

For Real



Comprehensive Guidance for Career Development



Developed by



COLORADO COMMUNITY
COLLEGE SYSTEM

CTE: 120,000 Colorado students getting the education they need to learn, earn, and live

Introduction

For Real

Colorado's 21st Century Career & Technical Education (CTE) has evolved beyond your mother or father's vocational education. It is Colorado's best kept secret...

- For relevant & rigorous learning
- For raising achievement among all students
- For strengthening Colorado's workforce & economy

Colorado Career & Technical Education believes the career development process for students of any age includes: Awareness; Exploration; Concentration; Preparation and Life-Long Career Management. The purpose of this handbook is to provide the resources and tools necessary for Colorado's P-20 education system to expand guidance of all students through this process toward successful 21st Century careers.

"I strongly believe that the development of a highly educated workforce is a fundamental element of the expansion and vigor of the state's economy. Critical to this relationship is Career and Technical Education."

Bill Ritter, Jr.
Governor
State of Colorado



COLORADO DEPARTMENT OF EDUCATION

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Dwight D. Jones
Commissioner of Education

Robert K. Hammond
Deputy Commissioner

Kenneth R. Turner
Deputy Commissioner

June 22, 2009

Dear Educational Partner,

Effective school-based counseling serves as a foundation for success for all students and can encourage students to stretch their hopes and expectations for the future. There is power in the ability of counselors to connect students and families with the resources needed to pursue their dreams. The result is improved equity and access for all students to every postsecondary opportunity.

For Real: Preparing Students for Success is a guide designed to help you integrate the Colorado Career Cluster Model and the Colorado School Counseling Model as a mean to develop a comprehensive guidance program. As a part of this program, the students create a postsecondary plan of study which assists them with creating realistic career paths. The program ensures that counselors deliver curriculum that fosters academic, career and personal/social development. It also provides responsive and individualized interventions. This publication is one of numerous efforts to assist educators in providing students with ready access to support in planning their future.

Colorado's School Counselor Corps Grant Program supports the same goal. The purpose of the program is to increase the availability of effective school-based counseling and to increase the graduation rate, along with the state and the percentage of students who appropriately prepare for, apply to and continue into postsecondary education. During the first year, this \$5 million grant program effectively provided 76.5 new secondary counseling positions in 91 schools.

It is exciting to see the development of For Real, joining discrete counseling standards with foundational career knowledge and skills. This resource provides important information as students prepare for careers in the 21st century.

Sincerely,
Charles E. Dukes
Senior Consultant
School Counselor Corps Grant Program
Colorado Department of Education

Becoming a Catalyst for Change

As catalysts for change, school counselors can enrich the lives of students as well as influence the culture and performance of the school.

How can they do this?

- By helping monitor the progress of all students.
- By serving as liaisons between students, families, and the school system.
- By promoting positive growth in individual students and in the school culture.
- By implementing programs that advance the development of the whole child.
- By calling attention to conditions within schools that frustrate students' ability to excel.
- Above all, by providing leadership in assessing school needs and collaborating with others to develop solutions.

School counseling programs, with the support of the American School Counselor Association (ASCA), help students achieve in academically rigorous environments, develop life skills, prepare relevant career and education plans to meet future goals, and practice good citizenship. Only when students can apply relevant 21st Century knowledge and skills in their everyday lives will they be fully prepared for the demands of living in the 21st Century.

Creating Partnerships for Career Education

The intent of the ASCA/CTE partnership is to show the relevance and relationship of all curriculum offered and the development of 21st Century knowledge and skills. All administrators and educators are potential partners in reaching this goal. School counselors cannot do it alone.

ASCA/CTE Partnership Benefits

School Counseling Programs	Colorado Career & Technical Education
<ul style="list-style-type: none"> • Reach 100 % of students • Facilitate implementation of Plans of Study and Personal Learning Plans (also called Individual Career & Academic Plans [ICAP]) • Teach students to use learning, earning, and living knowledge and skills to reach 21st Century learning skills • Are specifically trained in career development counseling and theory • Teach students the career development process emphasizing the relevance and relationship between academics and career education • Are perfectly positioned to bring parents, school faculty, and the community into closer involvement in all students reaching learning, earning, and living skills 	<ul style="list-style-type: none"> • Provides a career education model for Colorado • Generates curriculum content and courses for career fields/clusters • Offers career-focused plans of study with seamless transitions to postsecondary learning • Promotes extended learning opportunities for students through CTE programs and student organizations • Supports professional development opportunities for school counselors/teachers/administrators focused on integrating rigorous academic and career education • Fosters essential working relationships that link schools with businesses, workforce/economic development, postsecondary institutions, and government agencies

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Implementing the American School Counselors Association (ASCA) National Model through Career & Technical Education!

In 1997, ASCA introduced a National Model for School Counseling. It provides a framework for implementing a comprehensive and accountable school counseling program that is considered “best practice” for the profession. Adoption of the ASCA Model will ensure equity and access of all students to the benefits of a school counseling program. ASCA National Standards focus on academic development, career development, and personal/social development.



Please refer to the ASCA National Model at www.schoolcounselor.org for full implementation of a comprehensive school counseling program.

Resources for Learning the American School Counseling Model

	<p>CTE ensures a thriving Colorado economy by providing relevant and rigorous education that is connected, responsive, and real. Colorado CTE is designed to help students choose a career path, choose the learning needed, and build the right skills and knowledge for that career. Programs, organized around 17 career clusters and 81 career pathways, open opportunities for all students to pursue their passions.</p> <p>www.ColoradoStatePlan.com</p>
	<p>The Colorado Department of Education (CDE) supports and serves 178 school districts and their work to provide quality education for more than 800,000 students statewide. CDE's mission is to provide all Colorado children equal access to quality, thorough, uniform, well-rounded educational opportunities in a safe and civil environment.</p> <p>www.cde.state.co.us</p>
<p>CollegeInColorado.org</p>	<p>College In Colorado is a one-stop resource to help Colorado students and parents plan, apply, and pay for college.</p> <ul style="list-style-type: none"> • Plan: Explore career options, ACT/SAT test preparation • Apply: Online applications and virtual tours of colleges • Pay: Scholarships and grants, financial aid calculators <p>www.CollegeInColorado.org</p>
	<p>The Colorado School Counselor Association (CSCA) is a state division of the American School Counselor Association (ASCA). The mission of the Colorado School Counselor Association is to promote excellence in professional school counseling.</p> <p>www.coloradoschoolcounselor.org</p>
	<p>The American School Counselor Association (ASCA) supports school counselors' efforts to implement the ASCA National Model to help students focus on academic, personal/social, and career development. ASCA provides professional development, advocacy, publications, and other research resources. www.schoolcounselor.org.</p>

ASCA National Model for School Counseling

Accountability

Accountability answers the question, "How are students different as a result of the school counseling program?"

Includes the school counseling department:

- Results Report
- School Counselor Performance Standards
- Program Audit

Counselor's Role

Individual and small group, crisis and development counseling
Consultations
Referral

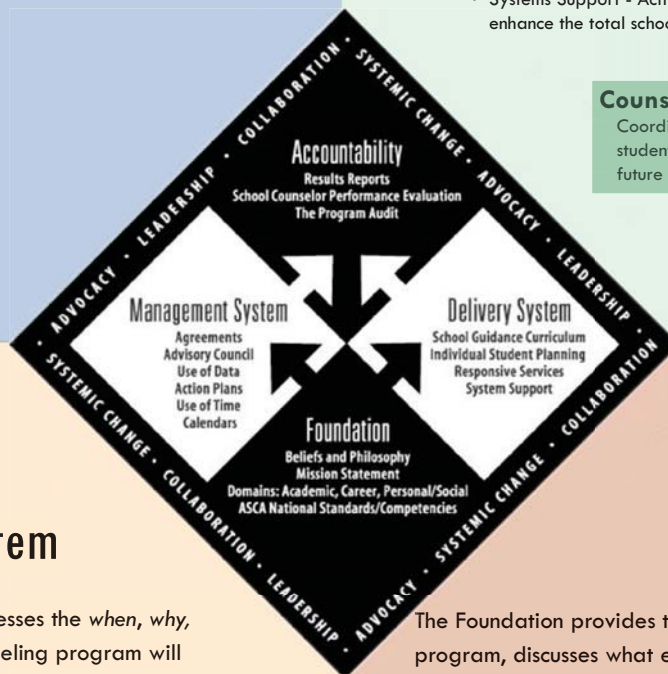
Delivery System

The Delivery System addresses how the program will be implemented.

