Michigan State Board of Education.

Michigan Educational Assessment Program (1986). *Career development assessment*. (includes test booklets for Grade 4, Test No. 1, Grade 7, Test Nos. 1 and 3, and Grade 10, Test Nos. 1 and 3). Lansing, MI: Michigan State Board of Education.

Michigan Educational Assessment Program (1983). *Life role competencies assessment: Form B*. Lansing, MI: Michigan State Board of Education.

Minnesota

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State-Level Approach

State Board Rule

A state board rule mandates career development at the secondary level.

State Legislation

State legislation has been passed for a total restructuring of education which will include selection of 10 pilot sites. These sites will implement learner outcomes that are being written for all areas including career development.

Model Sites

In addition to the restructuring sites, model sites are being selected to test the implementation of comprehensive guidance and counseling programs that incorporate the National Career Development Guidelines and address equity issues.

Levels

Elementary, Junior High, High School, Postsecondary and Human Services Agencies.

Funding Sources

Legislated state funding; NOICC grant; Carl D. Perkins Vocational Education Act funds (ex equity); state funds to implement career education standards (anticipated).

Specific Products

Minnesota State Department of Education (1981). *Career education: Some essential learner outcomes (K-12)*. St. Paul, MN: Career Education Division.

Mississippi

Contact

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Mississippi State University
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State-Level Approach

State Guidance Model

At present, Mississippi has no state-wide career guidance standards. However, the National Career Development Guidelines project advisory committee has proposed adoption of the Guidelines at the state level.

Counselor Evaluation Standards

Mississippi has worked extensively to develop and implement standards for the state certification of school counselors. This work has resulted in the development of a *Mississippi Counselor Assessment Instrument* for use by the district administrator to assess counselor performance and to develop counselor instructional materials.

Levels

Elementary, Middle School, High School, and Community College.

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education funds.

Specific Products

Bureau of Planning and Policy (1987). *Mississippi counselor assessment instrument*. Jackson, MS: Mississippi State Department of Education.

Counselor Education Department (1988). *The national career guidance and counseling guidelines: Competencies and resources checklists*. Mississippi State, MS: Mississippi State University.

Mississippi Department of Education (1988). Counselor training materials have been developed to support the improvement of counselor skills based on the *Mississippi Counselor Assessment Instrument*.

Mississippi-Cont'd

Mississippi State Department of Education (1984). *Standards for vocational guidance programs.* Jackson, MS: MSDE, Board of Vocational and Technical Education.

Research and Curriculum Unit for Vocational-Technical Education, Mississippi State University and Division of Vocational Education, Mississippi Department of Education (1984). *Career planning and employability skills handbook for vocational guidance counselors in Mississippi.* Jackson, MS: MDE.

Missouri

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State-Level Approach

State Common Competencies for Adults

Through a survey of the major agencies that serve adults, such as JTPA, vocational rehabilitation, the employment services and adult education, a set of common core competencies is being developed.

State Board Approved Curriculum

The *Missouri Comprehensive Guidance Model* is state approved and fully documented through a set of materials that can be purchased for use in other states.

Model Sites

Model sites have been funded that will focus on interagency cooperation among agencies that serve adults.

Levels

Elementary, Junior High, High School, Postsecondary and Human Services Agencies.

Funding Sources

NOICC grant; Job Training Partnership Act funds.

Specific Products

Missouri Department of Education. *Missouri comprehensive guidance: A model for program development, implementation and evaluation*. Columbia, MO: Instructional Materials Laboratory, 908 Woodson Way, University of Missouri-Columbia, Columbia, MO 65211. (Out-of-state price of kit including operations manual, sample guidance learning activities, and transparencies -- \$63.00, Order No. CE-75-1)

Missouri Department of Education. *Missouri comprehensive student needs survey*. Columbia, MO: Included in *Missouri Comprehensive Guidance* package, see above.

Missouri Occupational Information Coordinating Committee (1988). *Adult guidance competency survey*. Jefferson City, MO: MOICC.

New Jersey

Contact

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State-Level Approach

Model Sites

Because of the strong emphasis on local control of education, New Jersey is focusing on funding local sites rather than developing state standards. In 1988-89, there were two model sites. It is expected that number will be expanded during 1990-91.

Level's

Elementary, Junior High, High School

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds.

Specific Products

Neptune Junior High School (1988). *Guidance needs survey*. Neptune, NJ: NJHS.

New Mexico

Contact

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2400 N. Scenic Drive
Alamogordo, NM 88311-0477
(505) 434-0840 x239 or 238

State-Level Approach

State Standards

New Mexico is forming a state steering committee to develop state standards for the secondary and post-secondary levels using the National Career Development Guidelines, New Mexico education standards, guidance standards from other states, and other materials. Special emphasis will be given to considering the needs of diverse cultural groups.

Model Sites

The Career Center at New Mexico State University at Alamogordo, which was established six years ago, will be a model site for testing the state standards. Alamogordo High School will also be a pilot site focusing on the needs of special populations including Hispanics, Native Americans, and Anglos.

State-wide Dissemination

A "how to" manual will be developed to support the dissemination and implementation of the high school and postsecondary standards state-wide. The manual will stress the use of a multi-agency structure for the delivery of career development programs including such groups as state office of vocational education, state department of labor, local labor services centers, the state career information system, schools for disabled education, Native American reservations, and adult basic education programs.

Levels

High School and Postsecondary.

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds; Job Training Partnership funds.

Specific Products

A manual is currently being developed to support the dissemination and implementation of the high school and postsecondary standards state-wide.

North Carolina

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State-Level Approach

Commission on the Future

The North Carolina Community College System's Commission on the Future released a report in 1989 that emphasized the need to develop and implement a strong student assessment, academic planning and career counseling system and to eliminate barriers that restrict student access.

State Standards

The North Carolina Department of Community Colleges plans to implement the recommendation of the Commission on the Future through the development of standards based on the National Career Development Guidelines. Attention will be given to adapting the standards for special populations.

Model Sites

Ten to fifteen community colleges will be model sites during the three-year project to test the use of career guidance and counseling standards.

Levels

Postsecondary

Funding Sources

NOICC grant; North Carolina Community College System, North Carolina Department of Community Colleges.

Specific Products

Commission on the Future of the North Carolina Community College System (1989). *Gaining the competitive edge: The challenge to North Carolina's community colleges*. Raleigh, NC: North Carolina Community College System.

North Carolina Department of Public Instruction (1981). *Guidance services evaluative criteria*. Raleigh, NC: NCDPI.

North Dakota

Contact

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600 East Boulevard
Bismarck, ND 58505
(701) 224-2755

State-Level Approach

State Legislation

The North Dakota state legislature has passed legislation on career guidance and development programs. The law is based on the National Career Development Guidelines. The North Dakota Superintendent of Public Instruction has initiated a committee for implementation of the legislation. (See Appendix B for a copy of the legislation)

Model Sites

North Dakota has had one model site which started with the elementary level and expanded to the junior high and high school levels.

Levels

Elementary, Junior High, High School

Funding Sources

NOICC grant.

Specific Products

Grand Forks Public Schools (1988). *Career guidance curriculum project: Lewis & Clark and Lincoln Elementary Schools*. Grand Forks, ND: GFPS.

North Dakota Job Service (1985). *Instructor's manual for youth competencies*. Bismarck, ND: Author, Employment and Training Division.

State of North Dakota (1988). *State law: Career guidance and development programs*. Bismarck, ND: SND.

Oklahoma

Contact

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State-Level Approach

State Education Goals

Oklahoma standards for career guidance programs include 13 standards for local school districts.

State Guidance Model

A developmental guidance model, *Building Skills for Tomorrow*, based on the Wisconsin Developmental Guidance Model, has recently been completed and documented through a written guide.

Standards for Area Vo-Tech Schools

The State Department of Vo-Tech has established standards for program evaluation for vo-tech schools that require guidance services for adult students to be directed by a certified or licensed counselor.

Model Sites

Two model sites, one in a K-12 public school system and one in an area vocational-technical school, have been funded through the NOICC grant. Two additional model sites for comprehensive assessment, career counseling, and placement, both located in area vocational-technical schools, have been funded by the State Department of Vocational and Technical Education. These models are based upon the National Career Development Guidelines.

Program Guide

A document is being prepared which describes the components of a comprehensive vocational/career guidance program for vocational/technical schools based on the experiences at the model sites.

Levels

Elementary, Junior High, High School, Postsecondary and Adult Vocational Education.

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds.

Oklahoma-Cont'd

Specific Products

Oklahoma State Department of Education (1988). *Building skill for tomorrow: A development guidance model*. Oklahoma City, OK: OSDE, Guidance and Counseling Section.

Oklahoma State Department of Education (1988). *Counselor self-assessment*. (for Elementary Middle School, High School and Young Adult Levels). Stillwater, OK: OSDE.

Oklahoma State Department of Education (1989). *Public relations resources*. (Activities to support the National Career Development Guidelines Grant). Stillwater, OK: OSDE.

