

CAROCP Model Practices

<p align="center">NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)</p>	<p align="center">CAROCP MODEL PRACTICES MODEL: Student Support Services</p>
<p>COMPETENCY I: Understanding the influence of a positive self- concept.</p> <ul style="list-style-type: none"> • Identify and appreciate personal interests, abilities and skills. • Demonstrate the ability to use peer feedback. • Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals. • Demonstrate an understanding of environmental influences of one's behaviors. • Demonstrate an understanding of the relationship between personal behavior and self- concept. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p> <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <p><i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans</p>
<p>COMPETENCY II: Skills to interact positively with others.</p> <ul style="list-style-type: none"> • Demonstrate effective interpersonal skills. • Demonstrate interpersonal skills required for working with and for others. • Describe appropriate employer and employee interactions in various situations. • Demonstrate how to express feelings, reactions and ideas in an appropriate manner. 	<p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <p><i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center</p>

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<p>COMPETENCY III: Understanding the impact of growth and development.</p> <ul style="list-style-type: none"> • Describe how developmental changes affect physical and mental health. • Describe the effect of emotional and physical health on career decisions. • Describe healthy ways of dealing with stress • Demonstrate behaviors that maintain physical and mental health. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p> <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <p><i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions</p> <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <p><i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center</p>

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<p>COMPETENCY IV: Understanding the relationship between educational achievement and career planning.</p> <ul style="list-style-type: none"> • Demonstrate how to apply academic and vocational skills to achieve personal goals. • Describe the relationship of academic and vocational skills to personal interests. • Describe how skills developed in academic and vocational programs relate to career goals. • Describe how education relates to the selection of college majors, further training and/or entry into the job market. • Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. • Describe how learning skills are required in the workplace. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs ROCP nights <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center

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<p>COMPETENCY V: Understanding the need for positive attitudes toward work and learning.</p> <ul style="list-style-type: none"> • Identify the positive contributions workers make to society. • Demonstrate knowledge of the social significance of various occupations. • Demonstrate a positive attitude toward work. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p> <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <p><i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans</p> <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <p><i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions</p> <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <p><i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center</p>

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<p>COMPETENCY VI: Skills to locate, evaluate and interpret career information.</p> <ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. • Describe the impact of factors such as population, climate and geographic location on occupational opportunities. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs ROCP nights <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews
<p>COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.</p> <ul style="list-style-type: none"> • Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills and behaviors necessary for a successful job interview. • Demonstrate skills in preparing a resume and completing job applications. • Identify specific job openings. • Demonstrate employability skills necessary to obtain and maintain jobs. • Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits and opportunities for change). • Describe placement services available to make the transition from high school to civilian employment, the armed services or post- secondary education/ training. • Demonstrate and understand that job opportunities often require relocation. • Demonstrate skills necessary to function as a consumer and manage financial resources. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center

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<p>COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.</p> <ul style="list-style-type: none"> • Describe the effect of work on lifestyles. • Describe how society's needs and functions affect the supply of goods and services. • Describe how occupational and industrial trends relate to training and employment. • Demonstrate an understanding of the global economy and how it affects each individual. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p>
<p>COMPETENCY IX: Skills to make decisions.</p> <ul style="list-style-type: none"> • Demonstrate responsibility for making tentative educational and occupational choices. • Identify alternatives in given decision-making situations. • Describe personal strengths and weaknesses in relationship to post-secondary education/ training requirements. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into post- secondary education/ training programs or work. • Identify steps to apply for and secure financial assistance for post-secondary education and training. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <p><i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs ROCP nights</p> <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p> <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <p><i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans</p>

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<p>COMPETENCY X: Understanding the interrelationship of life roles.</p> <ul style="list-style-type: none"> Demonstrate knowledge of life stages. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). Describe the ways in which occupational choices may affect lifestyle. Describe the contribution of work to a balanced and productive life. Describe ways in which work, family and leisure roles are interrelated. Describe different career patterns and their potential effect on family patterns and lifestyle. Describe the importance of leisure activities. Demonstrate ways that occupational skills and knowledge can be acquired through leisure. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation Marketing strategies established <p><i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs, ROCP nights</p> <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> Career guidance is a major focus of the program Adequate information is provided to assist with individual career goals Program provides access to assessment Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation Information and support for nontraditional career choices is available Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p>

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<p>COMPETENCY XI: Understanding the continuous changes in male/female roles.</p> <ul style="list-style-type: none"> • Identify factors that have influenced the changing career patterns of women and men. • Identify evidence of gender stereotyping and bias in educational programs and occupational settings. • Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping. • Identify courses appropriate to tentative occupational choices. • Describe the advantages and problems of non- traditional occupations. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions

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<p>COMPETENCY XII: Skills in career planning.</p> <ul style="list-style-type: none"> • Describe career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of post-secondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Describe the costs and benefits of self-employment. • Demonstrate occupational skills developed through volunteer experiences, part-time employment or cooperative education programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs ROCP nights <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assist with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, business, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions

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<p>COMPETENCY I: Skills to maintain a positive self-concept.</p> <ul style="list-style-type: none"> • Demonstrate a positive self-concept. • Identify skills, abilities, interests, experiences, values and personality traits and their influence on career decisions. • Identify achievements related to work, learning, and leisure and their influence on self-perception. • Demonstrate a realistic understanding of self. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions

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<p>COMPETENCY II: Skills to maintain effective behaviors.</p> <ul style="list-style-type: none"> • Demonstrate appropriate interpersonal skills in expressing feelings and ideas. • Identify symptoms of stress. • Demonstrate skills to overcome self-defeating behaviors. • Demonstrate skills in identifying support and networking arrangements (including role models). • Demonstrate skills to manage financial resources. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions
<p>COMPETENCY III: Understanding developmental changes and transitions.</p> <ul style="list-style-type: none"> • Describe how personal motivations and aspirations may change over time. • Describe physical changes that occur with age and adapt work performances to accommodate these. • Identify external events (e.g., job loss, job transfer) that require life changes. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews

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<p>COMPETENCY IV: Skills to enter and participate in education and training.</p> <ul style="list-style-type: none"> • Describe short and long-range plans to achieve career goals through appropriate educational paths. • Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study). • Describe community resources to support education and training (e.g., childcare, public transportation, public health services, mental health services, welfare benefits). • Identify strategies to overcome personal barriers to education and training. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center