- Guidance Curriculum - Structured developmental lessons delivered in classrooms and group activities
- Individual Student Planning - Activities designed to assist the individual student in establishing personal goals and developing future plans
- Responsive Services - Activities to meet students' immediate needs
- Systems Support - Activities that establish, maintain, and enhance the total school counseling program

Counselor's Role

Coordinate ongoing systemic activities to assist students in establishing personal goals and future plans



Management System

The Management System addresses the *when, why, and on what authority* the counseling program will be implemented.

- Management Agreements - between the school counselor and administration
- Advisory Council - A group appointed to review the school counseling program's results and to make recommendations
- Use of Data - The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program
- Calendars - Annual master calendar and weekly calendars are developed and published to ensure that students, parents, teachers and administrators know what is scheduled

Counselor's Role

Structured Groups
Classroom Instruction
Leadership and Consultation

Foundation

The Foundation provides the *what* of the school counseling program, discusses what every student will know and be able to do.

Includes the school counseling department:

- Beliefs and philosophy
- Mission Statement
- ASCA National Standards and competencies in Academic, Career and Personal/Social domains

Counselor's Role

Provide leadership, facilitate organization in:
Program Management
Leadership and Consultation

Introducing the Colorado Career Cluster Model

The Colorado Career Cluster Model provides an excellent visual map and curriculum framework for integrated academic and career planning. An important key to improving student achievement is providing learners with relevant contexts for studying and learning. Career clusters offer a relevant context by linking school-based learning with the knowledge and skills required to meet their own personal career goals.

National committees comprised of representatives from education, business, industry, and professional associations developed each of the career clusters in the Colorado CTE Model. Their mission was to identify, validate, and verify a set of knowledge and skills required to be successful within each of the career clusters. All clusters, pathway plans of study, and career specialties have been crosswalked to O*NET, the U.S. Department of Labor occupational classification system. The State Directors of Career and Technical Education currently direct the career clusters initiative, originally developed by the U.S. Department of Education. View the work of the State Directors at www.careerclusters.org.

To find Colorado specific resources related to the Career Cluster Model, go to www.ColoradoStatePlan.com/default_cluster.htm. For searchable career databases by cluster and pathway, go to www.CollegeInColorado.org.

Use of the Colorado Career Cluster Model will help students realize the direct link between the education they get in school and their ability to succeed in life.



Management and Administration

- Administrative Services • Business Information Technology
 - Corporate/ General Management
- Human Resource Management • Operations Management

Marketing

- Marketing Communications • Marketing Management
 - Marketing Research • Merchandising
- Professional Sales/ Sales Management

Finance

- Accounting • Banking Services
 - Corporate Finance • Insurance
 - Securities and Investments

Government & Public Administration

- Revenue & Taxation • Foreign Service
 - Governance • Planning
- Public Management & Administration
 - Regulation • Legal Services

Business & Public Administration

Hospitality, Human Services & Education

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food & Beverage Services
 - Travel & Tourism

Human Services

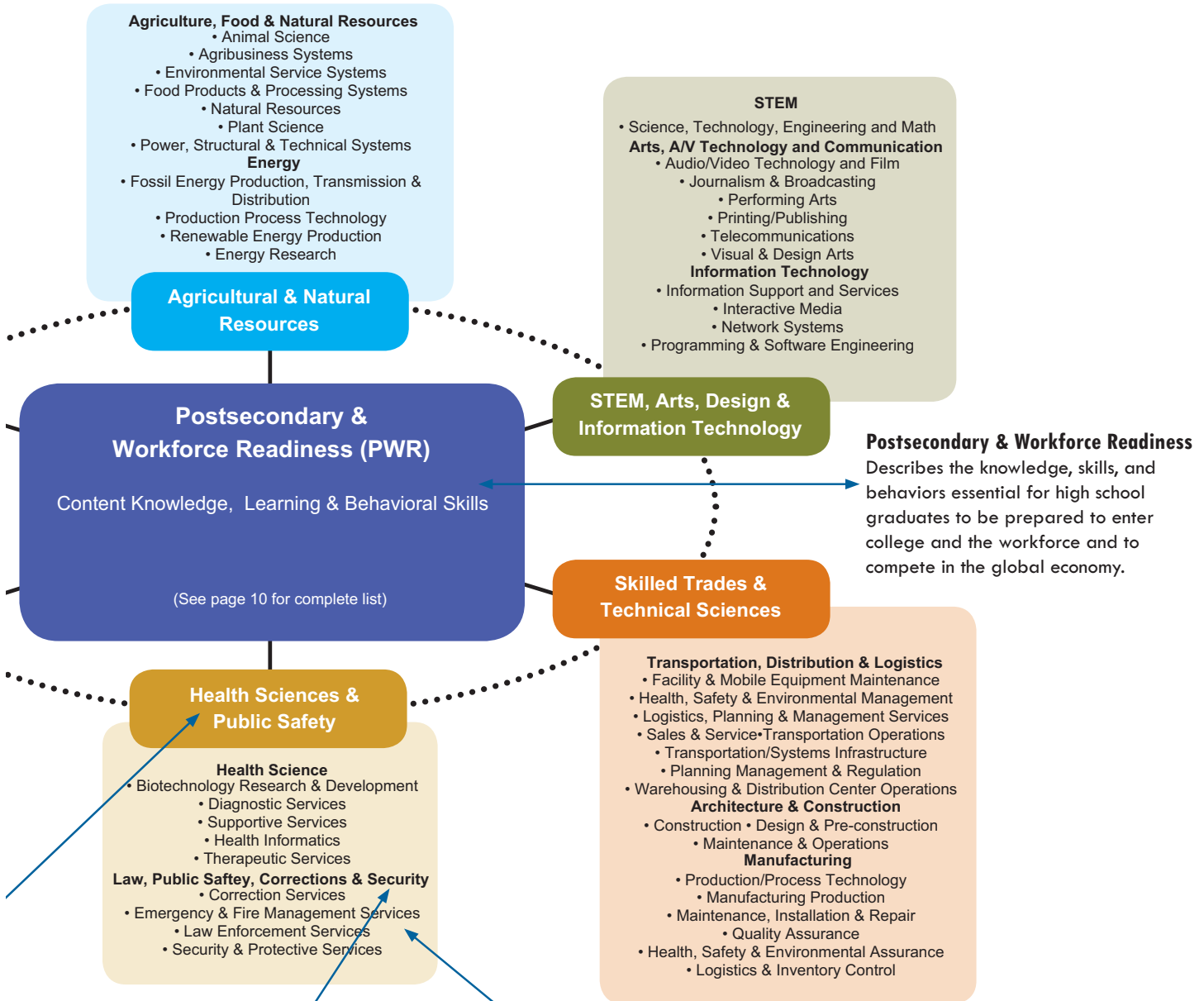
- Consumer Services
- Counseling & Mental Health Services
 - Early Childhood Development
- Family & Community Services
 - Personal Care Services

Education & Training

- Teaching and Training
- Professional Support Services
- Administration and Administrative Support

Career Industry Sectors

The six Career Industry Sectors are listed in the ring surrounding the Foundation Knowledge and Skills. The industry sectors were created as a way to organize school curriculum and communicate the broad categories of occupations in the career cluster system.