Oklahoma State Department of Education (Scheduled 1990). *Oklahoma standards for career guidance programs*. Stillwater, OK: OSDE.

Oregon

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State-Level Approach

State Rules

Oregon State Education Standards - Oregon Administrative Rules (See Appendix B for copy of the standards). Career Education - K-12; Career Development - 1/2 unit for high school graduation either through infusion or separate course; Guidance and Counseling - students have 4-year plan plus other guidance services.

Career Development for State Employees

The Personnel and Labor Relations Division, Recruitment and Career Services Section of Oregon's Executive Department is using the National Career Development Guidelines to develop a comprehensive career development program for state employees.

Local Model Demonstration Sites

Nine local high school sites have been funded through state monies, Carl D. Perkins and other state funds, e.g., Student Retention Initiative. Money has also been provided for other districts to visit model sites. The demonstration site program will expand to middle schools in 1989-90.

Comprehensive Goals

Comprehensive goals are being written for career development for grades 3, 5, 8, and 11 that will be used to design a state-wide assessment in career development.

Levels

Elementary, Middle/Junior High, High School, and Adult.

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds; Job Training Partnership Act funds; state student retention initiative funds; Oregon's Executive Department funds.

Oregon-Cont'd

Specific Products

Oregon Department of Education (Undated). *Guidance program evaluation survey*. Salem, OR: ODE.

Oregon Department of Education (1986). *Oregon administrative rules: Chapter 581--Department of Education, standards for public elementary and secondary schools*. (See Appendix B)

Oregon Department of Education (Undated). *Time utilization survey for guidance programs*. Salem, OR: ODE.

Oregon Occupational Information Coordinating Committee (Undated). *Career passport experience profile*. Salem, OR: OOICC.

Oregon Occupational Information Coordinating Committee, Oregon Career Information System (1989). *Schoolwork, lifework: Integrating career information into high school career development programs*. Salem, OR: OOICC.

Oregon Occupational Information Coordinating Committee, Oregon Department of Education, Oregon Career Information System (1988). *Integrating Oregon career information materials into comprehensive career development, guidance and counseling programs: A training guide for high school counselors, teachers and administrators*. Salem, OR: OOICC.

Portland Public Schools. *Career development checklist-PreK - 3*. Portland, OR: PPS.

Portland Public Schools. *Career development checklist--Grades 4 - 5*. Portland, OR: PPS.

Portland Public Schools. *Career education curricular activity record-6-12*. Portland, OR: PPS.

Portland Public Schools. *Career guidance--A class act*. Five handbooks that include activities and a recommended buying list of commercial materials. Five levels include K-3, 4-5, 6-8, and 9-12. Portland, OR: PPS.

Washington County (1983). *Career education test item bank--secondary level: Catalog*. Washington County, Oregon.

Washington County (1983). *Career education test item bank: User's manual*. Washington County, Oregon.

Pennsylvania

Contact

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State-Level Approach

State Education Goals

Several of the National Career Development Competencies relate directly to the Pennsylvania Common Goals for Education which are mandated for each school district. There are also state regulations for pupil personnel services which can provide a basis for the development and improvement of career guidance programs.

Intermediate School Districts

Intermediate school district personnel will be trained to conduct training and provide technical assistance related to local implementation of the National Career Development Guidelines.

Model Program: Sites

Pennsylvania has two model sites -- one in a rural school district that initially focused on the middle school and one in an urban school district that has focused on the high school level.

Levels

Middle School and High School

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds.

Specific Products

Pennsylvania State Board of Education (1987). *Regulations of the state board of education. Chapter 7: Pupil personnel services.* Harrisburg, PA: PSBE.

Pittsburgh Public Schools (1988). *Planning guide for program review and implementation process.* Pittsburgh, PA: PPS.

Waynesboro Area School District (1988). *Training teachers in classroom infusion.* Waynesboro, PA: WSD.

Waynesboro Area School District (1988). *Comprehensive career guidance and counseling curriculum.* Waynesboro, PA: WSD.

South Carolina

Contact

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State-Level Approach

State Legislation

An amendment to the existing state education legislation that mandates career guidance was passed in 1989.

State Guidance Model

A state model, *South Carolina Comprehensive Career Guidance Programs: A Model for Program Development K-12*, has been developed that includes South Carolina's mission related to preparation for work, student competencies, staff role descriptions and non-commercial guidance resources.

Model Sites

A school district located in a small agricultural community is serving as the model site. Elementary, junior high, high school and ungraded special education students will be involved.

Levels

Elementary, Junior High, High School

Funding Sources

NOICC grant; South Carolina General Fund.

Specific Products

South Carolina State Department of Education, Office of Vocational Education (1987). *Career and technology awareness: An elementary curriculum resource guide*. Columbia, SC: SCSDE/OVE.

South Carolina State Department of Education, Office of Vocational Education (1988). *Comprehensive career guidance programs: A model for program development k-12*. Columbia, SC: SCSDE/OVE.

South Carolina-Cont'd

South Carolina State Department of Education, Office of Vocational Education (1985). *Job keeping skills*. Columbia, SC: SCSDE/OVE.

South Carolina State Department of Education, Office of Vocational Education (1982). *Job seeking--How & where*. Student handbook and teacher's guide. Columbia, SC: SCSDE/OVE.

South Carolina State Department of Education, Office of Vocational Education (1987). *Picking your path: Video and teacher's guide*. Columbia, SC: SCSDE/OVE.

South Carolina State Department of Education, Office of Vocational Education (1985). *Vocational guidance and placement planning guide*. Columbia, SC: SCSDE/OVE.

Utah

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Salt Lake City, UT 84111
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State-Level Approach

State Board of Education

A concept paper that describes career development as a program has been presented to and approved by the State Board of Education.

Model Sites

Eleven model sites have been funded -- seven at the high school level and four at the junior high school level.

State Core Content

Based on the experiences in the 11 model sites, the National Career Development Guidelines competencies and indicators will be modified and presented to the State Board of Education for approval as core content required for all students.

Levels

Middle and High School.

Funding Sources

Carl D. Perkins Vocational Education Act funds with equal match from the local model site districts.

Specific Products

Utah Department of Education. Career development core content will be published in its final version after State Board of Education approval.

Virginia

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State-Level Approach

State Legislation

Virginia has recently passed legislation for elementary guidance to be implemented during the 1989-90 school year.

State Education Goals

The *Standards of Quality for Virginia Schools* require career education programs for all students and K-12 pupil personnel programs that aid students in their education, social and career development.

Levels

Elementary, Junior High, High School

Funding Sources

Chapter I funds; state funds for gifted and at-risk students.

Specific Products

Virginia Department of Education (1989). *A guide for planning and developing guidance and counseling programs*. Richmond, VA: VDE.

Virginia Department of Education (1984). *Career guidance and counseling*. Richmond, VA: Author, Division of Special Education Programs and Pupil Personnel Services.

Virginia Department of Education (1989). *Choices and challenges: Career education in Virginia--program management guide*. Richmond, VA: Career Education and Career Guidance, VDE.

Virginia Department of Education (1986). *Counseling with gifted students*. Richmond, VA: VDE.

Virginia Department of Education (1985). *Counseling with handicapped students*. Richmond, VA: VDE.

Virginia-Cont'd

Virginia Department of Education (Undated). *Guidance survey: Grades 3-5.* (Includes student, teacher and parent forms) Richmond, VA: VDE.

Virginia Department of Education (Undated). *Guidance survey: Grades 6-8.* Richmond, VA: VDE.

Virginia Department of Education (Undated). *Secondary students needs assessment survey.* Richmond, VA: VDE.

Virginia Department of Education (Undated). *Secondary students needs assessment survey.* Richmond, VA: VDE.

Virginia Department of Education (No date). *Virginia career guidance model.* Richmond, VA: Division of Special Education Programs and Pupil Personnel Services.

Virginia Department of Education (1989). *Virginia state plan for career education.* Richmond, VA: VDE.

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E..

Washington

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State-Level Approach

State Guidance Model

A state model was published in 1988, *A Guide for Counseling and Guidance Services in Washington State Public Schools*. This guide presents a comprehensive counseling and guidance model that can be adapted for local schools. It recommends four goal areas including personal, social, educational and career development. Many of the student competencies were adapted from the National Career Development Guidelines.

Dissemination Activities

A major focus has been to raise awareness and interest in the improvement of career development programs through such activities as an intensive two-day conference, a series of five six-hour workshops that featured presentations by local employers, and communication with various organizations that represented all levels of career development programs.

Model Sites

Four model sites were funded during 1988-89 with an additional six model sites planned for 1989-90. In addition, the National Career Development Guidelines were used to begin an employee career development program at the Boeing Company.

Levels

Elementary, Middle School, High School, Postsecondary and Adult (including private sector company).

Funding Sources

NOICC grant; State Superintendent of Public Instruction funds; Carl D. Perkins Vocational Education Act funds.

