

Acknowledgments

Career Guidance Taskforce

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Foreword

Georgia's Comprehensive Career Guidance and Counseling Program Manual is designed to help counselors address the changing needs in comprehensive career guidance for all youth. This guide emphasizes a team approach to guidance through collaboration with teachers, administrators, students, parents, and community members and offers a model to implement, deliver, and evaluate the guidance program at all levels. This manual also features an expanded emphasis on career development as a lifelong continuous process of personal, social, familial, educational, and occupational choices and personal growth.

Current federal and state legislation calls for greater emphasis on career exploration for all youth. Integrating career guidance and counseling components into the educational program is essential if young people are to be adequately prepared for the needs of the workplace in the next century. It is vital that such exposure begin early in the student's life and be sustained throughout the educational experience, beginning with a respect for work and workers and leading to self-discovery and career exploration, culminating in the development of high schools programs of study and career plans.

The link between school and work must be built upon the foundations of basic skills (reading, writing, math, listening, and speaking), thinking skills (creativity, decision making, problem solving, visualizing, and reasoning), and personal qualities (responsibility, self-esteem, sociability, self-management, integrity, and honesty). The full range of options from portfolios, mentoring, job shadowing, career exploration, programs of study, cooperative education, internships, tech prep, and apprenticeship opportunities must be made available for each student.

The expanded appendix in this manual highlights initiatives and programs that facilitate school-to-career transitions and provides resources to promote the major role that counselors play in providing leadership to career development programs in schools and communities.

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Glossary

Applied Academics

The presentation of subject matter in a way that integrates a particular academic discipline (such as mathematics, science, or English) with personal workforce applications. They serve as the foundation for Tech Prep and are not watered-down courses.

Articulation

The process by which students may be granted postsecondary credit for courses taken in high school. School-to-career programs can develop articulation agreements by having the postsecondary institute and high school instructors work together to examine course materials, assess whether high school course content matches that of the postsecondary institute, and make adjustments at either or both levels so that curricula are aligned to ensure student success in advanced placement. Secondary students who successfully complete the criteria as specified in the articulation agreement will be eligible for credit validation based on postsecondary policy and will be granted postsecondary credit at postsecondary schools throughout Georgia after completion of this process.

Career

A lifestyle concept that involves a sequence of work or leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. They include not only occupations but prevocational and postvocational concerns as well as how persons integrate their work life with their other life roles (Herr and Cramer, 1984).

Career Development

A lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work (Tolbert, 1980). Career development spans one's entire life and concerns the whole person: the person's past, present, and future work roles. Career development is linked to a person's self-concept, family life, and all aspects of one's environment (NOICC, 1992).

Career Counseling

A process to ensure that students are provided adequate information on local labor markets and postsecondary learning options other than study at a four-year college, using the following career counseling activities: (1) systematic career awareness activities that begin in primary school and provide career exploration and job-shadowing opportunities in middle and high school; (2) individual education and career plans for students that build on practical knowledge of careers gained through career-awareness activities and on their interests and accomplishments; (3) community-based career centers for reliable, easy-to-use information about employers, occupations, wages, job openings, skill qualifications, and education and training options; and (4) ongoing counseling services to students to help them reevaluate and adjust their career plans.

Career Exploration

A person's involvement in trying out a variety of activities, roles, and situations in order to learn more about aptitude for or interest in an occupation or other career opportunities (Sears, 1980).

Career Guidance

A systematic program of coordinated information and experiences designed to facilitate individual career development and, more specifically, career management (Herr and Cramer, 1984).