Postsecondary & Workforce Readiness
Describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

Career Clusters
Each career industry sector is composed of the career clusters radiating out from it. Each career cluster is comprised of careers with similar skills or common industry groupings. Preparation for these career clusters includes various educational levels.

Career Pathways
Listed below each cluster, career pathways further define the specific types of career opportunities within the cluster.

Career Specialties
Career specialties (not shown on the model) are the specific occupation/job titles within a pathway. NOTE: With changes in technology, the labor market, and international economy, new job titles are continuously being created as others become outdated or are eliminated.

A Closer Look at a Career Cluster

Example: Health Science Career Cluster

The Health Science Career Cluster orients students to careers within the health care system.

Pathway Descriptions

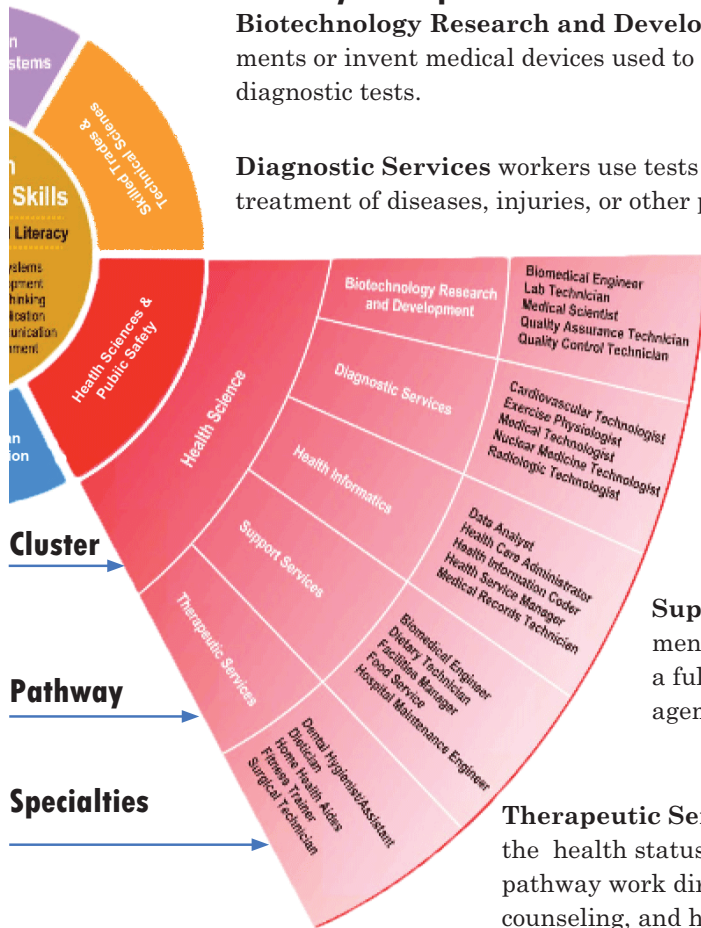
Biotechnology Research and Development workers study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests.

Diagnostic Services workers use tests and evaluations that aid in the detection, diagnosis, and treatment of diseases, injuries, or other physical conditions.

Health Informatics workers occupy many different levels of health care related employment. This pathway includes health care administrators who manage health care agencies as well as those individuals who are responsible for managing all of the patient data and information, financial information, and computer applications related to health care processes and procedures.

Support Services workers provide a therapeutic environment for the delivery of health care. Support Services offers a full range of career opportunities from entry level to management, including technical, and professional careers.

Therapeutic Services workers are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling, and health education information.



Preparation for a Career in the Health Science Cluster Includes:

Coursework	School Activities	Community Activities
<ul style="list-style-type: none"> Accounting Algebra I and II Biology (Beginning and Advanced) Chemistry (Beginning and Advanced) Child/Human Development Health and Wellness Physical Education Nutrition Psychology Safety and First Aid/CPR Health Science Technology I & II 	<ul style="list-style-type: none"> Athletics FCCLA (Family, Career and Community Leaders of America) HOSA (Health Occupations Students of America) Medical Explorers Science Club Service Learning SkillsUSA Wellness Club 	<ul style="list-style-type: none"> 4-H First Aid Courses Volunteer at Hospital/Nursing Home Health Science Camps Volunteer with Red Cross EMT/Certified CPR Classes Career Fairs at Hospitals and Schools Safety Patrol-Mock Disasters

Example:

Health Science Plans of Study

Students preparing for a career in the Health Science Career Cluster have a variety of postsecondary options. They can enter programs leading to a certificate or a degree at the associate, baccalaureate, or advanced degree level. To see plans of study examples for each of the 17 career clusters and 81 pathways go to www.ColoradoStatePlan.com.

The table below shows examples of postsecondary Health Science plans of study organized by pathways.

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



Crosswalking the Models

The purpose of the crosswalk is to show the alignment of a typical ASCA School Counseling Model, the Colorado Career Cluster Model and Colorado’s recently adopted definition of Postsecondary and Workforce Readiness. Each of the models center around what students should know and be able to do for mastery of the content. The chart to the right illustrates the substantial overlap and alignment between the ASCA National Standards essential learnings and the Postsecondary and Workforce Readiness skills. The Colorado Career Cluster Model is also built on foundation knowledge and skills found at the center of the model. These knowledge and skills are common to all career clusters.

Postsecondary & Workforce Readiness

“Postsecondary and workforce readiness” describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness.

I. Content Knowledge

Literacy

- Read fiction and non-fiction, understanding conclusions reached and points of view expressed
- Write clearly and coherently for a variety of purposes and audiences
- Use logic and rhetoric to analyze and critique ideas

Mathematical Sciences

- Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate
- Understand and apply algebraic and geometric concepts and techniques
- Use concepts and techniques of probability and statistics
- Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life

Science

- Think scientifically and apply the scientific method to complex systems and phenomena
- Use theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions
- Recognize that scientific conclusions are subject to interpretation and can be challenged
- Understand the core scientific concepts, principles, laws, and vocabulary, and how scientific knowledge is extended, refined, and revised over time

Social Studies and Social Sciences

- Identify and describe historical, social, cultural, political, geographical, and economic concepts
- Interpret sources, and evaluate evidence and competing ideas
- Build conceptual frameworks based on an understanding of themes and the overall flow of events
- Understand how government works in the United States and in other countries, the varying roles individuals may play in society, and the nature of

civic responsibility

- Interpret information from a global and multicultural perspective

The Arts and Humanities

- Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound, and visual representation) contribute to and shape culture and our understanding of culture
- Understand how the arts and literature are used as instruments of social and political thought
- Identify leading innovators in the arts and humanities and the contributions they have made to their respective art forms

II. Learning and Behavior Skills

Critical Thinking and Problem Solving

- Apply logical reasoning and analytical skills
- Conduct research using acceptable research methods
- Understand different research approaches
- Collect and analyze quantitative and qualitative data and research
- Evaluate the credibility and relevance of information, ideas, and arguments
- Discern bias, pose questions, marshal evidence, and present solutions

Find/Use Information/Information Technology

- Select, integrate, and apply appropriate technology to access and evaluate new information
- Understand the ethical uses of information
- Provide citations for resources

Creativity and Innovation

- Demonstrate intellectual curiosity
- Generate, evaluate, and implement new ideas and novel approaches
- Develop new connections where none previously existed

Global and Cultural Awareness

- Appreciate the arts, culture, and humanities
- Interact effectively with and respect the diversity of different individuals, groups, and cultures

- Recognize the interdependent nature of our world
- Understand how communicating in another language can improve learning in other disciplines and expand professional, personal, and social opportunities

Civic Responsibility

- Recognize the value of civic engagement and its role in a healthy democracy and civil society
- Be involved in the community and participate in its political life
- Balance personal freedom with the interests of a community