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<p>COMPETENCY V: Skills to participate in work and life-long learning.</p> <ul style="list-style-type: none"> • Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests). • Describe how educational achievements and life experiences relate to occupational opportunities. • Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support). 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center

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<p>COMPETENCY VI: Skills to locate, evaluate and interpret career information.</p> <ul style="list-style-type: none"> • Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors). • Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations. • Describe the uses and limitations of occupational outlook information. • Identify the diverse job opportunities available to an individual with a given set of occupational skills. • Identify opportunities available through self-employment. • Identify factors that contribute to misinformation about occupations. • Describe information about specific employers and hiring practices. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center

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<p>COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.</p> <ul style="list-style-type: none"> • Identify specific employment situations that match desired career objectives. • Demonstrate skills to identify job openings. • Demonstrate skills to establish a job search network through colleagues, friends and family. • Demonstrate skills in preparing a resume and completing job applications. • Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview. • Demonstrate effective work attitudes and behaviors. • Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, attitudes required for job success. • Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education). • Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor and community agencies). • Identify skills that are transferable from one job to another. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs, ROCP nights <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assist with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, business, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center
<p>COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.</p> <ul style="list-style-type: none"> • Describe the importance of work as it affects values and life style. • Describe how society's needs and functions affect occupational supply and demand. • Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities. • Demonstrate an understanding of the global economy and how it affects the individual. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assist with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, business, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviewers

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	<p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <p style="margin-left: 40px;"><i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans</p> <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <p style="margin-left: 40px;"><i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions</p> <p>MPI-V: Employment Literacy, Job Placement Assistance, Job Retention Skills as Essential Program Services</p> <ul style="list-style-type: none"> • Access is available for assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom • Program is assisted by effective community relations <p style="margin-left: 40px;"><i>Sample Measures:</i> Course curriculum, lesson plans, instructional materials, classroom observations, student portfolios, student follow-up results, job placement office/personnel, EDD outpost, one-stop center</p>

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<p>COMPETENCY IX: Skills to make decisions.</p> <ul style="list-style-type: none"> • Describe personal criteria for making decisions about education, training and career goals. • Demonstrate skills to assess occupational opportunities in terms of advancement, management style, work environment, benefits and other conditions of employment. • Describe the effects of education, work, and family decisions on individual career decisions. • Identify personal and environmental conditions that affect decision-making. • Demonstrate effective career decision-making skills. • Describe potential consequences of decisions. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs ROCP nights <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans <p>MPI-IV: Student Support Services as Integral Part of Program Serves Needs of Varied Student Population</p> <ul style="list-style-type: none"> • A variety of services and/or referrals are available to meet student needs, including those of special populations • All staff supports student success and is responsive to individual needs • Instructors assist students through referrals and classroom instructional methodologies <i>Sample Measures:</i> List of Community Services, list of program services, staff development related to special populations and services, Individual Training Plans, IEPs, 504s, referral process/forms, mission statements, job descriptions

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<p>COMPETENCY X: Understanding the impact of work on individual and family life.</p> <ul style="list-style-type: none"> • Describe how family and leisure functions affect occupational roles and decisions. • Determine effects of individual and family developmental stages on one's career. • Describe how work, family and leisure activities interrelate. • Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills). 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs ROCP nights <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews <p>MPI-III: Appropriate Student Placement</p> <ul style="list-style-type: none"> • Informed placement staff • Instructor involvement in Placement <i>Sample Measures:</i> Schedules, catalogues, flyers, brochures, prerequisites, requirements, meeting minutes, Individual Training Plans, 504 plans

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<p>COMPETENCY XI: Understanding the continuing changes in male/female roles.</p> <ul style="list-style-type: none"> • Describe recent changes in gender norms and attitudes. • Describe trends in the gender composition of the labor force and assess implications for one's own career plans. • Identify disadvantages of stereotyping occupations. • Demonstrate behaviors, attitudes and skills that work to eliminate stereotyping in education, family and occupational environments. 	<p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p>
<p>COMPETENCY XII: Skills to make career transitions.</p> <ul style="list-style-type: none"> • Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development. • Describe strategies to use during transitions (e.g., networks, stress management). • Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital). • Describe the skills and knowledge needed for pre-retirement planning. • Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions. 	<p>MPI-I: Effective Student Recruitment Plan</p> <ul style="list-style-type: none"> • Information provided in a variety of formats: Program offerings and services, course prerequisites and fees, post-secondary articulation • Marketing strategies established <p><i>Sample Measures:</i> Web site, pathway posters, interviews, career fairs, ROCP nights</p> <p>MPI-II: Access to Career Guidance Information and Services</p> <ul style="list-style-type: none"> • Career guidance is a major focus of the program • Adequate information is provided to assists with individual career goals • Program provides access to assessment • Efforts are made to match individual attitudes, interests, and aptitudes to career requirements/expectation • Information and support for nontraditional career choices is available • Educational, businesses, and community resources are provided <p><i>Sample Measures:</i> Guidance plan and activities, assessment center, one-stop, etc., web site, portfolios, lesson plans/classroom observations, listing of services, gender-equity materials, student interviews</p>

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NOICC/SCANS CROSSWALK (High School)