Specific Products

Office of the Superintendent of Public Instruction (1988). *A guide for counseling and guidance services in Washington state public schools*. Olympia, WA: OSPI

Wisconsin

Contact

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State-Level Approach

State Education Standard

Wisconsin has had a state education standard that mandates a guidance program since 1974. A new education for employment standard that also provides a basis for career guidance programs is scheduled for implementation in 1990.

State Guidance Model

The Wisconsin Developmental Guidance Model is presented in the publication, *School Counseling Programs: A Resource Planning Guide*. It is a comprehensive K-12 guidance model that includes student competencies in the areas of learning, personal/social and career/vocational.

Model Program Sites

Ten model sites were funded from Carl D. Perkins funds to implement a district-wide developmental guidance curriculum.

Levels

Elementary, Junior High, High School

Funding Sources

NOICC grant; Carl D. Perkins Vocational Education Act funds; local district funding of extended contracts for staff to complete program development activities.

Specific Products

Wisconsin Department of Public Instruction (1989). *Relationship between the Wisconsin developmental guidance model and the national career guidance and counseling guidelines*. Madison, WI: WDPI.

Wisconsin-Cont'd

Wisconsin Department of Public Instruction (1986). *School counseling programs--A resource and planning guide.* Madison, WI: WDPS (Available from Wisconsin Department of Public Instruction, Publication Sales, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841, Phone (608) 266-2188)

Wisconsin Department of Public Instruction (1989). *School districts standards review.* Madison, WI: WDPI.

Wisconsin Department of Public Instruction (1987). *Secondary vocational program evaluation project: Composite evaluation report for secondary vocational education in Wisconsin -- 1986-1987.* Madison, WI: WDPI.

Wisconsin Department of Public Instruction (1989). *Secondary vocational program evaluation project: Vocational evaluation manual -- 1988-1989.* Madison, WI: WDPI.

Wisconsin Department of Public Instruction (1989). *Secondary vocational program evaluation project: Team member handbook -- 1988-1989.* Madison, WI: WDPI.

Materials from Other States

Alabama

Alabama State Department of Education (1981). *Guidelines for developing a comprehensive guidance and placement annual plan*. Montgomery, AL: ASDE, Division of Vocational Education Services.

Alabama State Department of Education (1984). *The guidance and counseling state plan for excellence in Alabama's public schools*. Montgomery, AL: ASDE.

Owens, C. R., & Berryman, W. C. (1980). *How to develop a comprehensive guidance program: Leadership manual*. Montgomery, AL: Alabama State Department of Education.

Owens, C. R., & Berryman, W. C. (1980). *How to develop a comprehensive guidance program: A resource manual*. Montgomery, AL: Alabama State Department of Education.

Illinois

Illinois State Board of Education (1986). *Illinois counseling and guidance by objectives handbook*. Springfield, IL: Department of Adult, Vocational and Technical Education, Research and Development Section.

Illinois State Board of Education (1986). *The guidance by objectives planning package for the microcomputer*. Springfield, IL: Department of Adult, Vocational and Technical Education, Research and Development Section.

Maryland

Maryland State Department of Education (No date). *Standards for school guidance programs in Maryland*. Baltimore, MD: MSDE, Division of Compensatory, Urban, and Supplementary Programs.

Nebraska

Nebraska Department of Education (1989). *Nebraska career guidance program handbook*. Lincoln, NE: NDE.

New Hampshire

New Hampshire State Department of Education (1988). *New Hampshire comprehensive guidance and counseling program*. Concord, NH: NHSDE.

New York

New York State Education Department (1985). *Guidance and counseling: Ensuring the rights of students*. Albany, NY: NYSED, Occupational Education Civil Rights Technical Assistance Unit.

Materials from Other States-Cont'd

Ohio

Ohio Department of Education (1989). *Opening all options: Middle school and junior high school career guidance*. Ann Arbor, MI: ERIC Counseling and Personnel Services Information Center, College of Education, University of Michigan.

Ohio State Department of Education (1985-1986). *Ohio career development program: Guidelines for submission of operational grant proposals and planning grant proposals by vocational education planning districts*. Columbus, OH: Division of Vocational and Career Education, Career Development Service.

Ohio State Department of Education (1985). *Career education, guidance and placement interface: A matrix for cooperation*. Columbus, OH: Division of Vocational and Career Education, Career Development Service.

Rhode Island

Rhode Island Department of Education (1985). *Basic education program for Rhode Island public schools*. Providence, RI: RIDE.

South Dakota

South Dakota Department of Education (1983). *South Dakota standards for guidance and counseling*. Pierre, SD: SDDE, Division of Elementary and Secondary Education and Cultural Affairs.

Texas

Texas Education Agency (1979). *Occupational orientation: Program standards for public schools*. Austin, TX: TEA.

Wyoming

Wyoming State Department of Education (1985). *Proposed standards for counseling programs*. Cheyenne, WY: WSDE.

APPENDIX B: EXAMPLES OF STATE STANDARDS AND GUIDELINES

This section includes the following examples:

Regional Accreditation - Western Association Student Services Standards.

State Legislation - North Dakota *Career Guidance and Development Act.*

State Standards - Iowa *Standards for Career Education, Guidance and Counseling.*

State Standards - Oregon *State Standards for Career Development.*

Western Association Student Services Standards

Western Association for Schools and Colleges and the California Department of Education (1987). Quality review criterion for student services: Guidance and counseling. From *Program Quality Review for High Schools: Process, Criteria, and Self-study*. Sacramento: CDE.

This criterion describes how services for students help students succeed in school. The term "student services" refers to a comprehensive program of guidance and counseling for all students in support of their academic studies and their participation in school life. The guidance and counseling program helps students develop an academic plan that aims at their highest goals and determines unique personal paths through high school; supports a positive school climate for success in school; helps students overcome behaviors disabling to learning; and removes barriers to equal access and equity. The result of high-quality student services is that all students learn how to plan effectively, deal with societal and educational change, and take personal responsibility as independent lifelong learners.

Students receive academic counseling, a guidance curriculum, individualized student planning, and delivery systems of student support. The goal of the program of these services is to enable students to understand their growth and development and to acquire the knowledge and skills needed to make decisions on their educational and career paths.

In applying this criterion, consider all students, including limited-English-proficient students, educationally disadvantaged students, minority students who are under-represented in college, students achieving at a level significantly below their potential, students at risk of dropping out of school, gifted and talented students, and students receiving special educational instruction and services.

Integrated Program

Clearly articulated policies and procedures ensure that every student receives an integrated program of services which facilitates personal and academic success and includes academic counseling, a guidance curriculum, individualized student planning, and systems of student support regardless of the number of counselors at the school. Students experience a school-wide system of guidance in which they are able to discuss their own paths through high school with their teachers and/or counselors. All students are encouraged to pursue the most rigorous course of study at which they could be successful.

Guidance Curriculum

Students are systematically taught the guidance curriculum through classroom and group activities, thereby acquiring necessary and timely decision-making information. They learn that the primary purpose of schooling is the acquisition of knowledge and skills. They receive knowledge of self and others, develop positive mental health, and acquire and use life skills. In addition, students learn and apply planning and survival skills to academic, personal, prevocational, and precollege problems and decisions and develop a personal vision of their future and what they want to be. Students experience a rewarding learning environment based on the cooperative involvement of guidance and counseling staff, teachers, students, and parents.

Western Association-Cont'd

Individualized Student Planning

Timely guidance, counseling, and referral services enable students to address educational, career, personal, and social concerns and to engage in careful planning, programming, and monitoring of their learning and development. Through individualized planning, students are assisted in appraisal and placement so that they can plan, monitor, and manage their academic learning and their personal and career development. Students receive timely and regular counseling services to meet their immediate needs and concerns. Through these services and individualized planning, students are able to remove barriers and to pursue effectively their unique paths through high school. Administrators, guidance and counseling staff, and teachers actively identify, encourage, and assist minority students who are under-represented in college to pursue a path that will lead to admission to a four-year college or university.

Student Support Systems

Student access to support systems which in and outside of the school enhances learning and successful participation in school life. Student services are clearly defined and widely known, and the total school community understands its specific role in these services. The school's student services, including student health care, psychological support, and services for students which special needs, are comprehensive and well-integrated. Administrative leadership and guidance and counseling staff members coordinate and collaborate with the community in prevention and early intervention programs for students at risk of dropping out of school and provide educational alternatives and opportunities for minority students who are under-represented in college.

Assessed Student Needs

Assessed student needs are addressed in priority order through a written scheduled program of activity which includes academic guidance, challenging educational programming, character development, individual and group counseling, group guidance, peer counseling, and student and parent advisement. The use of appropriate technology and computerized guidance systems enables students easy access to information. The program of services, which includes a guidance calendar, is well-publicized.