Work Ethic

- Plan and prioritize goals
- Manage time effectively
- Take initiative, and follow through
- Learn from instruction and criticism
- Take responsibility for completion of work
- Act with maturity, civility, and politeness
- Demonstrate flexibility and adaptability

Personal Responsibility

- Balance self-advocacy with the consideration of others
- Possess financial literacy and awareness of consumer economics
- Behave honestly and ethically
- Take responsibility for actions
- Understand the relevance of learning to postsecondary and workforce readiness
- Demonstrate awareness of and evaluate career options
- Attend to personal health and wellness

Communication

- Read, write, listen and speak effectively
- Construct clear, coherent, and persuasive arguments
- Communicate and interact effectively with people who have different primary languages

Collaboration

- Work effectively with others
- Acknowledge authority and take direction
- Cooperate for a common purpose
- Use teamwork and leadership skills effectively

CROSSWALK CHART	Postsecondary and Workforce Readiness									
	Content Knowledge: Math, Science, and Language Arts	Communications	Personal Responsibility	Find/Use Information/ Information Technology	Collaboration	Creativity & Innovation	Critical Thinking & Problem Solving	Global & Cultural Awareness	Civic Responsibility	Work Ethic
• Academic Development: Standard A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	✓	✓	✓		✓	✓	✓	✓	✓	✓
• Academic Development: Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	✓	✓	✓	✓	✓	✓	✓		✓	✓
• Academic Development: Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.	✓	✓	✓		✓	✓	✓	✓	✓	✓
• Career Development: Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	✓	✓	✓	✓	✓	✓	✓	✓		✓
• Career Development: Standard B Students will employ strategies to achieve future career goals with success and satisfaction.	✓	✓	✓	✓	✓	✓	✓			✓
• Career Development: Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Personal/Social Development: Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	✓	✓	✓		✓		✓	✓	✓	✓
• Personal/Social Development: Standard B Students will make decisions, set goals, and take necessary action to achieve goals.	✓	✓	✓	✓	✓	✓	✓		✓	✓
• Personal/Social Development: Standard C Students will understand safety and survival skills.	✓		✓		✓		✓		✓	✓



Aligning with Colorado CTE Curriculum Frameworks

Inclusion of the Colorado CTE Model provides the system support of our educational partners who are also teaching and guiding students within this same model. A crosswalking chart provides a framework for further investigation of consistency in other curricular offerings. The academic core, Colorado CTE classrooms, Career and Technical Student Organizations (CTSO), and a variety of extracurricular activities provide extensive opportunities for student practice and attainment of school counsel-

ing competencies and postsecondary and workforce readiness skills. As these programs transition into the Career Cluster Model, a common language and consistent message about career and education planning will emerge. Current Colorado CTE disciplines are transitioning their programs and student organization activities to reflect the best preparation for career clusters, including opportunities for advanced coursework to gain college credit while in high school.

Delivering ELEMENTARY School Career Education



Elementary School Curriculum: Career Awareness

The career development process includes awareness, exploration, preparation, application and life-long *career management*. Elementary school curriculum focuses on Career Awareness.

Career development is for ALL students, is based on standards, and should be developmentally appropriate. Although this is a career development guide, the intent of comprehensive school counseling programs is to impact the development of the whole child. Career development is interdependent with academic and personal/social development. By applying a combination of these knowledge and skills in their everyday lives, students will be prepared for the demands of living in the 21st Century.

Outlined below, and on the facing page, are school counseling student competencies from the ASCA National Standards of academic, career, and personal/social domains that directly support career development at the elementary school level. The actual knowledge and skills taught, priorities, and grade levels will be determined at the local district level based on data and student needs. Incorporate the use of the crosswalk on page 11 to address both the ASCA School Counseling Model and Career Cluster Model.

National Model - Counseling Domain/Interdependent Competencies

Academic Development	Career Development	Personal/Social Development
<ul style="list-style-type: none"> • Articulate competence and confidence as a learner • Identify attitudes and behaviors that lead to successful learning • Apply time and task management skills • Demonstrate ability to work independently as well as cooperatively with other students • Apply study skills for academic success • Seek co-curricular and community experiences to enhance the school experience 	<ul style="list-style-type: none"> • Develop an awareness of personal abilities, skills, interests, and motivation • Learn to make decisions • Learn how to set goals • Understand the relationship between educational achievement and career success • Learn to work cooperatively as a team member • Develop hobbies and vocational interests 	<ul style="list-style-type: none"> • Recognize, accept, respect, and appreciate individual differences • Use effective communication skills • Know how to apply conflict resolution skills • Demonstrate the ability to assert boundaries, rights, and personal privacy • Apply effective problem-solving and decision making skills to make safe and healthy choices • Know when peer pressure is influencing a decision

Career Awareness: At the K-6 level, students will become aware of the six industry sectors. Students will understand that attainment of foundation knowledge and skills will prepare them to be successful in any career field. Students will also understand that all careers are possible for all students regardless of their gender, ethnic, or economic background.

Career Information: Up-to-date career information that connects curriculum to the real world is essential. Relevant career information supports and enhances the entire career development process. In Colorado, it is important to have career information that aligns with the Colorado Career Cluster Model. Sample lesson plans are available at www.CollegeInColorado.org under the “For Educators” tab.

Extended Learning: Extended learning opportunities bring relevance and real-world context to the curriculum. It is highly recommended that extended learning becomes a regular part of the school’s curriculum for all students. Examples of extended learning opportunities at the elementary career awareness level include: career days, career fairs, field trips, and guest speakers.

Delivering MIDDLE School Career Education



Middle School Curriculum: Career Exploration

Career Exploration: Middle school curriculum will explore all 17 career clusters. Students will understand how foundation knowledge and skills apply to each cluster, have opportunities to practice these foundations through career exploration activities, and explore entrance requirements for a wide variety of postsecondary options available to them after high school.

Career Information: Up-to-date career information that connects curriculum to the real world is essential. Middle school curriculum will also include personal assessment and reflection to focus the career exploration process and lead to the development of a personal learning plan (Individual Career & Academic Plan).

Relevant career information aligned to the Colorado Career Cluster Model is available at www.CollegeInColorado.org through Choices Explorer. This free tool, available to all Colorado students, includes career assessments, interest inventories, and a high school planning tool.

Extended Learning: Extended learning opportunities bring relevance and real-world context to the curriculum. It is highly recommended that extended learning becomes a regular part of the school's curriculum for all students. Examples of extended learning opportunities at the middle school exploration level include: career camps, job shadowing, mentorships, and service learning projects.

National Model - Counseling Domain/Interdependent Competencies

Academic Development	Career Development	Personal/Social Development
<ul style="list-style-type: none"> • Develop & implement an annual plan of study to maximize academic ability and achievement • Demonstrate dependability, productivity, and initiative • Learn and apply critical thinking skills • Use knowledge of learning styles to positively influence school performance • Establish challenging academic goals • Use assessment results in educational planning • Seek co-curricular and community experiences to enhance the school experience 	<ul style="list-style-type: none"> • Acquire employability skills such as working on a team, problem-solving, and organizational skills • Use technology to access career planning information • Demonstrate awareness of the education and training needed to achieve career goals • Select course work that is related to career interests • Use employability and job readiness skills in extended learning experiences 	<ul style="list-style-type: none"> • Identify personal strengths and assets • Develop an action plan to set and achieve realistic goals • Learn techniques for managing stress and conflict • Differentiate between situations requiring peer support and situations requiring adult/professional help • Learn about emotional and physical dangers of substance use and abuse

Individual Career & Academic Plans (ICAP)

Individual Career & Academic Plans (ICAP) are initiated at the middle school (6th-8th Grade) level and provide a solid basis for personalizing education for each student. School counseling programs coordinate the development of the ICAP.

- Developing initial ICAP
- Selecting cluster(s) of interests/strengths
- Exploring a variety of postsecondary options along with corresponding entrance requirements
- Registering for coursework using ICAP
- Planning extended learning and extracurricular opportunities using ICAP

For a sample ICAP for each of the 81 career pathways go to www.ColoradoStatePlan.com under Toolbox for Educators and look at Plans of Study.