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY I: Understanding the influence of a positive self- concept.</p> <ul style="list-style-type: none"> Identify and appreciate personal interests, abilities and skills. Demonstrate the ability to use peer feedback. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals. Demonstrate an understanding of environmental influences of one's behaviors. Demonstrate an understanding of the relationship between personal behavior and self- concept. 	<p>Resources, D. Human Resources</p> <p>Interpersonal, A. Participates as member of a team Interpersonal, B. Teaches others new skills Interpersonal, C. Serves clients/customers Interpersonal, D. Exercises leadership Interpersonal, E. Negotiates Interpersonal, F. Works with diversity</p>	<p>Basic Skills, B. Writing Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making</p> <p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY II: Skills to interact positively with others.</p> <ul style="list-style-type: none"> Demonstrate effective interpersonal skills. Demonstrate interpersonal skills required for working with and for others. Describe appropriate employer and employee interactions in various situations. Demonstrate how to express feelings, reactions and ideas in an appropriate manner. 	<p>Resources, D. Human Resources</p> <p>Interpersonal, A. Participates as member of a tem Interpersonal, B. Teaches others new skills Interpersonal, C. Serves clients/customers Interpersonal, D. Exercises leadership Interpersonal, E. Negotiates Interpersonal, F. Works with diversity</p> <p>Information, C. Interprets and communicates information</p> <p>Systems, A. Understands systems</p>	<p>Basic Skills, B. Writing Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Personal Qualities, A. Responsibility Personal Qualities, C. Sociability Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY III: Understanding the impact of growth and development.</p> <ul style="list-style-type: none"> Describe how developmental changes affect physical and mental health. Describe the effect of emotional and physical health on career decisions. Describe healthy ways of dealing with stress. Demonstrate behaviors that maintain physical and mental health. 	<p>Resources, D. Human Resources</p> <p>Interpersonal, B. Teaches others new skills</p> <p>Information, C. Interprets and communicates information</p>	<p>Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Personal Qualities, A. Responsibility Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY IV: Understanding the relationship between educational achievement and career planning.</p> <ul style="list-style-type: none"> • Demonstrate how to apply academic and vocational skills to achieve personal goals. • Describe the relationship of academic and vocational skills to personal interests. • Describe how skills developed in academic and vocational programs relate to career goals. • Describe how education relates to the selection of college majors, further training and/or entry into the job market. • Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. • Describe how learning skills are required in the workplace. 	<p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, D. Seeing things in the mind's eye Thinking Skills, E. Knowing how to learn Thinking Skills, F. Reasoning</p> <p>Personal Qualities, A. Responsibility Personal Qualities, D. Self-management</p>
<p>COMPETENCY V: Understanding the need for positive attitudes toward work and learning.</p> <ul style="list-style-type: none"> • Identify the positive contributions workers make to society. • Demonstrate knowledge of the social significance of various occupations. • Demonstrate a positive attitude toward work. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors. 	<p>Resources, D. Human Resources</p> <p>Interpersonal, A. Participates as member of a team Interpersonal, B. Teaches others new skills Interpersonal, C. Serves clients/customers Interpersonal, F. Works with diversity</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, B. Decision Making Thinking Skills, E. Knowing how to learn</p> <p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY VI: Skills to locate, evaluate and interpret career information.</p> <ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. • Describe the impact of factors such as population, climate and geographic location on occupational opportunities. 	<p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information Information, D. Uses computers to process information</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, E. Knowing how to learn</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.</p> <ul style="list-style-type: none"> • Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills and behaviors necessary for a successful job interview. • Demonstrate skills in preparing a resume and completing job applications. • Identify specific job openings. • Demonstrate employability skills necessary to obtain and maintain jobs. • Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits and opportunities for change). • Describe placement services available to make the transition from high school to civilian employment, the armed services or post-secondary education training. • Demonstrate and understand that job opportunities often require relocation. • Demonstrate skills necessary to function as a consumer and manage financial resources. 	<p>Resources, A. Time</p> <p>Interpersonal, A. Participates as member of a team</p> <p>Information, A. Acquires and evaluates information</p> <p>Information, B. Organizes and maintains information</p> <p>Information, C. Interprets and communicates information</p> <p>Information, D. Uses computers to process information</p> <p>Systems, A. Understands systems</p>	<p>Basic Skills, A. Reading</p> <p>Basic Skills, B. Writing</p> <p>Basic Skills, C. Arithmetic/mathematics</p> <p>Basic Skills, D. Listening</p> <p>Basic Skills, E. Speaking</p> <p>Thinking Skills, B. Decision Making</p> <p>Thinking Skills, C. Knowing how to learn</p> <p>Personal Qualities, A. Responsibility</p> <p>Personal Qualities, B. Self Esteem</p> <p>Personal Qualities, C. Sociability</p> <p>Personal Qualities, D. Self-management</p> <p>Personal Qualities, E. Integrity/honesty</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.</p> <ul style="list-style-type: none"> Describe the effect of work on lifestyles. Describe how society’s needs and functions affect the supply of goods and services. Describe how occupational and industrial trends relate to training and employment. Demonstrate an understanding of the global economy and how it affects each individual. 	<p>Interpersonal, C. Serves clients/customers Interpersonal, F. Works with diversity</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information Information, D. Uses computers to process information</p> <p>Systems, A. Understands systems Systems, B. Monitors and corrects performance Systems, C. Improves or designs systems</p>	<p>Thinking Skills, C. Problem solving Thinking Skills, F. Reasoning</p>
<p>COMPETENCY IX: Skills to make decisions.</p> <ul style="list-style-type: none"> Demonstrate responsibility for making tentative educational and occupational choices. Identify alternatives in given decision-making situations. Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work. Identify steps to apply for and secure financial assistance for post-secondary education and training. 	<p>Resources, A. Time</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information</p>	<p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, F. Reasoning</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY X: Understanding the interrelationship of life roles.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of life stages. • Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). • Describe the ways in which occupational choices may affect lifestyle. • Describe the contribution of work to a balanced and productive life. • Describe ways in which work, family and leisure roles are interrelated. • Describe different career patterns and their potential effect on family patterns and lifestyle. • Describe the importance of leisure activities. • Demonstrate ways that occupational skills and knowledge can be acquired through leisure. 	<p>Resources, A. Time Resources, B. Money</p> <p>Interpersonal, E. Negotiates</p> <p>Systems, A. Understands systems</p>	<p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY XI: Understanding the continuous changes in male/female roles.</p> <ul style="list-style-type: none"> • Identify factors that have influenced the changing career patterns of women and men. • Identify evidence of gender stereotyping and bias in educational programs and occupational settings. • Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping. • Identify courses appropriate to tentative occupational choices. • Describe the advantages and problems of non-traditional occupations. 	<p>Interpersonal, A. Participates as member of a team Interpersonal, C. Serves clients/customers Interpersonal, E. Negotiates Interpersonal, F. Works with diversity</p> <p>Systems, A. Understands systems Systems, B. Monitors and corrects performance Systems, C. Improves or designs systems</p>	<p>Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY XII: Skills in career planning.</p> <ul style="list-style-type: none"> Describe career plans that reflect the importance of lifelong learning. Demonstrate knowledge of post-secondary vocational and academic programs. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. Describe school and community resources to explore educational and occupational choices. Describe the costs and benefits of self-employment. Demonstrate occupational skills developed through volunteer experiences, part-time employment or cooperative education programs. Demonstrate skills necessary to compare education and job opportunities. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school. 	<p>Resources, A. Time Resources, D. Human Resources</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information Information, D. Uses computers to process information</p> <p>Systems, A. Understands systems</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, E. Knowing how to learn</p> <p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>