Program Support

Administrative leadership in the area of student services is evident throughout the school. Leadership promotes the integration of counseling roles and guidance strategies into the total school curriculum and program. Communication between counselors and teaching staff is open and productive. Staff development activities are designed to help guidance and counseling staff members and school staff efficiently deliver support services in order to meet the identified needs of students. An ongoing review is made of the services provided, which are evaluated in a timely manner by students, parents, and staff. As a result of the evaluation, the allocation of resources, including time, is examined and changes made to improve the quality of services to students.

Western Association-Cont'd

Exemplars

The guidance program consists of support services provided by a number of school staff, including counselors, administrators, teachers, paraprofessionals, and others, to help students:

Gain understanding of their social, intellectual, and emotional development

Becoming knowledgeable about educational, career, and social opportunities

Learn decision-making, problem-solving, and self-management skills

Combine these insights and skills in becoming independent, active learners

The counseling program is an important and central focus of guidance. It ensures communication between school counselors and students about issues that facilitate or inhibit personal growth, academic achievement, and planning and decision-making.

A program of services is comprehensive. It includes academic counseling, guidance curriculum, individualized student planning, and support systems within and outside of the school.

Students acquire regular and timely information to enable them to make informed choices as they plan and select their program. They are provided with guidance curriculum, advisement, individual and group counseling, computerized guidance systems, guidance handbooks, newsletters, bulletins, workshops, and mentorships.

Students develop planning and survival skills through guidance and counseling activities:

Guidance curriculum units and activities

Student advisory groups

Shared activities between and among counselors, teachers, parents, students, and outside resource people

Individual and group counseling

Planning and survival skills include:

Educational and career planning
Study techniques
Goal-setting
Decision-making
Effective communication
Interpersonal skills
Conflict management
Stress management
Self-esteem
Multi-cultural understanding

Western Association-Cont'd

Students experience a rewarding learning environment that is characterized by:

- A clear sense of the school's academic purpose**
- Contact with supportive, caring adults**
- A sense of community**
- A balanced curriculum**
- Clear academic objectives**
- Monitored academic progress**
- Rewards for academic success as well as success in extra-curricular and co-curricular activities**
- Student and parent involvement**
- Team problem-solving**
- School-community cooperation**
- An orderly and safe campus**

Students acquire assistance in removing barriers to equal access and equity and overcoming disabling educational, career, personal, and social problems through cooperative school-wide guidance and counseling approaches:

- Regular encouragement to pursue more rigorous courses of study**
- Systematic monitoring of students' academic progress whereby students and parents are informed when a student is performing below potential before the problem becomes chronic**
- Early identification and establishment of programs for academically able students from groups traditionally under-represented in colleges and universities**
- Early identification procedures by teachers and counselors for students with poor attendance or poor study habits, dropout potential, and other at-risk factors**
- Timely and regular counseling**
- Individual and group counseling**
- Peer counseling**
- Identification and referral process to outside social agencies and community-based organizations for problems involving alcohol, drug abuse, suicidal tendencies, pregnancy, eating disorders, and other life-threatening situations**

Western Association-Cont'd

Student study-team approaches to review individual student profiles

Multi-disciplinary approaches by means of student support service teams

Affective curriculum and programs that increase feelings of self-esteem and combat social isolation and alienation

Cooperative strategies to build peer, cross-age, and/or adult tutorial and mentor programs

Guidance and counseling are acknowledged by and reflect priority needs as a result of:

School board policy statement

Guidance and counseling program goals and objectives

Student outcomes and competencies

District plan for guidance and counseling services

Guidance calendar for service delivery

Leadership roles within guidance and counseling are evident by:

A systematic program of activities to support students' educational process, such as grade-level guidance curriculum, timely and regular counseling, and community mentorships

Coordination of school and community resources to meet emotional, physical, and social needs of all students

Consultation with parents, staff, and community through individual meetings, workshops, seminars, large-group discussions, and other means directed to the educational, career, personal, and emotional/social development of students

Presence of proactive (prevention) services, such as dropout prevention programs; developmental services, such as affective curriculum; and reactive (remediation) services, such as drop-in or crisis counseling

Assistance to curriculum specialists, teachers, and staff in formulating instructional practices which ensure equal access, instruction, and opportunities for all students

Articulation and collaboration with institutions of higher education, business and industry, and professions to encourage and support under-represented minority students

Staff development activities are designed to help guidance and counseling staff and school staff deliver support services efficiently to meet the identified critical needs of students.

Student services are evaluated continuously and annually by:

Administration, analysis, and reporting of needs assessment data

Analysis by an outside consultant

Interviews with students, parents, and staff

Evaluation of individual guidance and counseling activities through questionnaires

North Dakota Career Guidance and Development Act

Fifty-first Legislative Assembly, State of North Dakota, begun and met at the Capitol in the City of Bismarck, on Wednesday, the fourth day of January, one thousand nine hundred and eighty-nine

HOUSE BILL No. 1504
(Representatives Rydell, Schindler, Hoffner)
(Senators Heinrick, O'Connell)

AN ACT to provide for the development of career guidance and development programs for the children and adults.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. Definitions. As used in this Act:

1. "Career guidance and development programs" means those programs which provide a comprehensive competency-based curriculum that identifies specific client outcomes, personnel competencies, and institutional capabilities; which pertain to the subject matter and institutional capabilities; which pertain to the subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities; and which assist individuals in making and implementing informed educational and occupational choices.
2. "Local educational agency" means any public elementary, secondary, or postsecondary agency in the state.
3. "Superintendent" means the superintendent of public instruction.

SECTION 2. Statement of purpose. The purpose of the Act is to provide support to local communities, through local educational agencies, for implementation of career guidance and development programs to prepare children and adults to make career choices based on and resulting from knowledge of the world of work, occupational, and labor market information, career exploration, self-assessment, and decision making techniques.

SECTION 3. Guidelines for implementing career guidance and development programs. The superintendent may adopt rules under chapter 28-32 for the implementation of career guidance and development programs by local educational agencies. In adopting the rules, the superintendent shall review and consider guidelines formulated by the North Dakota Occupational Information Coordinating Committee established pursuant to the Carl D. Perkins Vocational Education Act [Pub. L. 98-524; 98 Stat. 2435. 20 U.S.C. 2301 et seq.]. The rules adopted by the superintendent shall require the:

1. Involvement of the community through an advisory committee.
2. Assessment of the extent to which existing career guidance and development programs and services available in the community meet current anticipated needs.
3. Coordination of career guidance and development programs, services, and related activities provided by local educational institutions with local-level and state-level public and non-public agencies and organizations.
4. Evaluation of career guidance and development programs.
5. Formulation of monetary budgets for support of career guidance and development programs.

North Dakota-Cont'd

SECTION 4. Program coordinator and support staff. The superintendent may employ one full-time professional staff person for the purpose of coordinating the career guidance and development programs implemented pursuant to this Act. The superintendent may employ support staff as may be required to assist the program coordinator. The superintendent may:

1. Review and revise periodically the rules adopted pursuant to section 3 of this Act.
2. Provide technical assistance to local educational agencies in preparing program proposals, and implementing career guidance and development programs.
3. Collect and evaluate information to determine the effectiveness of career guidance and development programs.
4. Provide periodic written evaluations of career guidance and development programs.
5. Serve as a resource specialist to local educational agencies in the area of career guidance and development policies and instruction.
6. Identify career guidance and development programs implemented by local educational agencies which may serve as model programs.

Iowa Standards for Career Education, Guidance and Counseling

State Standards and the National Guidelines

The National Guidelines for Comprehensive Career Guidance and Counseling can assist a local school district in meeting the following Standards: Career Education, Comprehensive Career Guidance and Counseling Programs, Curriculum.

Iowa Code

280.9 Career Education. The board of directors of each local public school district and the authorities in charge of each non-public school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and co-curricular teaching-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills. Essential elements in career education shall include, but not be limited to: (1) awareness of self in relation to others and the needs of society, (2) exploration of employment opportunities and experience in personal decision making, and (3) experiences which will help students to integrate work values and work skills into their lives.

Iowa Administrative Code

4.5 (7) Career Education. The board shall provide a comprehensive career education program. Curricular and co-curricular teaching and learning experiences from the prekindergarten level through grade twelve shall be provided for all students. The career education program shall be infused into the total education program. The program shall include, but need not be limited to, awareness of self in relation to others and the needs of society; exploration of employment opportunities; experiences in personal decision making; and experiences to help students integrate work values and work skills into their lives. In the implementation of this standard, the board shall comply with Iowa Code section 280.9.

4.5 (21) Guidance Program. Each board operating a prekindergarten through grade twelve or kindergarten through grade twelve program shall provide an articulated sequential elementary-secondary guidance program to assist students with their personal, educational, and career development. Boards operating less than a full elementary-secondary program shall provide a sequential guidance program covering all grade levels operated. The program shall involve not only counselors but also instructional and non-instructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly certificated staff shall be employed at all program levels.