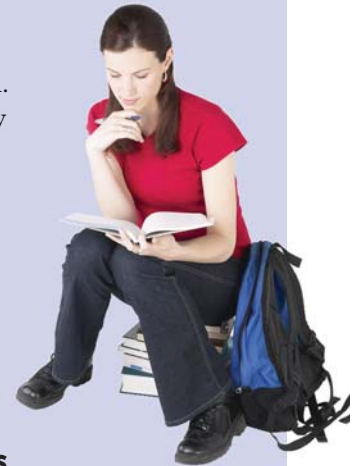
Delivering HIGH School Career Education

High School Curriculum: Concentration and Preparation

The career development process includes awareness, exploration, concentration, preparation, and life-long career management. High school curriculum focuses on career concentration and preparation.

Career development is for ALL students, is based on standards, and should be developmentally appropriate. Although this is a career development guide, the intent of comprehensive school counseling programs is to impact the development of the whole child. Career development is interdependent with academic and personal/social development. By applying a combination of these knowledge and skills in their everyday lives, students will be prepared for the demands of living in the 21st Century.

Outlined below, for example, are school counseling student knowledge and skills from the ASCA National Standards of academic, career, and personal/social domains that directly support career development at the high school level. The actual knowledge and skills taught, priorities, and grade levels will be determined at the local district level based on data and student needs. Incorporate the use of the crosswalk on page 11 to address both the ASCA School Counseling Model and the Colorado Career Cluster Model.



National Model - Counseling Domain/Interdependent Competencies

Academic Development	Career Development	Personal/Social Development
<ul style="list-style-type: none"> • Develop & implement an annual plan of study • Ability to share knowledge • Become self-directed and independent learner • Identify postsecondary options consistent with interests, achievements, aptitude, and abilities • Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life • Seek co-curricular and community experiences to enhance the school experience 	<ul style="list-style-type: none"> • Apply decision-making skills to career planning, course selection, and career transitions • Understand how changing economic and social needs influence employment trends and future training • Understand that the changing workplace requires lifelong learning and acquiring new skills • Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, or mentoring experiences 	<ul style="list-style-type: none"> • Identify alternative ways of achieving goals • Use persistence and perseverance in acquiring knowledge and skills • Learn coping skills for managing life events • Learn about the relationship between rules, laws, safety, and the protection of individual's rights

Career Concentration and Preparation: According to the ASCA model, typical 9th and 10th grade students will be at the career concentration level of the career development process. Career concentration includes course registration into high school plans of study that consider graduation, postsecondary requirements, and career cluster choices. Students will also continue the development and refinement of the foundational knowledge and skills. Career preparation begins in 11th and 12th grade and continues into postsecondary. During this time attention will be focused toward pathways in their chosen cluster and concurrent postsecondary enrollment or employment within that pathway. Seamless transition into the student's postsecondary choice will be a goal of the Individual Career & Academic Plan (ICAP).

Career Information: Up-to-date career information that connects curriculum to the real world is essential. Relevant career information aligned to the Colorado Career Cluster Model is available at www.CollegeInColorado.org through Choices Planner. This free tool, available to all Colorado students, includes career assessments, interest inventories, and a high school planning tool. It is a web-based career information system that has the advantage of current resources, the capacity to store electronic career and academic plans, and 24-hour availability to students, parents, and educators.

Extended Learning: Extended learning opportunities bring relevance and real-world context to the curriculum. It is highly recommended that extended learning becomes a regular part of the school's curriculum for all students. Examples of extended learning opportunities at the high school career concentration and preparation level include: career camps, campus visits, college/career fairs, job shadowing, mentorships, Career and Technical Student Organizations (CTSO), service learning projects, apprenticeships, cooperative education, internships, senior year projects, and part-time employment.

Individual Career & Academic Plan (ICAP)

An Individual Career & Academic Plan (ICAP) involves reviewing plans regularly at the high school level to ensure that students are reaching their education and career goals. School counseling programs coordinate ICAP development.

Career Concentration: Grade 9-10

- Update ICAP
- Prioritize selected clusters based on interests/strengths
- Consider preferred cluster pathways
- Identify postsecondary goals
- Register for coursework using ICAP
- Use ICAP to plan school activities, extended learning, and/or employment

Career Preparation: Grade 11-Postsecondary

- Update ICAP
- Choose career cluster focus
- Prioritize pathway preference
- Determine and apply for postsecondary plans
- Register for coursework using ICAP
- Use ICAP to plan school activities, extended learning, and/or employment
- Explore, understand, and prepare for the financial requirements of college, including college loan repayment

Best Practices for:

Middle School Implementation

Adams County Education Consortium - Career Exposition: This event brings over 4,500 8th graders to a large exposition where students are introduced to employers in the region. Each employer representative has information indicating how their company fits into the career cluster matrix, and what type of education and training is required to work for the company. Students also complete the Bridges self-assessment prior to attending the event and the orientation of the facility aligns with the States Career Cluster organization.

High School Implementation

Adams County Education Consortium - Workplace/Internship Experience: High School students are invited to participate in a multi-night job shadow experience called “Experience 9 to 5.” Students pick one industry track and learn about four different aspects of that industry over a four week period. The eight total contact hours can earn them class credit, make them eligible for professional certificates, and provide an overall perspective from direct interaction with professionals in their field of interest.

Colorado Springs District 11 - Information About Plans of Study: Students can directly access one of the national model plans of study. These plans of study show how a core of pre-college academic courses, general electives, and career and technical education courses can be organized into a four-year high school plan of study - all coordinated around a student’s area of career interest. The plan of study indicates the academic courses necessary to be eligible for either a four-year or two-year college.

Professional Development for Teachers, Parents & Administrators

Adams County Education Consortium - WorkforceConnect brings teachers, guidance counselors, and administrators into the workforce. The educators spend 90 minutes in seven different business locations to gain a broad exposure to current work settings. This is particularly valuable to academic teachers, many of whom entered teaching directly from college and have never worked in a professional industry or corporate setting. Teachers can earn graduate credit and contact hour credit for the experience.

To see more “Best Practices” go to: www.ColoradoStatePlan.com/strategies.htm

Delivering Postsecondary Career Education

Postsecondary Advancement: Preparation & Life-Long Career Management

While the organization of postsecondary guidance may vary by institutional resources and priorities, the fact remains that career education and guidance is as critical a need for postsecondary students as it is for secondary students. In fact, it is an important part of retaining students on a path to their degree or certificate. It also lays the groundwork for life-long career management.

For community colleges and area technical colleges, career education and guidance is key to ensuring the success of the many first generation, commuter, and under-prepared students they serve. These students are diverse in age, ethnicity, ability, and socioeconomic background. This diversity requires many different types and levels of support from the advising center or faculty serving as advisors. Topics may include everything from what is a credit to where can I find dependable childcare while I am in class?

Postsecondary students will also need guidance in managing the financial requirements of their education. This support must include financial aid training and managing college loan debt repayment. It is important to note that student loans may be included in the financial aid award offered by the college and for some students; it may be the only type of aid for which they are eligible. However, student loans are only a means of deferring the paying of college until a later time. All student loans must be repaid with interest. Students should review the repayment options, interest rates and fees before accepting any student loan. Federal loans should always be considered before applying for private loans and students should only borrow what they need.