NOICC/SCANS CROSSWALK (Adult)

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY I: Skills to maintain a positive self-concept.</p> <ul style="list-style-type: none"> • Demonstrate a positive self-concept. • Identify skills, abilities, interests, experiences, values and personality traits and their influence on career decisions. • Identify achievements related to work, learning, and leisure and their influence on self-perception. • Demonstrate a realistic understanding of self. 	<p>Interpersonal, A. Participates as member of a team Interpersonal, B. Teaches others new skills Interpersonal, C. Serves clients/customers Interpersonal, D. Exercises leadership Interpersonal, E. Negotiates Interpersonal, F. Works with diversity</p>	<p>Basic Skills, B. Writing Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making</p> <p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY II: Skills to maintain effective behaviors.</p> <ul style="list-style-type: none"> • Demonstrate appropriate interpersonal skills in expressing feelings and ideas. • Identify symptoms of stress. • Demonstrate skills to overcome self-defeating behaviors. • Demonstrate skills in identifying support and networking arrangements (including role models). • Demonstrate skills to manage financial resources. 	<p>Resources, D. Human Resources</p> <p>Interpersonal, A. Participates as member of a team Interpersonal, B. Teaches others new skills Interpersonal, C. Serves clients/customers Interpersonal, D. Exercises leadership Interpersonal, E. Negotiates Interpersonal, F. Works with diversity</p> <p>Information, C. Interprets and communicates information</p> <p>Systems, A. Understands systems</p>	<p>Basic Skills, B. Writing Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, B. Decision Making Thinking Skills, C. Problem solving Thinking Skills, F. Reasoning</p> <p>Personal Qualities, A. Responsibility Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY III: Understanding developmental changes and transitions.</p> <ul style="list-style-type: none"> Describe how personal motivations and aspirations may change over time. Describe physical changes that occur with age and adapt work performances to accommodate these. Identify external events (e.g., job loss, job transfer) that require life changes. 	<p>Resources, A. Time Resources, B. Money Resources, C. Material and facilities Resources, D. Human Resources</p> <p>Interpersonal, E. Negotiates</p> <p>Information, A. Acquires and evaluates information Information, C. Interprets and communicates information</p> <p>Systems, A. Understands systems Systems, B. Monitors and corrects performance Systems, C. Improves or designs systems</p>	<p>Basic Skills, A. Reading Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving</p> <p>Personal Qualities, A. Responsibility Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY IV: Skills to participate in education and training.</p> <ul style="list-style-type: none"> Describe short and long-range plans to achieve career goals through appropriate educational paths. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study). Describe community resources to support education and training (e.g., childcare, public transportation, public health services, mental health services, welfare benefits). Identify strategies to overcome personal barriers to education and training. 	<p>Resources, A. Time Resources, B. Money</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, D. Seeing things in the mind's eye Thinking Skills, E. Knowing how to learn Thinking Skills, F. Reasoning</p> <p>Personal Qualities, A. Responsibility Personal Qualities, D. Self-management</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY V: Skills to participate in work and life-long learning.</p> <ul style="list-style-type: none"> • Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests). • Describe how educational achievements and life experiences relate to occupational opportunities. • Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support). 	<p>Resources, A. Time Resources, B. Money Resources, D. Human Resources</p> <p>Interpersonal, A. Participates as member of team Interpersonal, B. Teaches others new skills Interpersonal, C. Serves clients/customers Interpersonal, F. Works with diversity</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information Information, D. Uses computers to process information</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, B. Decision Making Thinking Skills, E. Knowing how to learn</p> <p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY VI: Skills to locate, evaluate and interpret career information.</p> <ul style="list-style-type: none"> • Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors). • Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations. • Describe the uses and limitations of occupational outlook information. • Identify the diverse job opportunities available to an individual with a given set of occupational skills. • Identify opportunities available through self-employment. • Identify factors that contribute to misinformation about occupations. • Describe information about specific employers and hiring practices. 	<p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information Information, D. Uses computers to process information</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, E. Knowing how to learn</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.</p> <ul style="list-style-type: none"> Identify specific employment situations that match desired career objectives. Demonstrate skills to identify job openings. Demonstrate skills to establish a job search network through colleagues, friends and family. Demonstrate skills in preparing a resume and completing job applications. Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview. Demonstrate effective work attitudes and behaviors. Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, attitudes required for job success. Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education). Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor and community agencies). Identify skills that are transferable from one job to another. 	<p>Resources, A. Time</p> <p>Information, A. Acquires and evaluates information</p> <p>Information, B. Organizes and maintains information</p> <p>Information, C. Interprets and communicates information</p> <p>Information, D. Uses computers to process information</p> <p>Systems, A. Understands systems</p> <p>Technology, A. Selects technology</p> <p>Technology, B. Applies technology to task</p>	<p>Basic Skills, A. Reading</p> <p>Basic Skills, B. Writing</p> <p>Basic Skills, C. Arithmetic/mathematics</p> <p>Basic Skills, D. Listening</p> <p>Basic Skills, E. Speaking</p> <p>Thinking Skills, B. Decision Making</p> <p>Thinking Skills, E. Knowing how to learn</p> <p>Personal Qualities, A. Responsibility</p> <p>Personal Qualities, B. Self Esteem</p> <p>Personal Qualities, C. Sociability</p> <p>Personal Qualities, D. Self-management</p> <p>Personal Qualities, E. Integrity/honesty</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.</p> <ul style="list-style-type: none"> Describe the importance of work as it affects values and life style. Describe how society's needs and functions affect occupational supply and demand. Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities. Demonstrate an understanding of the global economy and how it affects the individual. 	<p>Resources, B. Money</p> <p>Interpersonal, C. Serves clients/customers Interpersonal, F. Works with diversity</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information</p> <p>Systems, A. Understands systems</p> <p>Technology, A. Selects technology</p>	<p>Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, D. Seeing things in the mind's eye Thinking Skills, F. Reasoning</p>
<p>COMPETENCY IX: Skills to make decisions.</p> <ul style="list-style-type: none"> Describe personal criteria for making decisions about education, training and career goals. Demonstrate skills to assess occupational opportunities in terms of advancement, management style, work environment, benefits and other conditions of employment. Describe the effects of education, work and family decisions on individual career decisions. Identify personal and environmental conditions that affect decision-making. Demonstrate effective career decision-making skills. Describe potential consequence of decisions. 	<p>Resources, A. Time</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information</p>	<p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, F. Reasoning</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY X: Understanding the impact of work on individual and family life.</p> <ul style="list-style-type: none"> Describe how family and leisure functions affect occupational roles and decisions. Determine effects of individual and family developmental stages on one's career. Describe how work, family and leisure activities interrelate. Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills). 	<p>Resources, A. Time Resources, B. Money</p> <p>Interpersonal, E. Negotiates</p> <p>Systems, A. Understands systems</p>	<p>Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving</p> <p>Personal Qualities, A. Responsibility Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>
<p>COMPETENCY XI: Understanding the continuing changes in male/female roles.</p> <ul style="list-style-type: none"> Describe recent changes in gender norms and attitudes. Describe trends in the gender composition of the labor force and assess implications for one's own career plans. Identify disadvantages of stereotyping occupations. Demonstrate behaviors, attitudes and skills that work to eliminate stereotyping in education, family and occupational environments. 	<p>Interpersonal, A. Participates as member of a team Interpersonal, F. Works with diversity</p> <p>Information, A. Acquires and evaluates information Information, C. Interprets and communicates information</p> <p>Systems, A. Understands systems Systems, B. Monitors and corrects performance Systems, C. Improves or designs systems</p>	<p>Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, E. Integrity/honesty</p>