4.5 (14) Curriculum Development, Review, and Refinement. The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. Each curriculum area shall have goals; suggested instructional activities, materials, and content; and expected student outcomes for each level of instruction. The policy shall identify valid, bias-free student assessment procedures and the process for monitoring student progress. This policy shall include procedures and timelines for reviewing each instructional program, with attention given to interdisciplinary teaching of higher order thinking skills, learning skills, and communication skills.

4.5 (15) Educational program Form and Content. The educational program, as adopted by the board, shall set forth the administrative measures and the sequence of learning situations which provide pupils with well-articulated, developmental learning experiences from the date of school entrance until high school graduation.

Oregon State Standards for Career Development

581-22-316 Graduation Requirements

Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements.

(1) Unit of Credit Requirements

(A) Each student shall earn a minimum of 22 units of credit to include at least:

- (a) Language Arts - 4 (shall include the equivalent of 1 unit of written composition)
- (b) Mathematics - 2
- (c) Science - 2
- (d) U.S. History - 1
- (e) Global Studies - 1/2
- (f) Government - 1/2
- (g) Health Education - 1
- (h) Physical Education - 1
- (i) Career Development - 1/2
- (j) Personal Finance and Economics - 1
- (k) Applied Arts, Fine Arts or Foreign Language - 1 (one unit shall be earned in any one of a combination)
- (l) Electives - 7

581-22-405 Career Education

Each school district shall implement plans for career education grades K/1 through 12, with goals for each instructional program and, where applicable, goals for support programs.

581-22-702 Guidance and Counseling

(1) District Guidance and Counseling

Each school district shall provide a coordinated guidance and counseling program to support the educational and career development of students. The district shall:

(A) Adopt guidance and counseling program goals which assist students to:

- (a) develop decision-making skills;
- (b) obtain information about self;
- (c) understand the educational opportunities available to them;
- (d) establish tentative career and educational goals;
- (e) accept increasing responsibility for their own actions;
- (f) develop skills in interpersonal relations, and
- (g) utilize school and community resources.

(B) Specify instructional, guidance and counseling activities for the achievement of the goals.

(C) Assign guidance and counseling responsibilities to each school and to the appropriate personnel.

(D) Evaluate guidance and counseling programs for all grades.

Oregon State Standards-Cont'd

(2) School Guidance and Counseling

Each school shall provide a guidance and counseling program which:

- (a) specifies goals including those assigned to the school district program;
- (b) identifies staff responsibilities and instructional, guidance and counseling activities to achieve guidance program goals;
- (c) identifies each student's guidance and counseling needs; and
- (d) assists each student to develop an educational plan in grades 9-12 which identifies a tentative career goal and reviews the student's progress at least annually; and
- (e) assigns each student to a certificated staff member for individual support and advice.

(3) Guidance Staff Assignments

Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes. In determining staffing for the program, the following shall be considered:

- (a) The number of students assigned to a certified counselor.
- (b) The number of aides or clerical staff assigned to the guidance program; and
- (c) The extent to which the staffing pattern varies from general statewide practices.

APPENDIX C: MATERIALS TO SUPPORT NEEDS AND BENEFITS

This appendix contains quotations from key reports and professional association policy statements that provide information to support the needs for and benefits of career development programs. Selections include the following:

Summary of the Report on Building a Quality Workforce by the U.S. Department of Labor, U.S. Department of Education, and U.S. Department of Commerce

Summary of the Skills Employers Want from a Study Conducted by the American Society for Training & Development with Funding from the U.S. Department of Labor, Employment Training Administration

Summary of Future Projections from the U.S. Department of Labor Study -- Projections 2000

Summary of Career Development Program Benefits from the National Career Development Guidelines Local Handbooks

Summary of Career Development Program Benefits from the Missouri Department of Education's Missouri Comprehensive Guidance Model

Summary of the Economic Consequences of Neglecting Career Development -- Presented by P.S. Jarvis at the Annual Conference of the Association of Computer-Based Systems for Career Information, St. Louis, MO, December 2, 1988

Summary of Policy Statements by Professional Association in Support of Counseling, Guidance, and Career Development Programs

Building a Quality Workforce

U.S. Department of Labor, U.S. Department of Education, & U.S. Department of Commerce.
(1988) *Building a quality workforce*. Washington, D.C.: Employment & Training Administration,
U.S. Department of Labor, pp. 3, 17-18.

Summary of Business' Workplace Needs

Nationwide, 134 business representatives were consulted, representing both small and large businesses, in urban and suburban settings, from a variety of industries, and at a variety of levels within their companies. In summary, businesses consistently noted that entry level workers and applicants did not have the skills to:

- » Read and comprehend policy and instruction manuals as well as technical material
- » Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics
- » Perceive errors and rewrite
- » Speak and explain ideas clearly
- » Answer and ask questions and follow verbal directions
- » Add and subtract, multiply and divide
- » Work with fractions and decimals

Employers also identified deficiencies in these more technical skills:

- » Measure and comprehend spatial relationships, and use metric measurements
- » Type with accuracy and speed
- » Work accurately with computers and computerized programs

Finally, employers noted that they needed--but were frequently unable to recruit--employees with positive attitudes and the ability to:

- » Learn, be flexible, and respond to change quickly
- » Deal with complexity, that is, learn and perform multiple tasks and analyze and deal with a wide variety of options
- » Identify problems, perceive alternative approaches, and select the best approach

Building a Quality Workforce-Cont'd

- » Operate independently after a brief but intensive orientation period or after an initial training period
- » Work cooperatively with people of different personalities, race, sex, across different authority levels and organizational divisions
- » Be punctual and dependable as well as show pride and enthusiasm in performing well

Workplace Basics

Carnevale, A.P.; Gainer, L.J.; & Meltzer, A.S. (1988) *Workplace basics: The skills employers want.* Alexandria, VA: The American Society for Training & Development and Washington, D.C.: U.S. Department of Labor, Employment Training Administration, pp. ii, 9, 13-14.

The Need

While not a new problem, deficiencies in basic workplace skills are a growing one. It is a challenge emerging from a volatile mix of demographic, economic and technical forces. These combined forces are driving the nation toward a human capital deficit among both new and experienced workers that threatens the competitiveness of economic institutions and acts as a barrier to the individual opportunity of all Americans.

The Workplace Basics

Through this study, employers identified the following seven skills groups that comprise the new workplace basics:

- » Learning to learn
- » 3 R's (reading, writing, computation)
- » Listening and oral communication
- » Creative thinking/problem solving
- » Self-esteem/goal setting-motivation/personal & career development
- » Interpersonal/negotiation/teamwork
- » Organizational effectiveness/leadership

Self-esteem, Motivation/Goal Setting and Personal & Career Development

Workplace training to enhance self-esteem is at the core of training to expand job-specific occupational skills or provide remediation. Key elements of self-esteem training include assisting employees to recognize their current skills; be aware of their impact on others; understand their emotional set points and abilities to cope with stress, change, criticism, and so on; and deal with their own limits by recognizing the need for and seeking new information to apply to problems and construct solutions.

Training in motivation/goal setting is rooted in techniques for setting and meeting defined objectives; including recognizing signposts of incremental success along the way toward meeting a goal. Like self-esteem training, it focuses on self-awareness and adaptability as keys to dealing with things or people. It also emphasizes self-direction and organizational savvy.

Workplace Basics-Cont'd

Personal and career development skills rest on a foundation of good self-esteem and motivation. Employees who exhibit these skills increase their value in the workplace and in the employment marketplace. Employers value these skills in employees because they usually indicate successful job transitions and effective training experiences.

Unfortunately, the educational system provides little formal training in defining career direction and identifying the education and training needed to achieve career goals. Consequently, many people enter the workforce with little understanding of these skills and react to job opportunities as they surface. This patch-work-quilt approach to career development, which worked well in a time when employees could reasonably expect a long-term career with one employer, is no longer viable.

Training in personal and career development skills includes providing employees with techniques for understanding and expanding their skills inventories, career planning, and career management. Goal setting is important as is structuring individual career progression models that explore the training and educational preparation needed to meet career goals. Importantly, training should be complemented by on-going counseling and by the organization's clearly articulated support of potential career paths for individual jobs.

Organizations have traditionally viewed the skills of self-esteem, goal setting/motivation, and personal/career development as those an individual should acquire outside the workplace. But the demands of today's evolving workplace are influencing employers to recognize that they must look beyond providing occupation-specific skills. They must include training in the more intangible skills that together make a productive and competitive workforce.

Projections 2000

U.S. Department of Labor (1987) Projections 2000. Issue of the *Occupational Outlook Quarterly* 31(3), p. 3.

The Changing Labor Force

The labor force--job holders and job seekers--will continue to grow rising 21 million, from 1986 to 2000.

The rate of growth--18 percent--will be slower than during the previous 14 years.

The Labor force will look very different in 2000 than in 1986.

Younger and older workers will become a smaller part of the labor force.

Women will continue to increase their share of the labor force.

The proportion of whites in the labor force will decrease; the proportion of blacks and of Asians and others will increase.