National Model - Counseling Domain/Interdependent Competencies

Academic Development	Career Development	Personal/Social Development
<ul style="list-style-type: none"> Develop & implement an Individual Career Plan Ability to share current experiences, skills and knowledge Become self-directed and independent learner Identify training and/or college options consistent with interests, achievements, aptitude, and abilities Demonstrate the ability to balance school, studies, extracurricular leisure time, and family life Seek co-curricular and community experiences to enhance the school experience 	<ul style="list-style-type: none"> Apply decision-making skills to career planning, course selection, and career transitions Understand how changing economic and social needs influence employment trends and future training Understand that the changing workplace requires lifelong learning and acquiring new skills Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, or mentoring experiences 	<ul style="list-style-type: none"> Identify alternative ways of achieving goals Use persistence and perseverance in acquiring knowledge and skills Learn coping skills for managing life events Learn about the relationship between rules, laws, safety, and the protection of individual's rights

Career Preparation and Career Management: For Community College and Area Technical Colleges, years 13 and 14 are focused around final preparation (Degree or Certificate) for employment in the student's chosen career path and/or seamless transfer to a four-year institution. At four-year institutions, these years are commonly used to focus students on a specific degree path. During this time at any institution, instruction in resume building, interviewing, and life-long career management needs to be front and center.

Career Information: Relevant career information aligned to the Colorado Career Cluster Model is available at www.CollegeInColorado.org through *CIC-Advancer*. This free tool, available to all Colorado adults, includes career assessments, interest inventories, and a postsecondary planning tool. It is a web-based career information system that has the advantage of current resources, the capacity to store electronic career and academic plans, and 24-hour availability. It even allows users to input prior work experience to identify transferable skill sets for future careers.

Extended Learning: Internships and/or externships need to be a component of each program to help students solidify their career choice and make the connection to business and industry!

Tools for Career Education

CollegeInColorado.orgSM

GO FURTHER  GO TO COLLEGE

Explore

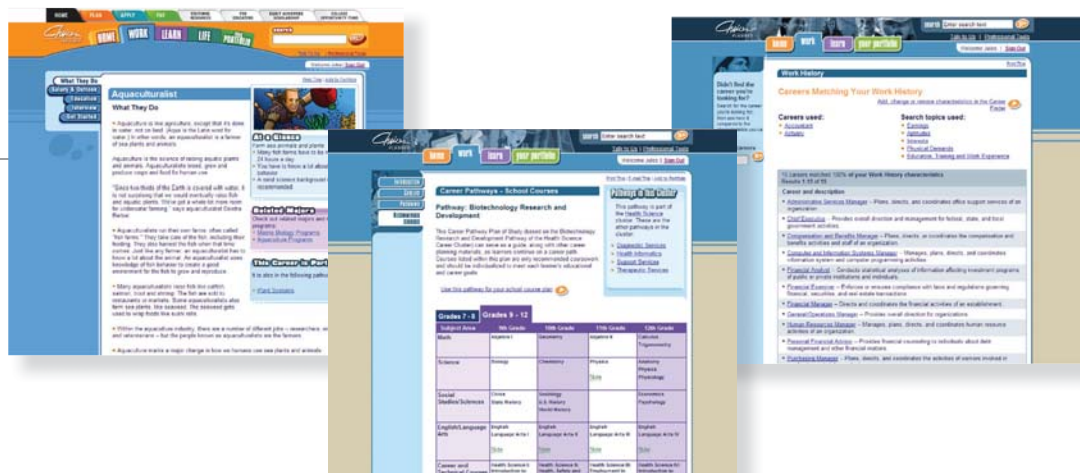
Use CIC-Explorer to help middle school students explore the world of career possibilities and understand that education will help them attain their dreams. In CIC-Explorer, middle school students learn there are many other career choices beyond doctor, lawyer or teacher. Students can begin their exploration by school subjects they like, by reading interesting articles, by looking at career clusters or taking a quick interest and skills quiz. Explorer is the ultimate tool to motivate students to acquire an understanding of the vast array of careers that may suit their personality, traits and future goals.

Plan

High school students using CIC-Planner will begin to pick among career choices and develop education strategies to achieve their career goals. Planner offers students a ten-year coursework planner (grades 7 to 16) based on those nationally recommended for each career cluster or pathway of interest. This helps students prepare for success in post-secondary study and career. The coursework planner can be further customized by a school or district. Six different and more sophisticated interest, skills and values assessments help students define career and education choices and the timelines and financial aid features of the site ensure students discover how they can afford post-secondary study.

Advance

Designed for the college student and adult in career transition, CIC-Advancer helps users expand their vision of possible future careers and learn what additional training and education it will take to attain their goals. The Work History module helps adults understand how the skills they have mastered in previous jobs can be used in future careers. The job activities module is filled with interactive tools and worksheets, to assist with a job search. These tools include a resume builder, interview practice for various industry sectors, application and letter samples and more.



Moving from Plans of Study

REAL Plan

Plans of Study connect the Career Cluster Model and the classroom. They are designed as sample road maps for students to use as they make the decisions that will define their future. Colorado's Career & Technical Education (CTE) programs have or are in the process of creating plans of study for each program offered in their district.

REAL Relevance

Plans of Study like the one to the right are centered on industry sectors. They emphasize the importance of education and postsecondary opportunities to assist each student in their career planning. They outline rigorous requirements for high school graduation and postsecondary entrance requirements relevant to the career cluster goal.

In addition, each Plan of Study includes opportunities for advanced placement and/or concurrent enrollment, suggestions for extended learning opportunities and Colorado salary ranges based on education level achieved.

REAL Examples

The Colorado Community College System has developed sample Plans of Study for each of the 81 pathways within the 17 career clusters. These examples are available at www.ColoradoStatePlan.com. These examples will also be available on the College in Colorado education planner section in the Fall of 2009.

REAL Process

Plans of Study are intended to serve as the primary guide as students create their Individual Career & Academic Plans. After a student determines their interest areas through a career assessment or series of interest inventories like the ones available at www.CollegeInColorado.org they should then review the sample Plans of Study available at their school or those on www.ColoradoStatePlan.com to find a plan that meets their needs. This plan will help them design a meaningful educational experience that is relevant to their career aspirations.

One of 81 pathways in the Colorado Career Cluster Model

Career Goal O-Net occupations codes. For more information go to www.online.onetcenter.org

High School Academic and CTE courses

Postsecondary Options. For more information go to www.CollegeInColorado.org

Health Science				
Pathway: Health Informatics				
Plan of Study: Medical Administration				
Career Goal (O'Net Code): Healthcare Administrator (11-9111), Medical and Health Services Manager (11-9111), Medical Assistant (31-9092), Medical Records & Health (29-2071), Medical Secretary (43-6013)				
Suggested High School Courses				
High School Academic and CTE Courses <small>*Distribution Requirements</small>	9 th	Core Academic Courses*: English I, Algebra I, Earth, Life or Environmental Science, State History/ Civics Career Path Courses: Health Science (HS) I: Intro to Health Science*	Suggested Electives: Physical Education or Business Foundations	
	10 th	Core Academic Courses*: English II, Geometry, Biology, US History, Foreign Language I Career Path Courses: HS II: Health, Safety and Ethics in the Health Environment*	Suggested Electives: Nutrition & Wellness or Information Technology Applications	
	11 th	Core Academic Courses*: English III, Algebra II or other, Chemistry, World History Career Path Courses: HS III: Employment in Health Occupations*	Suggested Electives: Sociology, Speech or Accounting	
	12 th	Core Academic Courses*: English IV, Trigonometry or Statistics, Physics or Anatomy or Physiology or other lab based science, Economics/Government Career Path Courses: HS IV: Medical Office Emphasis*	Suggested Electives: Psychology or Business Management	
Secondary to Postsecondary Linkages & Certifications				
Postsecondary Credit Options: Advanced Credit Pathway: HPR100 Intro to Health, HPR 101 Customer Service in Health Care, HPR 104 Health Career Options, HPR 106 Law & Ethics, HPR 178 Medical Terminology, MOT 136 Intro to Clinical Skills Industry Recognized Certificate(s) or License(s): Certified Nursing Assistant (CNA) First Responder				
Postsecondary Education Opportunities				
Associate's Degree		Postsecondary Programs Available in Colorado Medical Office Technologies Medical Office Management/Administration Medical Administrative Assistant	Colorado Institutions Pickens Technical College, EGOS, Community Colleges: Aims, Arapahoe, Denver, Front Range, Larar, Morgan, Pikes Peak, Red Rocks, TSJC Mesa State College	Entrance Exam Requirements High School diploma/GED Accuplacer
Bachelor's Degree		Medical Administrative Assistant Medical Office Technologies	Community Colleges: Aims, Arapahoe, Morgan, Pikes Peak, Red Rocks Metropolitan State College of Denver	High School diploma/GED Accuplacer See MSCD Admissions website. ACT
Graduate Degree		Health Care Administration, MS International Health Management and Policy, MS Health Administration, MS Executive MBA (Health Administration) Public Health, MPH	University of Colorado-Cororado Springs University of Colorado-Denver University of Colorado-Denver Health Sciences Center University of Northern Colorado	See each school's Admissions website.