NATIONAL CAREER DEVELOPMENT GUIDELINES (High School)	SCANS Workplace Competencies	SCANS Foundation Skills
<p>COMPETENCY XII: Skills to make career transitions.</p> <ul style="list-style-type: none"> • Identify transition activities (e.g. reassessment of current position, occupational changes) as a normal aspect of career development. • Describe strategies to use during transitions (e.g., networks, stress management). • Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital). • Describe the skills and knowledge needed for pre-retirement planning. • Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions. 	<p>Resources, A. Time Resources, B. Money</p> <p>Information, A. Acquires and evaluates information Information, B. Organizes and maintains information Information, C. Interprets and communicates information</p> <p>Systems, A. Understands systems</p>	<p>Basic Skills, A. Reading Basic Skills, B. Writing Basic Skills, C. Arithmetic/mathematics Basic Skills, D. Listening Basic Skills, E. Speaking</p> <p>Thinking Skills, A. Creative Thinking Thinking Skills, B. Decision Making Thinking Skills, C. Problem Solving Thinking Skills, E. Knowing how to learn</p> <p>Personal Qualities, A. Creative Thinking Personal Qualities, B. Self Esteem Personal Qualities, C. Sociability Personal Qualities, D. Self-management Personal Qualities, E. Integrity/honesty</p>

**National Career Development Guidelines
Competencies and Indicators
High School**

SELF-KNOWLEDGE	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY I: Understanding the influence of a positive self- concept.</p> <ul style="list-style-type: none"> • Identify and appreciate personal interests, abilities and skills. • Demonstrate the ability to use peer feedback. • Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals. • Demonstrate an understanding of environmental influences of one's behaviors. • Demonstrate an understanding of the relationship between personal behavior and self- concept. 	<ul style="list-style-type: none"> • A3 Develop an awareness of personal abilities, skills, interests, & motivation • B2 Identify personal skills, interests, and abilities & relate them to current career choices • C3 Identify personal preferences & interests which influence career choices and success • None • A6 Learn how to set goals • C8 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals • None • None
<p>COMPETENCY II: Skills to interact positively with others.</p> <ul style="list-style-type: none"> • Demonstrate effective interpersonal skills. • Demonstrate interpersonal skills required for working with and for others. • Describe appropriate employer and employee interactions in various situations. • Demonstrate how to express feelings, reactions and ideas in an appropriate manner. 	<ul style="list-style-type: none"> • A4 Learn how to interact and work cooperatively in a team • C10 Learn how to work cooperatively with others as a team member • A4 Learn how to interact and work cooperatively in a team • A11 Acquire employability skills such as working on a team, problem-solving, and organizational skills • A14 Learn about the rights and responsibilities of employers and employees • A15 Learn to respect individual uniqueness in the workplace • C9 Learn how to use conflict management skills with peers and adults

SELF-KNOWLEDGE	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY III: Understanding the impact of growth and development.</p> <ul style="list-style-type: none"> • Describe how developmental changes affect physical and mental health. • Describe the effect of emotional and physical health on career decisions. • Describe healthy ways of dealing with stress. • Demonstrate behaviors that maintain physical and mental health. 	<ul style="list-style-type: none"> • None • None • None • None
EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY IV: Understanding the relationship between educational achievement and career planning.</p> <ul style="list-style-type: none"> • Demonstrate how to apply academic and vocational skills to achieve personal goals. • Describe the relationship of academic and vocational skills to personal interests. • Describe how skills developed in academic and vocational programs relate to career goals. • Describe how education relates to the selection of college majors, further training and/or entry into the job market. • Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. • Describe how learning skills are required in the workplace. 	<ul style="list-style-type: none"> • A6 Learn how to set goals • C1 Understand the relationship between educational achievement and career success • A1 Develop skills to locate, evaluate, and interpret career information • A8 Pursue and develop competency in areas of interest • A8 Pursue and develop competency in areas of interest • B10 Assess and modify their educational plan to support career goals • C1 Understand the relationship between educational achievement and career success • B10 Assess and modify their educational plan to support career goals • B12 Select course work that is related to career interests • A19 Utilize time and task management skills • C4 Understand that the changing workplace requires lifelong learning and acquiring new skills