Asians and others will have the fastest percentage growth between 1986 and 2000, although their numerical growth will be small.

The Hispanic labor force will grow very rapidly.

Like the labor force, employment will continue to grow, although more slowly than in the recent past.

The Changing Demand for Goods and Services

The gross national product (GNP), a measure of demand for goods and services, will exceed \$5 trillion in 2000.

Every major category of GNP will grow.

A larger share of personal consumption expenditures--the largest category of GNP--will be spent on services than on goods.

Changing Employment in Industries

Goods and services are produced in industries classified by sector, division, and group.

Driven by a rising demand for services, the service-producing sector will provide 20 million new jobs.

Every industry division in the service-producing sector will continue to grow.

Four divisions in the service-producing section will grow faster than average.

Two divisions--services and retail trade--will provide 75 percent of job growth.

In the services division, health and business services will account for more than one-half the growth.

In the goods-producing sector, construction is the only division that will grow as a whole.

Projections 2000-Cont'd

Changing Employment in Occupations

Occupations will grow an average of 19 percent; of the broad occupation groups, technician and service occupations will grow the fastest.

A small number of occupations will account for more than one-half of total job growth.

Twelve of the fastest growing occupations provide health services.

Changes in technology and business practices and increased use of imports will cause some occupations to decline.

The Growing Need for Education

The projected growth of the broad occupational groups shows the increasing need for education.

Workers with more education earn more and are less likely to be unemployed.

Benefits from National Career Development Guidelines Local Handbooks

Research affirms that a comprehensive counseling and development program in combination with other educational interventions can provide the following benefits (Campbell 1983; Crites 1987; Herr 1982; and Spokane & Oliver 1983).

Related to personal goals...

- Higher client and student retention rate
- Higher self-esteem and self-concept
- Better social adjustment

Related to career planning goals...

- More aware of the relationship between training and employment
- More competent decision making
- Improved information-seeking and information-use skills
- Greater awareness of changes in the world of work
- Greater independence in decision making
- Better job-seeking skills
- More successful career transitions

Related to educational achievement...

- Improved basic skills achievement
- Increased appreciation for the value of education
- Increased motivation resulting from clearer career goals
- Increased willingness to participate in training

Related to family issues...

- Increased support of career goals by family members
- More effective coordination of work and family roles

Related to program accountability...

- Program goals stated in terms of outcomes
- Individual achievement assessed regularly
- Program components evaluated in relationship outcomes

Benefits from National-Cont'd

Related to program coordination...

- Outcomes and program components clearly specified**
- Reinforcement of outcomes across diverse organizations**
- Individualized career plans that provide continuity of career planning across diverse organizations**
- Reduced duplication of services**
- Increased coordination of benefits**

Benefits from the Missouri Comprehensive Guidance Model

Missouri Department of Education. *Missouri Comprehensive Guidance: A Model for Program Development, Implementation and Evaluation*. Columbia, MO: Instructional Materials Laboratory.

Benefits for students...

- Promotes knowledge and assistance in career exploration and development.
- Develops decision-making skills.
- Increases knowledge of self and others.
- Broadens knowledge of our changing world.
- Increases opportunities for counselor-student interaction.

Benefits for parents...

- Provides support for parents regarding their child's educational development.
- Develops a system for a child's long-range planning.
- Increases opportunities for parent-counselor interaction.
- Enables parents to obtain resources when needed.

Benefits for teachers...

- Encourages positive, supportive, working relationships.
- Provides a team effort to address key skills and competencies.
- Enhances the role of the counselor as a resource person.

Benefits to local boards of education...

- Provides a rationale for including a comprehensive guidance program in the school system.
- Provides program information to district patrons.
- Provides a basis for determining funding allocations.
- Provides ongoing data relative to the attainment of student competencies through guidance program efforts.

Benefits for business, industry, and labor...

- Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
- Enhances the role of the counselor as a resource person.
- Increases opportunities for business, industry and labor to participate actively in the total school program.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits from the Missouri-Cont'd

Benefits for administrators...

- Provides program structure with specific content.
- Provides a means of evaluating guidance program efforts (accountability).
- Enhances the image of the guidance program in the community.

Benefits for guidance personnel...

- Provides a clearly defined role and function.
- Eliminates non-guidance functions.
- Offers the opportunity to reach a large majority of students.
- Provides a tool for program management.
- Outlines clearly defined responsibilities for specific student competencies.

Economic Consequences of Neglecting Career Development

Jarvis, P.S. (1988) *A nation at risk: The economic consequences of neglecting career development.* Paper presented at the Annual Conference of the Association of Computer-Based Systems for Career Information, St. Louis, MO, December 2, 1988.

The majority of students in the eighth and ninth grades have not established even tentative career goals...Yet they must make tough decisions regarding the courses they will pursue at high school...About twenty-five percent of secondary students nationally drop out of school before high school graduation. The rates are significantly higher with minority groups. Lack of specific career goals for which students' secondary school courses have perceived relevance is usually a contributing factor.

Very few drop-outs have developed long-range career plans...Drop-outs must make immediate decisions which are likely to impact a significant segment of their careers. The majority of high school seniors have still not established firm career goals...Roughly fifty percent of youth nationally do not go on to post-secondary studies from high school. Many of those who leave the educational system at this point encounter difficulties securing employment, as evidenced by high youth unemployment rates, again particularly among minority groups.

Of those who successfully enter the labor market directly from secondary school, either as dropouts or graduates, the median duration of first job holding is less than a year. The reason given by the majority of those voluntarily leaving their first jobs...is essentially, "It wasn't what I hoped it would be, and it certainly isn't the kind of work I want to do for the rest of my life."

Most go on to other jobs eventually, often after jobless periods during which many are recipients of unemployment insurance payments and benefits from welfare and other social programs. Young people in these circumstances tend to hold several jobs during the first ten years after leaving school. Throughout this period they develop various survival and coping skills, and rudimentary job-seeking skills, but few develop the skills required to make thoughtful, systematic...career decisions.

Of those who pursue postsecondary educational options, fifty percent will not graduate. The majority of students now attending colleges and universities do not have clearly defined career goals. Many do not seriously consider their post-college options until they are in their final months of study. "Major-hopping" is widespread. Seventy percent of university graduates will not be in occupations directly related to their majors five years after graduating...

When postsecondary students enter the labor force, either as graduate or dropouts in their early to mid-twenties, they tend to make career decisions in a manner not unlike those who proceeded them into the labor force directly from secondary school. They tend to stabilize in an occupation or career path towards their late twenties or early thirties for similar reasons.

There are costs associated with this ineffectual transitioning process from school to work which must be born by both the individuals concerned and society in general. It is estimated that it costs, on average, \$25,000 to recruit, select and train someone to full productivity in a job...For example, ATT advises that in 1988 they spent an average of \$10,000 to recruit every engineer they hire....and that it costs \$600 per day to have someone in training.

For now let us focus on the \$25,000 average figure. We learned earlier that the median duration of first job holding for young people is less than one year. Then they move on through a succession of "experiments" as they seek their niche in the labor force. It only takes 40 people changing jobs once to add up to \$1,000,000. Private sector employers alone spend \$30 to \$50 billion per year formally training workers, and another \$180 billion on informal training. It is estimated that at least \$35 billion is lost annually on employees who leave soon after they are trained...These costs are paid by employers, at least twice. They pay to get the person initially, then they pay again to replace him or her.

Economic Consequences-Cont'd

Add to this the cost of unemployment insurance payments to people between jobs as they "browse" in the labor market. The total cost of U.I. payments in America for 1988 was \$13.9 billion dollars.

Consider the cost of voluntary dropouts from government sponsored training programs. ...those trainees who have the ability to complete the course, but drop out two to three weeks into the course because they decide this isn't what they really want to do...with over \$2 billion in Job Training Partnership Act Title IIA, and a further \$825 million in Title IIB and Title III ...it is likely that over \$300 million is lost annually in this country because not enough attention is paid to the task of getting the right people in the training seats available.

Other costs, while harder to quantify, are equally real and perhaps a greater burden on society. The personal cost, for example of encountering one failure after another in trying to find a satisfying job. Consider the impact on people's physical and emotional health (and indirectly that of their families) of spending fifty percent of their conscious hours, week after week, month after month, in working environments which they dislike.

Lost productivity is surely the greatest economic cost of career indecisiveness...Sixty-four percent of workers in the Gallup survey cited earlier said if they could start over they would want to consider other career options. Over fifty percent admitted they ended up in their current jobs through chance circumstances or the advice of others...

The massive costs associated with lost productivity, wasted recruiting and training investments and other spin-offs of career indecisiveness are placing American producers at a tremendous competitive disadvantage in international trade.

Professional Association Policy Statements

The following statements provide evidence of the support by professional associations for counseling, guidance, and career development programs.

American Association for Counseling and Development (1981). *Ethical standards*. Alexandria, VA: AACD.

AACD has established the principles that define the ethical behavior of members of the Association.