Examples of Extended Learning Opportunities

Salary Range based on certificate or degree

Cluster Overview: The Health Science Career Cluster prepares students for careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.			
Curricular Experiences: Example: Health Occupations Students of America		Extended Learning Experiences	
Work-Based Learning Experiences: Career Preparation – Paid and Unpaid, Job Shadowing, Internships		Extracurricular Experiences: Examples: National Youth Leadership Forum on Medicine Medical Mission Trips Special Olympics	
Service Learning Experiences: Example: Community Service Volunteer		Program Accreditation and/or Professional Association(s): Examples: American Association of Medical Assistants Association of University Programs Health Administration National Commission for Health Education Credentialing American Public Health Association	
Career Options:			
Certificate	Medical Billing Clerk Medical Office Assistant	Salary Range*:	\$ - \$\$
Associate Degree	Medical Secretary		\$ - \$\$
Bachelor Degree	Healthcare Administrator, Medical and Health Services Manager Public Health Educator, Patient Advocate, Data Analyst		\$\$\$ - \$\$\$\$
Graduate Degree	Researcher, Healthcare System Manager Medical Consultant, Public Health Administrator		\$\$\$ - \$\$\$\$

* \$ = \$15-25,000; \$\$ = \$25-55,000; \$\$\$ = \$55-90,000; \$\$\$\$ = Above \$90,000

Insert Institution Name Here does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. Please direct inquiries to: Insert name, address and telephone number of AA/EEO officer

to Individual Career and Academic Plans (ICAP)

REAL Relevance

Individual Career & Academic Plans (ICAPs) for grades 6-14 provide students with an opportunity to build a relevant education pathway to their preferred future career. When students take ownership of and connect their education options to their future, their motivation will increase and they will progress further! Ideally an ICAP will be electronic for ease of storage, accessibility to students, parents and school, and ease of yearly modification. Currently this option is available for all Colorado students through www.CollegelnColorado.org

ICAPs reinforce the ASCA School Counseling Model by concentrating on the three major domains of the program: preparing students for academic, career, and personal/social development in the 21st Century Global Economy.

Individual Career and Academic Plan (ICAP)							
STUDENT INFORMATION							
Name: _____							
Career Cluster of Interest: _____							
Plan Last Reviewed On: ____/____/____ Grade: 7 8 9 10 11 12							
COURSEWORK							
	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Advanced Coursework
English							
Math							
Science							
Social Studies							
Career Path Courses							
Additional Requirements & Electives							
EXTENDED LEARNING							
	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Advanced Coursework
School Activities							
Community Activities							
Work-based Learning Experience							

CAREER & TECHNICAL EDUCATION IS DELIVERED THROUGH THE COLORADO COMMUNITY COLLEGE SYSTEM • WWW.CCCS.EDU

An Individual Career and Academic Plan (ICAP) is a student's current plan for coursework and extended learning to meet the student's learning, earning and living goals.

REAL Flexibility

ICAPs are flexible. They do not lock a student into a permanent plan, the opposite is true! They open the door to multiple pathways for students. Proactive planning will put the student into a position where they are prepared to keep his/her options open. The Colorado Plan of Study model embraces flexibility; just as a student learns and grows, in academic and career maturity.

In some instances, a student may find their initial career cluster choice is not a good fit for them as they learn more about it. This is part of the career development process. In fact, this would also be an example of career guidance at work. Career development is a continuous process that helps the student define what they do and do not want to do in their career. If a student finds themselves in this spot, all they need to do is take a look at a plan of study for a new career pathway and update their individual plan.

A yearly updating of an ICAP is essential as a student learns more about themselves, their own knowledge and skills, and career preferences.

REAL Benefit

Plans of Study provide a tremendous opportunity for meeting the needs of all students. Implementation strategies will differ from district to district; however, the data provided will be invaluable to schools in helping students reach their goals – and ultimately impact student achievement and overall school improvement.

REAL Options

There are a variety of ways to accomplish ICAPs for every student. Each school district will decide how this process will work best for them. Possibilities include:

- Individual Meetings
 - Small Groups
 - Class/Grade Groups
 - Career Cluster Groups
 - Homeroom Groups
 - Teacher as Advisor Groups
 - Small Learning Communities
 - School within a School
 - Career Academies
 - During School/After School/Evenings
- Maybe Include at :*
- Orientation Meetings
 - Parent/Teacher Conferences
 - Student Registration

REAL Parental Involvement

Research indicates that students rely heavily on parents' advice when making postsecondary plans and decisions. Parental involvement is vital to the effectiveness of any ICAP system.

When students, parents, and the school plan together, students receive support from both home and school to accomplish their career & academic plan.

Managing the Program

School Counselors often ask, “How will we manage to get this done?” The answers lie within the use of the management system, which includes: administrator/counselor agreements, advisory councils, use of time, calendars, use of data, and action plans. Managing these elements will help define and communicate the goals while structuring a time frame for the work to be done. Time and resources are always limited—so the use of data is important to highlight the most important needs of the students and provide a focus for yearly program goals.

Administrator/Counselor Agreements and Advisory Councils

The support and understanding of the school counseling program goals by administrators and representative stakeholders are critical. Informing both groups of the yearly action plans will allow for feedback/recommendations to build stronger relationships within the school system and the community.



Use of Time

The following chart provides general guidelines regarding use of time in managing a comprehensive school counseling program.

Delivery System Elements	Elementary	Middle School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Plans	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

Use of Data and Action Plans

A yearly action plan that includes collecting data which provides information regarding the success of the program and student performance is a vital part of managing the school counseling program.

The Career Cluster Model promotes two types of action plans for planning the work of the school counseling program:

- 1) Guidance curriculum action plan. This action plan outlines the curriculum all students will receive based on standards/essential learnings.
- 2) Closing-the-gap action plans. These action plans specifically rely on data to determine student or program needs.
 - Student-focused closing-the-gap action plans: Data may uncover gaps in student achievement when disaggregated by gender, socioeconomic status, ethnicity, etc. When data determines groups of students who are under performing, a closing-the-gap action plan is designed to provide additional interventions and extra support to increase achievement.
 - Program/System-focused closing-the-gap action plans: Data gathered and analyzed about programs and policies may uncover curriculum gaps, student inequities, and/or school system policies that hinder student progress. When data reveals program or system issues, a closing-the-gap action plan is designed to find solutions to improve the program and/or policies.

It is recommended that a school gather data on the current program then compare it to the suggested program elements in this guide. If there are gaps or inconsistencies, develop a program-focused closing-the-gap action plan for career development.

Outlined in the chart below are the main elements of a career development program, along with questions that will assist in data gathering. This information will help schools identify what is currently in place in their career development program. This information will also identify what program gaps there might be. A program-focused closing-the-gap action plan will follow for any missing elements.