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY V: Understanding the need for positive attitudes toward work and learning.</p> <ul style="list-style-type: none"> • Identify the positive contributions workers make to society. • Demonstrate knowledge of the social significance of various occupations. • Demonstrate a positive attitude toward work. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors. 	<ul style="list-style-type: none"> • A17 Develop a positive attitude toward work and learning • A18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace • C7 Understand that work is an important and satisfying means of personal expression • C2 Explain how work can help to achieve personal success and satisfaction • A17 Develop a positive attitude toward work and learning • A18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace • A17 Develop a positive attitude toward work and learning • A18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY VI: Skills to locate, evaluate and interpret career information.</p> <ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. • Describe the impact of factors such as population, climate and geographic location on occupational opportunities. 	<ul style="list-style-type: none"> • B5 Use research and information resources to obtain career information • B5 Use research and information resources to obtain career information • B4 Know the various ways which occupations can be classified • None • None • B5 Use research and information resources to obtain career information • None • A13 Demonstrate knowledge about the changing workplace • None

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.</p> <ul style="list-style-type: none"> • Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills and behaviors necessary for a successful job interview. • Demonstrate skills in preparing a resume and completing job applications. • Identify specific job openings. • Demonstrate employability skills necessary to obtain and maintain jobs. • Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits and opportunities for change). • Describe placement services available to make the transition from high school to civilian employment, the armed services or post- secondary education/ training. • Demonstrate and understand that job opportunities often require relocation. • Demonstrate skills necessary to function as a consumer and manage financial resources. 	<ul style="list-style-type: none"> • A1 Develop skills to locate, evaluate, and interpret career information • A12 Apply job readiness skills to seek employment opportunities • B6 Learn to use the Internet to access career planning information • None • A12 Apply job readiness skills to seek employment opportunities • A16 Learn how to write a resume • B13 Maintain a career planning portfolio • A12 Apply job readiness skills to seek employment opportunities • A18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace • B3 Demonstrate knowledge of the career planning process • B13 Maintain a career planning portfolio • None • None • None • None

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.</p> <ul style="list-style-type: none"> • Describe the effect of work on lifestyles. • Describe how society's needs and functions affect the supply of goods and services. • Describe how occupational and industrial trends relate to training and employment. • Demonstrate an understanding of the global economy and how it affects each individual. 	<ul style="list-style-type: none"> • C2 Explain how work can help to achieve personal success and satisfaction • None • A13 Demonstrate knowledge about the changing workplace • B8 Understand how changing economic and societal needs influence employment trends and future training • B8 Understand how changing economic and societal needs influence employment trends and future training.
CAREER PLANNING	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY IX: Skills to make decisions.</p> <ul style="list-style-type: none"> • Demonstrate responsibility for making tentative educational and occupational choices. • Identify alternatives in given decision-making situations. • Describe personal strengths and weaknesses in relationship to post-secondary education/ training requirements. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into post- secondary education/ training programs or work. • Identify steps to apply for and secure financial assistance for post-secondary education and training. 	<ul style="list-style-type: none"> • A6 Learn how to set goals • A5 Learn to make decisions • B1 Apply decision-making skills to career planning, course selection, and career transitions • None • B9 Demonstrate awareness of the education and training needed to achieve career goals • None • None

CAREER PLANNING	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY X: Understanding the interrelationship of life roles.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of life stages. • Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). • Describe the ways in which occupational choices may affect lifestyle. • Describe the contribution of work to a balanced and productive life. • Describe ways in which work, family and leisure roles are interrelated. • Describe different career patterns and their potential effect on family patterns and lifestyle. • Describe the importance of leisure activities. • Demonstrate ways that occupational skills and knowledge can be acquired through leisure. 	<ul style="list-style-type: none"> • None • C2 Explain how work can help to achieve personal success and satisfaction • C7 Understand that work is an important and satisfying means of personal expression • C5 Describe the effect of work on lifestyles • A10 Balance between work and leisure time • A10 Balance between work and leisure time • C5 Describe the effect of work on lifestyles • A10 Balance between work and leisure time • A9 Develop hobbies and a vocational interest
<p>COMPETENCY XI: Understanding the continuous changes in male/female roles.</p> <ul style="list-style-type: none"> • Identify factors that have influenced the changing career patterns of women and men. • Identify evidence of gender stereotyping and bias in educational programs and occupational settings. • Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping. • Identify courses appropriate to tentative occupational choices. • Describe the advantages and problems of non- traditional occupations. 	<ul style="list-style-type: none"> • A2 Learn about the variety of traditional and non-traditional occupations • A15 Learn to respect individual uniqueness in the workplace • B7 Describe traditional and non-traditional occupations and how these relate to career choice • C6 Understand the importance of equity and access in career choice • C6 Understand the importance of equity and access in career choice • None • A2 Learn about the variety of traditional and non-traditional occupations

CAREER PLANNING	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR CAREER DEVELOPMENT STANDARD
<p>COMPETENCY XII: Skills in career planning.</p> <ul style="list-style-type: none"> • Describe career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of post-secondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Describe the costs and benefits of self- employment. • Demonstrate occupational skills developed through volunteer experiences, part-time employment or cooperative education programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school. 	<ul style="list-style-type: none"> • A7 Understand the importance of planning • B10 Assess and modify their educational plan to support career goals • None • None • None • None • B11 Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences • C11 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences • None • A7 Understand the importance of planning • B10 Assess and modify their educational plan to support career goals

**National Career Development Guidelines
Competencies and Indicators
High School**

SELF-KNOWLEDGE	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY I: Understanding the influence of a positive self- concept.</p> <ul style="list-style-type: none"> • Identify and appreciate personal interests, abilities and skills. 	<ul style="list-style-type: none"> • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A5 Identify attitudes and behaviors which lead to successful learning • A6 Apply time management and task management skills • A7 Demonstrate how effort and persistence positively affect learning • A9 Apply knowledge of learning styles to positively influence school performance • A11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • A12 Develop a broad range of interests and abilities • A13 Demonstrate dependability, productivity, and initiative • B2 Learn and apply critical thinking skills • B3 Apply the study skills necessary for academic success at each level • B6 Use knowledge of learning styles to positively influence school performance • B7 Become self-directed and independent learners • B8 Establish challenging academic goals in elementary, middle/junior high, and high school • B9 Use assessment results in educational planning • B11 Apply knowledge of aptitudes and interests to goal setting • B12 Use problem-solving and decision-making skills to assess progress toward educational goals • B13 Understand the relationship between classroom performance and success in school • B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities • C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