American School Counselor Association (1986). *Implementation guide for the school counselor's role in career guidance*. Alexandria, VA: ASCA, ASCA Career Guidance Committee.

This is a companion to the ASCA Policy Statement, "The School Counselor in Career Guidance: Expectations and Responsibilities." Its goal is to enhance the implementation of the ASCA role statement and provide strategies and guidelines for counselors to bring about increased student career awareness, career exploration, career decision-making skills. Suggested implementation strategies are provided for each of the five phases of counselor responsibility identified in the role statement. Also provided is detailed information about (1) counselor collaboration with school administrators, faculty, business, industry, labor unions, parents and community organizations; (2) advice concerning the development of core committees to foster cooperation, set goals and accomplish objectives; (3) creating of a career guidance infusion document to help teachers relate career guidance to scholastic subject matter; (4) an implementation time frame; and (5) a series of sample needs assessment forms that may be adapted to each school's particular circumstances.

American School Counselor Association (1984). *Ethical standards for school counselors*. Alexandria, VA: ASCA.

The standards of conduct identified by ASCA were developed to complement the AACD standards and to clarify the nature of ethical responsibilities of counselors in the school setting. They address school counselors' responsibilities to pupils, parents, colleagues and professional associates, the school and community, self, and the profession.

American School Counselor Association (1984). *The school counselor's role in career guidance: Expectations and responsibilities*. Alexandria, VA: ASCA.

This ASCA policy statement presents a philosophy, rationale and a plan of action concerning the role of the school counselor as a career guidance professional. A five-phased approach is used to describe the counselor's responsibilities in providing core experiences in career guidance for all students.

Professional Association Policy Statements-Cont'd

American School Counselor Association (1979). *Standards for guidance and counseling programs.* Alexandria, VA: ASCA.

These standards define the program requirements for guidance and counseling as it is structured and provided in the public schools. Reporting information for the selection of exemplary programs in guidance is also delineated.

American Vocational Association (1985). *Resolutions of the American Vocational Association.* Alexandria, VA: AVA.

The American Vocational Association (AVA) supports the development of strong comprehensive career counseling, guidance, and placement systems involving the total school staff, employers, and parents and encourages states to recognize model career counseling, guidance, and placement systems.

Commission on Precollege Guidance and Counseling (1986). *Keeping the options open--Recommendations.* New York: College Entrance Examination Board.

This commission set forth eight major recommendations for improving guidance and counseling programs at the secondary school level, with special attention to those students with "limited access to postsecondary education." The importance of elementary and junior high school guidance as well as various arrangements--in and out of schools--is also emphasized. These recommendations are the result of a two-year study initiated in response to the series of reports on the quality of secondary education in the United States. Recommendations 1 through 4 address priorities for action in the schools. Recommendations 5 through 8 address institutions, agencies and programs outside the school that effect school-based changes.

Council for Exceptional Children (1984). *Career/vocational assessment in the public school setting: The DCD position.* Reston, VA: CEC, Division on Career Development.

The Division on Career Development's (DCD) position on career/vocational assessment, as it is conducted in the public schools addresses: (1) the definition, purpose, and goals of career/vocational assessment; (2) the assessment process and methods utilized in this process; and (3) the personnel involved in the assessment process.

Professional Association Policy Statements-Cont'd

Council for Exceptional Children (1984). *Position statement on career development.* Reston, VA: CEC, Division on Career Development.

This position statement describes CEC's support for career development and emphasizes the importance of competency-based programs that are geared to the requirements for success in a variety of productive roles in society.

National Association of State Boards of Education (1986). *Bylaws and resolutions.* Alexandria, VA: NASBE.

NASBE believes that instruction should be designed so that youth and adults at the secondary and postsecondary levels may develop vocational education skills which include basic academic preparation and employment training. Experience-based learning should be available to facilitate the transition from school to the world of work. In addition, training opportunities should be provided for out-of-school unemployed persons, displaced workers, and those re-entering the workforce. (Resolution 86-1-K)

NASBE supports the intent of federal initiatives designed to help young people secure and maintain employment in the public or private sector without continuing subsidization. Public and private efforts to establish new educational and support services should be encouraged. Divided responsibilities for employment training and educational programs aimed at similar populations and with similar purposes have resulted in competition, and sometimes, duplication of services. State boards encourage coordination and should participate actively in cooperative efforts to improve the delivery and coordination of program services to youth, thus increasing the marketability of their qualifications and skills. (Position Statement 8)

National Board for Certified Counselors (1986). *Guidelines for selecting a career counselor.* Alexandria, VA: NBCC.

NBCC provides consumer guidelines that define the credentials required by a career counselor, the skills of the career counseling and the types of services typically offered.

National Occupational Information Coordinating Committee (1986). *Guidelines for development of state policies on career information delivery.* Washington, DC: NOICC.

The guidelines are written for State Occupational Information Coordinating Committees to assist them in the development, delivery, and use of career information. They focus on the quality of career information produced at the state level and address both computer-based delivery systems as well as other career information resources.

Professional Association Policy Statements-Cont'd

National Career Development Association -- formerly the National Vocational Guidance Association (1985) *Vocational and career competencies*. *National Vocational Guidance Quarterly*, 34(2), 131-134.

Competencies necessary for professionals to perform career/vocational guidance and counseling are identified for six designated areas: general counseling, information, individual/group assessment, management-administration, implementation and consultation.

National Career Development Association (1988) *The professional practice of career counseling and consultation*. Alexandria, VA: American Association for Counseling and Development.

Provides professionally endorsed descriptions of the role, function and competencies of career counselors; ethical standards and issues; and consumer guidelines.

National Career Development Association -- formerly the National Vocational Guidance Association, Commission of Criteria for Career Guidance Programs (1979). *Guidelines for a quality career guidance program*. *Vocational Guidance Quarterly*, 28(2), 99-110.

NVGA's (renamed, National Career Development Association) position paper outlines basic assumptions, guidelines, a comprehensive program development model, and recommended uses for a quality career guidance program. The program development model focuses on planning, organizing, implementing, and evaluating and includes management questions, information, and program standards. This document represents NVGA/American Vocational Association (AVA) Guidance Division efforts to establish standards for quality career guidance programs.

National School Boards Association (1986). *Resolutions of the National School Boards Association*. Alexandria, VA: NSBA.

NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs. (Resolution 4.1.26)

NSBA urges local boards to strengthen offerings in vocational education and career education. Local school boards, acting in close concert with their state school boards associations, are encouraged to obtain the support of their state legislatures for reasonable levels of local discretionary authority, state funding to initiate and finance these efforts, and continued support for existing programs. (Resolution 4.3.4)

APPENDIX D: PROMOTIONAL MATERIALS

This appendix includes sample promotional materials including:

NOICC - National Career Development Guidelines Press Release

California - *Strengthening Career Development in California*
brochure



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**NOICC ANNOUNCES MAJOR NEW EXPANSION OF
NATIONAL CAREER DEVELOPMENT GUIDELINES INITIATIVE**

WASHINGTON - June 26, 1989 -- National Occupational Information Coordinating Committee Executive Director Juliette N. Lester today announced a major new expansion of NOICC's National Career Development Guidelines initiative. The new expansion will involve an additional 10 states, bringing the total number of states participating in the project to 20, Lester said.

NOICC launched the \$958,000 National Career Development Guidelines initiative in 1987 because of a nationwide need for guidelines for states, educational institutions and community and business organizations to use to develop and improve comprehensive, competency-based career guidance and counseling programs.

"New technologies, a changing economy and a changing workplace are leading to an increased need for effective career development programs," Lester said in making the announcement. "This project responds to the need for this country to help prepare individuals for the workplace of the future if we are to be competitive in a global economy."

Under the project, the Guidelines have been identified and tested and are now being used by states and educational institutions to develop and implement standards for comprehensive career guidance and counseling programs at all levels. The standards provide the criteria for evaluating the effectiveness of the programs and improving program quality.

NOICC has awarded the 10 new participating states \$12,000 each, for a total of \$120,000 in grants, to support their projects. Each project includes at least an equal level of support from other sources of funds. The new states include Alaska, Colorado, Florida, Idaho, Kansas, Minnesota, New Mexico, North Carolina, Oregon and South Carolina.

The states will use the NOICC grants and additional funds to set, update and implement standards for comprehensive career guidance and counseling programs; implement pilot programs at the local level; and develop and disseminate a three-year plan for a comprehensive career development program in the state. All the grants awarded by NOICC under the National Career Development Guidelines project are administered by the State Occupational Information Coordinating Committees (SOICCs) in each participating state.

An example of how states are using the National Guidelines: the grant awarded to the Florida SOICC will help fund the use of the Guidelines in the development and testing of standards for career development programs at seven school districts in the state. Florida plans to expand the program to all 67 school districts in the state over the following three years, according to Pat Schwallie-Giddis, Guidance Supervisor for the Florida Department of Education.

more...