Program Gap Analysis	Data Collection	Closing-the-Gap Program Action Plan
Analyze student data	<ul style="list-style-type: none"> Achievement, attendance, behavior data. What knowledge and skills have students already achieved? What knowledge and skills are missing? 	Assess the knowledge and skills of students.
Analyze the school's curriculum	<ul style="list-style-type: none"> What knowledge and skills are being taught? What knowledge and skills are not being taught? 	100 percent of the Foundation Knowledge and Skills will be taught.
Assess career information and assessments	<ul style="list-style-type: none"> What career information and assessments are currently available? (This includes general occupational information; assessments leading to career clusters/postsecondary entrance exams, e.g., ACT, Compass, SAT; workplace readiness; information on plans of study at colleges and universities, private career schools, and the military; apprenticeships and other types of on-the-job training; labor market information; and financial aid for postsecondary education.) Does the career information align with the 17 career clusters? 	<p>Academic and career information and planning materials will align with the Colorado Career Cluster Model.</p> <p>Use assessments where results directly link to career clusters.</p> <p>Make plans for interpretation of assessment results to link to career clusters.</p>
Review plans of study	<ul style="list-style-type: none"> Could current courses be offered in different combinations that would help a student learn the knowledge and skills necessary to be successful in the broad career field, career cluster, or career pathway? Are there alternative or integrated courses that would provide closer alignment with the knowledge and skill statements within the career clusters? 	<p>Investigate options for aligning curriculum to promote the attainment of knowledge and skills within career fields/clusters/pathways.</p> <p>Create the recommended plans of study for each cluster. Sample recommended plans of study are available at: www.ColoradoStatePlan.com</p>
Examine extended learning options	<ul style="list-style-type: none"> What extended learning opportunities are available to all students now? How many students participate in extended learning? Do the extended learning opportunities follow the suggested career development process of awareness, exploration, preparation, application, and management at the appropriate grade levels? What extended learning opportunities could be available to all students? 	Create an extended learning action plan for all students that reflects the career development process from career awareness through exploration, concentration, preparation, application, and management.
Coordinate development of plans of study for all programs and Individual Career and Academic Plans (ICAP) for all students	<ul style="list-style-type: none"> What education and career planning tools or activities are currently in place for all students? Do the tools and activities use information that aligns with the Colorado Career Cluster Model? Do students use information to register for appropriate classes each year so course selection is aligned with their academic and career plans? What education and career planning tools, activities, and/or processes are missing from your plan? Are you meeting with students once a year or more to review plans? Have any general questions or concerns come up regarding the process that need to be addressed? Are you collecting data for student results reports? 	<p>On-line plans of study are available at: www.ColoradoStatePlan.com.</p> <p>Develop a plan for creating, implementing, and evaluating ICAPs in your school or school district.</p>
Parental Involvement	<ul style="list-style-type: none"> Are parents actively engaged in academic and career planning with their children? 	Develop a plan for involving parents in the academic and career planning process.

Evaluating the Program

How will you know your program made a difference?

Accountability and evaluation for school counseling programs are absolute necessities. Student and program results must be evaluated and reported. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?”

Accountability - Student Results

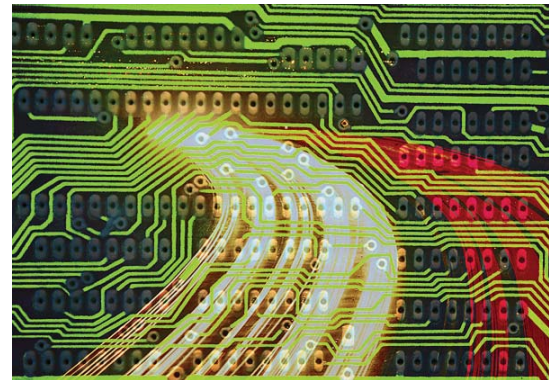
One part of accountability is to evaluate student results from participating in the program. By partnering school counseling with the Colorado Career Cluster Model, the program will impact students because individual students will have the advantage of career development with up-to-date career information, curriculum that incorporates extended learning experiences developed around a plan of study, and ample opportunities for planning with the support of their families and a counselor/advisor. Expected differences include higher levels of achievement, better attendance, positive attitudes and behavior. **When all students have this same advantage, it becomes a school improvement strategy.**

Three types of data help document student results: competency attainment data, achievement-related data, and student achievement data. These sets of data are interrelated. As data improves in the first set, they should also improve in the other two. If, as students participate in the program, data sets improve, then the program is getting positive results.

1. Standards and competency attainment data indicate what students know and are able to do as a result of school counseling program lessons. Measurable knowledge, skills, and competencies of students are collected before (pre-test) and after (post-test) they are taught.
2. Research shows that achievement-related data has a direct impact on student achievement. This data aligns more directly with school counseling activities. Achievement related data validates the link between what is taught to the end result of student achievement data.
3. Student achievement data is the type of data found on the state report cards for each school district. It is prominent data used in Colorado’s school improvement process.

Knowledge/Skills/Competency	Student Achievement-Related Data	Student Achievement Data
<p>1.</p> <ul style="list-style-type: none"> • School Counseling Standards • Colorado Career Cluster Model • Plans of Study • Individual Career and Academic Plans (ICAPs) 	<p>2.</p> <ul style="list-style-type: none"> • Course Enrollment Patterns • Parent Involvement • Extracurricular Activity Participation • Discipline Referrals • Suspension Rate • Substance Abuse Violations • Attendance Rates • Homework Completion 	<p>3.</p> <ul style="list-style-type: none"> • State Standards • Standardized Tests Data • Perkins Technical Skills • ACT and SAT Test Data • Graduation Rates • Drop-out Rates • Course Failure Rates • School Climate Data • Promotion/Retention Data • Postsecondary/Work Readiness • Grade Point Average

Collecting all three types of data and analyzing for correlations will provide the information needed for student results reports. School counseling programs may not be able to prove causation, but will link the data throughout the learning process. This will indicate how school counseling contributed to critical data elements in a meaningful way.



Accountability - Anticipated Student Results Examples

For example, to increase student engagement in schools:

Knowledge and Skills	Student Achievement-Related Data	Student Achievement Data
<ul style="list-style-type: none"> Teach students and inform parents of the direct relationship between the knowledge and skills learned in school/extracurricular activities and future career opportunities to emphasize the relevance of education Design Plans of Study accordingly with student, parent, and counselor/advisor 	<ul style="list-style-type: none"> Course enrollment patterns reflect improved academic and career preparation Increased extracurricular involvement Increased attendance Decreased detention/suspension Increased parental involvement Improved GPA Increased postsecondary readiness 	<ul style="list-style-type: none"> Increased postsecondary/work readiness Increased graduation rates Improved school climate

For example, if data shows ACT scores need to improve:

Knowledge and Skills	Student Achievement-Related Data	Student Achievement Data
<ul style="list-style-type: none"> Teach students and inform parents of recommended core curriculum to be prepared for ACT content Design ICAPs accordingly with student, parent, and counselor/advisor 	<ul style="list-style-type: none"> More rigorous course-taking patterns Increased parental involvement and support of ICAPs 	<ul style="list-style-type: none"> Improved GPA Improved ACT scores Improved postsecondary/work readiness Improved test scores for other standardized tests and state standards assessment

Student Results Reports:

Student results reports are a way to report and show how students are different because of the school counseling program. Documenting student results reports on small segments of the school counseling program is the beginning step to accountability. It is important to collect process, perception, and results data on selected lessons or units. These reports will directly contribute the data for accountability as outlined on these two pages. It is a distinct advantage for the school counseling program when student results reports can show positive impact matched to school improvement goals of the district. Student results report forms can be found in the ASCA National Model at www.schoolcounselor.org.

Program Accountability

In addition to accountability for student performance, it is important to monitor and evaluate the effectiveness of the school counseling program on a regular basis. An effective method for evaluating the program is to conduct a Program Audit. The audit is a checklist of items considered essential to the model. Completion of an audit will help clarify program goals, identify program strengths, and highlight opportunities for improvement. The audit can be found in the ASCA National Model at www.schoolcounselor.org.



Colorado CTE
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The contents of this guide are available online at www.coloradostateplan.com

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