SELF-KNOWLEDGE	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> Demonstrate an understanding of environmental influences of one's behaviors. 	<ul style="list-style-type: none"> B1 Demonstrate the motivation to achieve individual potential B2 Learn and apply critical thinking skills B3 Apply the study skills necessary for academic success at each level B6 Use knowledge of learning styles to positively influence school performance B7 Become self-directed and independent learners B8 Establish challenging academic goals in elementary, middle/junior high, and high school B9 Use assessment results in educational planning B10 Develop and implement an annual plan of study to maximize academic ability and achievement B11 Apply knowledge of aptitudes and interests to goal setting B13 Understand the relationship between classroom performance and success in school B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life C3 Understand the relationship between learning and work C4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals A4 Accept mistakes as essential to the learning process A5 Identify attitudes and behaviors which lead to successful learning A9 Apply knowledge of learning styles to positively influence school performance A11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students B4 Seek information and support from faculty, staff, family, and peers C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

SELF-KNOWLEDGE	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between personal behavior and self-concept. 	<ul style="list-style-type: none"> • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A5 Identify attitudes and behaviors which lead to successful learning • A7 Demonstrate how effort and persistence positively affect learning • A9 Apply knowledge of learning styles to positively affect learning • A10 Take responsibility for their actions • A11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • A12 Develop a broad range of interests and abilities • A13 Demonstrate dependability, productivity, and initiative • A14 Share knowledge • B1 Demonstrate the motivation to achieve individual potential • B2 Learn and apply critical thinking skills • B3 Apply the study skills necessary for academic success at each level • B4 Seek information and support from faculty, staff, family, and peers • B6 Use knowledge of learning styles to positively influence school performance • B7 Become self-directed and independent learners • B8 Establish challenging academic goals in elementary, middle/junior high, and high school • C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life • C4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

<ul style="list-style-type: none"> • Demonstrate how to express feelings, reactions and ideas in an appropriate manner. 	<ul style="list-style-type: none"> • A14 Share knowledge • B2 Learn and apply critical thinking skills • B4 Seek information and support from faculty, staff, family, and peers • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A4 Accept mistakes as essential to the learning process • A5 Identify attitudes and behaviors which lead to successful learning • A7 Demonstrate how effort and persistence positively affect learning • A8 Use communication skills to know when and how to ask for help when needed • A9 Apply knowledge of learning styles to positively influence school performance • A10 Take responsibility for their actions • A11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • A13 Demonstrate dependability, productivity, and initiative • B2 Learn and apply critical thinking skills • B4 Seek information and support from faculty, staff, family, and peers • B6 Use knowledge of learning styles to positively influence school performance
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SELF-KNOWLEDGE	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY III: Understanding the impact of growth and development.</p> <ul style="list-style-type: none"> • Describe how developmental changes affect physical and mental health. • Describe the effect of emotional and physical health on career decisions. • Describe healthy ways of dealing with stress. • Demonstrate behaviors that maintain physical and mental health. 	<ul style="list-style-type: none"> • A12 Develop a broad range of interests and abilities • None • A1 Articulate feelings of competence and confidence as a learner • A4 Accept mistakes as essential to the learning process • A5 Identify attitudes and behaviors which lead to successful learning • A6 Apply time management and task management skills • A7 Demonstrate how effort and persistence positively affect learning • A8 Use communication skills to know when and how to ask for help when needed • A10 Take responsibility for their actions • A12 Develop a broad range of interests and abilities • A13 Demonstrate dependability, productivity, and initiative • B3 Apply the study skills necessary for academic success at each level • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A6 Apply time management and task management skills • A10 Take responsibility for their actions • A12 Develop a broad range of interests and abilities

**National Career Development Guidelines
Competencies and Indicators
High School**

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY IV: Understanding the relationship between educational achievement and career planning.</p> <ul style="list-style-type: none"> • Demonstrate how to apply academic and vocational skills to achieve personal goals. 	<ul style="list-style-type: none"> • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A5 Identify attitudes and behaviors which lead to successful learning • A7 Demonstrate how effort and persistence positively affect learning • A10 Take responsibility for their actions • A13 Demonstrate dependability, productivity, and initiative • A14 Share knowledge • B1 Demonstrate the motivation to achieve individual potential • B2 Learn and apply critical thinking skills • B3 Apply the study skills necessary for academic success at each level • B5 Organize and apply academic information from a variety of sources • B6 Use knowledge of learning styles to positively influence school performance • B7 Become self-directed and independent learners • B8 Establish challenging academic goals in elementary, middle/junior high, and high school • B9 Use assessment results in educational planning • B10 Develop and implement an annual plan of study to maximize academic ability and achievement • B11 Apply knowledge of aptitudes and interests to goal setting • B12 Use problem-solving and decision-making skills to assess progress toward educational goals • B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities • C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life • C2 Seek co-curricular and community experiences to enhance the school experience • C3 Understand the relationship between learning and work • C4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> • Describe the relationship of academic and vocational skills to personal interests. • Describe how skills developed in academic and vocational programs relate to career goals. • Describe how education relates to the selection of college majors, further training and/or entry into the job market. 	<ul style="list-style-type: none"> • A2 Display a positive interest in learning • A12 Develop a broad range of interests and abilities • B5 Organize and apply academic information from a variety of sources • B11 Apply knowledge of aptitudes and interests to goal setting • B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities • C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life • C2 Seek co-curricular and community experiences to enhance the school experience • A1 Articulate feelings of competence and confidence as a learner • A12 Develop a broad range of interests and abilities • A13 Demonstrate dependability, productivity, and initiative • B5 Organize and apply academic information from a variety of sources • B9 Use assessment results in educational planning • B11 Apply knowledge of aptitudes and interests to goal setting • B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities • C4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals • A1 Articulate feelings of competence and confidence as a learner • A12 Develop a broad range of interests and abilities • B2 Learn and apply critical thinking skills • B5 Organize and apply academic information from a variety of sources • B9 Use assessment results in educational planning • B14 Identify post-secondary options consistent with interests, achievements, aptitude, and abilities • C3 Understand the relationship between learning and work • C4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> • Demonstrate learning habits and skills that can be used in various educational situations. 	<ul style="list-style-type: none"> • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A4 Accept mistakes as essential to the learning process • A5 Identify attitudes and behaviors which lead to successful learning • A6 Apply time management and task management skills • A7 Demonstrate how effort and persistence positively affect learning • A8 Use communication skills to know when and how to ask for help when needed • A10 Take responsibility for their actions • A11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • A12 Develop a broad range of interests and abilities • A13 Demonstrate dependability, productivity, and initiative • A14 Share knowledge • B1 Demonstrate the motivation to achieve individual potential • B2 Learn and apply critical thinking skills • B3 Apply the study skills necessary for academic success at each level • B4 Seek information and support from faculty, staff, family ,and peers • B6 Use knowledge of learning styles to positively influence school performance • B7 Become self-directed and independent learners • B13 Understand the relationship between classroom performance and success in school • C4 Demonstrate and understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> • Demonstrate positive work attitudes and behaviors. 	<ul style="list-style-type: none"> • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A4 Accept mistakes as essential to the learning process • A5 Identify attitudes and behaviors which lead to successful learning • A6 Apply time management and task management skills • A7 Demonstrate how effort and persistence positively affect learning • A8 Use communication skills to know when and how to ask for help when needed • A10 Take responsibility for their actions • A11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students • A12 Develop a broad range of interests and abilities • A13 Demonstrate dependability, productivity, and initiative • A14 Share knowledge • B1 Demonstrate the motivation to achieve individual potential • B2 Learn and apply critical thinking skills • B3 Apply the study skills necessary for academic success at each level • B7 Become self-directed and independent learners