"We are involved in a major curriculum revision and we know that if we're really going to make a difference, we're going to have to make a difference in career development," she said. "In order to accomplish that, it is absolutely imperative for us to establish standards for our career development programs." Schwallie-Giddis says the curriculum revision effort, which will affect all levels, kindergarten through 12th grade, is emphasizing the integration of vocational education and career development into the total educational process.

NOICC has collaborated with the professional guidance community, state agency personnel, local guidance personnel and administrators, and state guidance supervisors to develop the Guidelines, which identify outcomes for quality career development programs that can serve as a basis for setting program standards.

Specifically, the Guidelines identify desired outcomes of comprehensive career guidance programs for participants at each developmental level, including elementary, middle school, secondary, postsecondary and adult. Competencies that participants should gain at each level are outlined and indicators that individuals have attained those competencies are listed. The Guidelines also identify personal requirements and competencies needed by counselors and other career development professionals to deliver quality programs, and they outline organizational capabilities necessary to provide good programs.

The 10 states join California, Iowa, Mississippi, Missouri, New Jersey, North Dakota, Oklahoma, Pennsylvania, Washington and Wisconsin, which have been using the Guidelines to set state-wide standards to improve counseling programs at state employment service and job training agencies as well as at a number of schools and colleges. These states have been provided with additional funds to disseminate the Guidelines within their state.

The Guidelines and an outline of the implementation process for the various program settings were developed by the North Dakota Occupational Information Coordinating Committee, under a two-year, \$237,000 NOICC grant. The second phase of the project consisted of the validation and demonstration of the Guidelines and the implementation process by state agencies and local institutions such as schools, colleges, local employment service offices and human service programs in private industry. Training for the Guidelines project is being coordinated through the NOICC Training Support Center.

The National Career Development Guidelines project has been endorsed by the American Association for Counseling and Development, the American School Counselor Association, the American Vocational Association, Guidance Division, the National Association of State Career Development/Guidance Supervisors, the National Association of State Occupational Information Coordinating Committees, the National Career Development Association and the Association of Computer-Based Systems for Career Information.

NOICC is a Federal interagency committee that promotes and coordinates the development and use of occupational and career information. Established by Congress in 1976, its operations are authorized by the Job Training Partnership Act of 1982 (JTPA) and the Carl Perkins Vocational Education Act of 1984 (CPVEA).

For more information about the National Career Development Guidelines project contact: Dr. Mary Beth McCormac, Career Guidelines Project Officer, National Occupational Information Coordinating Committee, 2100 M Street NW, Suite 156, Washington, DC 20037. Telephone: 202/653-5671

THE NATIONAL CAREER DEVELOPMENT GUIDELINES AND YOU

You can use the National Career Development Guidelines for:

- Program quality reviews
- Staff development projects
- Program assessment
- Counselor accountability
- Accreditation evaluation
- Student outcomes
- Infusing career education into the curriculum



FOR MORE INFORMATION

For information about the guidelines and how to utilize the career counseling standards in your work setting, contact:



California Occupational Information
Coordinating Committee:
800 Capitol Mall, MIC-67
Sacramento, CA 95814
(916) 323-6544

CALIFORNIA TRAINING

For worksites that have examined the guidelines and are interested in implementation or program assessment, there exists a nationally certified California Training Team that can provide on-site workshops and consulting at minimal cost. Contact the COICC office above for additional details.

For information about the national implementation of the guidelines, contact:

National Occupational Information
Coordinating Committee -
(202) 653-5665

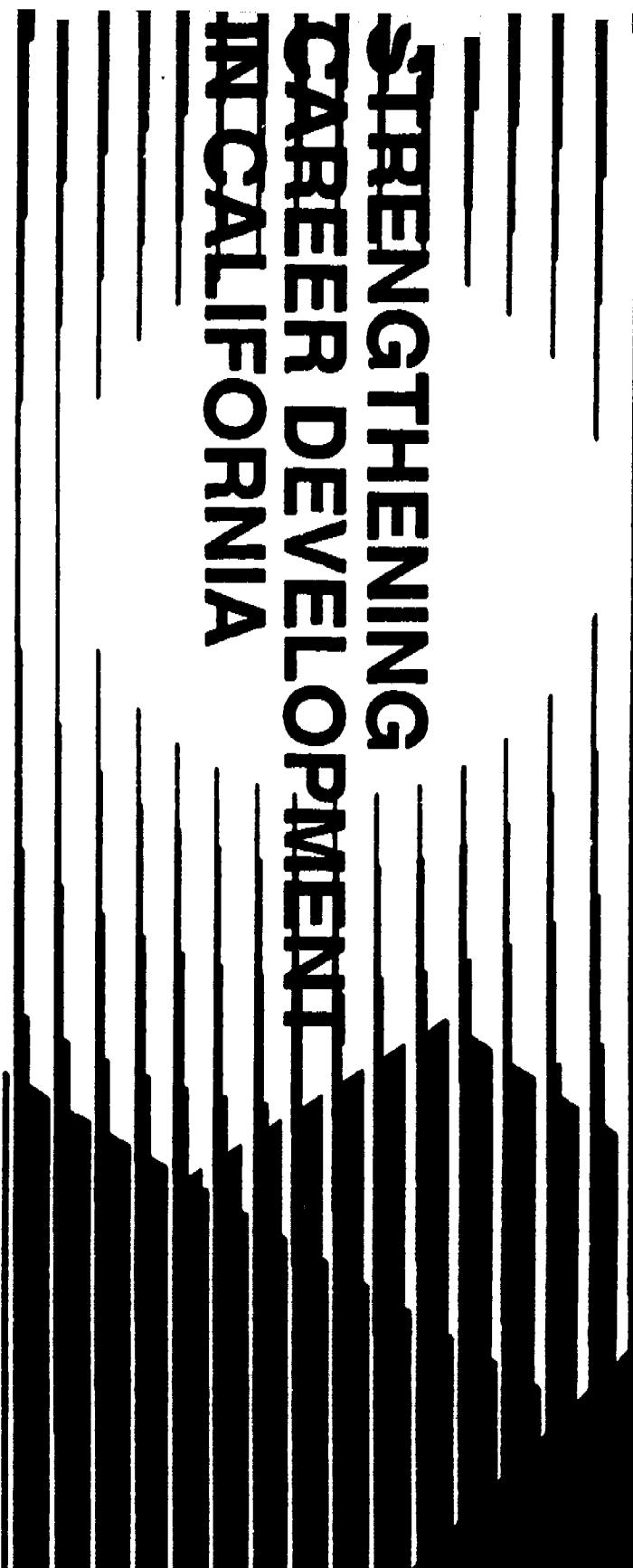


National Occupational Information
Coordinating Committee

To order guideline materials, contact:

Office of Marketing
Northwest Regional Educational Lab.
(800) 547-6339

STRENGTHENING
CAREER DEVELOPMENT
NATIONAL CALIFORNIA



WHY ARE NATIONAL CAREER GUIDELINES IMPORTANT?

Professional guidelines serve as a blueprint for career counselors in establishing an effective counseling program. They help professionals define what is expected of them; and help others understand what they do.

The National Career Development Guidelines, developed by the National Occupational Information Coordinating Committee (NOICC) and a national task force comprising over 150 leaders in this field, set forth the tasks that career counselors agree are essential to their work. These guidelines provide a powerful tool for improving guidance and counseling programs.



WHAT ARE THE NATIONAL GUIDELINES?

A guide for career counseling standards. Five separate volumes are available for these levels of development:

- Elementary School
- Middle School/Junior High School
- Senior High School
- Post Secondary
- Business & Industry

Each one focuses on three areas...

- Self-knowledge
- Education/Vocational Development
- Career Planning

...contains four types of information...

- Client/Student competencies
- Indicators which demonstrate competency
- Counselor skills needed to build competencies
- A process for using the guidelines

...to satisfy these objectives:

- Strengthen the concept of competency-based career development at all levels of education
- Improve and enhance student achievement
- Foster the establishment of state and local standards for career-development programs
- Continue improvement of career development programs through ongoing, structured evaluation

WHO HAS USED THE GUIDELINES?

Ten states received grant awards for developing model programs using the Guidelines.

- California
- Missouri
- Mississippi
- North Dakota
- Pennsylvania
- Iowa
- Oklahoma
- New Jersey
- Washington
- Wisconsin

SIERRA COLLEGE FIELD TESTS GUIDELINES

Sierra College, a Northern California community college, conducted a 2-year field test of the guidelines. Its goal was to create a comprehensive, competency based guidance and counseling program. Some of the accomplishments were:

- New strategies for strengthening counselor/instructor interaction were developed.
- There was an increase in the number of students using the Career Center
- A needs assessment was conducted that provided campus direction.
- Materials and techniques used in career development courses was refined.
- Career counseling programs were developed that met the needs of a diverse and rapidly changing student population.

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**The National Career Guidance and Counseling Guidelines:
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The National Career Development Guidelines: Trainer's Manual