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY VI: Skills to locate, evaluate and interpret career information.</p> <ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career option. • Identify individuals in selected occupations as possible information resources, role models, or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. • Describe the impact of factors such as population, climate and geographic location on occupational opportunities. 	<ul style="list-style-type: none"> • B5 Organize and apply academic information from a variety of sources • C3 Understand the relationship between learning and work • B5 Organize and apply academic information from a variety of sources • B5 Organize and apply academic information from a variety of sources • None • None • B6 Organize and apply academic information from a variety of sources • None • None • None

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.</p> <ul style="list-style-type: none"> • Demonstrate skills to locate, interpret, and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills and behaviors necessary for a successful job interview. • Demonstrate skills in preparing a resume and completing job applications. • Identify specific job openings. • Demonstrate employability skills necessary to obtain and maintain jobs. • Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits and opportunities for change). • Describe placement services available to make the transition from high school to civilian employment, the armed services or post- secondary education/ training. 	<ul style="list-style-type: none"> • B2 Learn and apply critical thinking skills • B4 Seek information and support from faculty, staff, family, and peers • B5 Organize and apply academic information from a variety of sources • A6 Apply time management and task management skills • A13 Demonstrate dependability, productivity, and initiative • B2 Learn and apply critical thinking skills • B5 Organize and apply academic information from a variety of sources • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A13 Demonstrate dependability, productivity, and initiative • A14 Share knowledge • B2 Learn and apply critical thinking skills • B5 Organize and apply academic information from a variety of sources • A1 Articulate feelings of competence and confidence as a learner • B2 Learn and apply critical thinking skills • None • None • B2 Learn and apply critical thinking skills • B5 Organize and apply academic information from a variety of sources • B5 Organize and apply academic information from a variety of sources

EDUCATIONAL AND OCCUPATIONAL EXPLORATION	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> • Demonstrate and understand that job opportunities often require relocation. • Demonstrate skills necessary to function as a consumer and manage financial resources. 	<ul style="list-style-type: none"> • None • None
<p>COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.</p> <ul style="list-style-type: none"> • Describe the effect of work on lifestyles. • Describe how society's needs and functions affect the supply of goods and services. • Describe how occupational and industrial trends relate to training and employment. • Demonstrate an understanding of the global economy and how it affects each individual. 	<ul style="list-style-type: none"> • C1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life • None • None • None
CAREER PLANNING	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY IX: Skills to make decisions.</p> <ul style="list-style-type: none"> • Demonstrate responsibility for making tentative educational and occupational choices. • Identify alternatives in given decision-making situations. • Describe personal strengths and weaknesses in relationship to post-secondary education/ training requirements. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into post- secondary education/ training programs or work. • Identify steps to apply for and secure financial assistance for post-secondary education and training. 	<ul style="list-style-type: none"> • A6 Learn how to set goals • A5 Learn to make decisions • B1 Apply decision-making skills to career planning, course selection, and career transitions • None • B9 Demonstrate awareness of the education and training needed to achieve career goals • None • None

CAREER PLANNING	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<p>COMPETENCY XI: Understanding the continuous changes in male/female roles.</p> <ul style="list-style-type: none"> • Identify factors that have influenced the changing career patterns of women and men. • Identify evidence of gender stereotyping and bias in educational programs and occupational settings. • Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping. • Identify courses appropriate to tentative occupational choices. • Describe the advantages and problems of non-traditional occupations. 	<ul style="list-style-type: none"> • None • None • None • None • None
<p>COMPETENCY XII: Skills in career planning.</p> <ul style="list-style-type: none"> • Describe career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of post-secondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Describe the costs and benefits of self-employment. 	<ul style="list-style-type: none"> • A1 Articulate feelings of competence and confidence as a learner • A2 Display a positive interest in learning • A3 Take pride in work and in achievement • A12 Develop a broad range of interests and abilities • B9 Use assessment results in educational planning • B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities • C3 Understand the relationship between learning and work • B5 Organize and apply academic information from a variety of sources • A2 Display a positive interest in learning • A12 Develop a broad range of interests and abilities • B5 Organize and apply academic information from a variety of sources • B14 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

CAREER PLANNING	AMERICAN SCHOOL COUNSELOR NATIONAL STANDARDS FOR ACADEMIC DEVELOPMENT STANDARD
<ul style="list-style-type: none"> • Demonstrate occupational skills developed through volunteer experiences, part-time employment or cooperative education programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school. 	<ul style="list-style-type: none"> • C2 Seek co-curricular and community experiences to enhance the school experience • B5 Organize and apply academic information from a variety of sources • A1 Articulate feelings of competence and confidence as a learner • A4 Accept mistakes as essential to the learning process • B2 Learn and apply critical thinking skills • B5 Organize and apply academic information from a variety of sources • B10 Develop and implement an annual plan of study to maximize academic ability and achievement