Career Major

A coherent sequence of courses or field of study that prepares a student for a first job and that (1) integrates occupational and academic learning, integrates school-based and work-based learning, establishes linkages between secondary and postsecondary education, and prepares the student for admission to two-year and four-year postsecondary institutions; (2) prepares the student for employment in broad occupational clusters or industry sectors; (3) typically includes at least two years of secondary school and one or two years of postsecondary education; (4) provides the student, to the extent practical, with strong experience in and understanding of all aspects of the industry the student is planning to enter; (5) results in the award of a high school diploma or its equivalency, a certificate or diploma recognizing successful completion of one or two years of postsecondary education (if appropriate), and a skill certificate; and (6) may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a four-year college or university. School-to-career programs are structured around programs of study encompassing broad career choices, so that students see the relevance of school learning to future earning.

Competency-Based Education

An organizational structure for learning/teaching that requires description in advance of the knowledge, skills, and attitudes that a student must possess upon exit from a program or course. Competency-based curricula clearly identify objectives, organize instruction based upon performance standards, and evaluate student performance based upon mastery of competencies.

Cooperative Education

A process that combines classroom instruction with on-the-job training experiences to help students prepare for a chosen career objective. It is a program planned for students through a cooperative arrangement between the school and employers and is designed to use the resources of the community and the school to prepare students for employment on the basis of an organized technology/career education program.

The program of instruction must have been developed and must be conducted in consultation with potential employers, employees or groups of employers and employees having skills in and substantive knowledge of the job or occupational field represented by the course objective. The program of instruction should combine and coordinate the in-school related instruction with the cooperative occupational experience which is appropriate to the career objective of the students.

Developmental Guidance

Developmental guidance is based on the premise that as children and adults mature, they pass through various developmental stages vital to their growth. Programs that systematically address the learning, personal/social, and career development needs of all individuals are the basis for this preventative approach to counseling and guidance (Wilson, 1986). Myrick (1987) proposed seven basic principles of a developmental school counseling program:

1. It is for all students.
2. It has an organized and planned curriculum.
3. It is sequential and flexible.
4. It is an integrated part of the total educational process.
5. It involves all school personnel.
6. It helps students learn more effectively and efficiently.
7. It includes counselors who provide specialized counseling services and interventions.

Educational Categories

Career development areas are arranged into six areas: (1) Agriscience/Environmental; (2) Arts/Humanities; (3) Business/Marketing/Information Management; (4) Health/Medical; (5) Human Services; and (6) Technical/Engineering. Programs of study are decided on by eighth-grade students and their team of parents, teachers, and counselors to take them through high school and postsecondary education.

Infusion

A process that blends or integrates career education goals into the existing subject matter at all academic levels.

Integrated Learning

The blending of academic disciplines that are typically taught independently of one another. It involves curricula that are thematic and coordinated. The objective of thematic curriculum is to increase students' applied knowledge of traditional subjects by organizing learning around broad, interdisciplinary questions. For example, a health occupations program unit on infections might coordinate math, science, English, and health lessons and incorporate examples from the workplace.

Internship

An educational strategy that involves an off-campus course or a course with an off-campus element that provides learning experience in an area of special interest to the student. The internship includes educational objectives for the off-campus experience that correlate to the objectives of specific coursework. A detailed contract or agreement must be in place, specifying: (a) responsibilities of school, parents, agency, and student; (b) specific goals and course objectives; (c) performance expectation; and (d) compensation (if applicable). Credit may be granted only if the course is directed and/or supervised by a certified teacher in the appropriate discipline.

Job

A group of similar, paid positions requiring some similar attributes in a single organization (Super, 1976).

Job Shadowing

A method for acculturating students to work and careers by structuring visits to various workplaces in which they spend time with and observe the jobs of individual workers. Job-shadowing provides students a look at the world of work and the range of career opportunities available to them and helps to stimulate career exploration.

Mentoring

Support and guidance provided to youth through relationships with adults. Mentors are often adults in the community who advise and act as role models for students; many mentor-student relationships are coordinated by community-based organizations. In the context of school-to-career, adult workers mentor students by helping them to become accustomed to the rules, norms, and expectations of the workplace and by serving as resources to students in resolving personal problems and work-related issues and conflicts. See *school-based mentor* and *work-based mentor* in the glossary.

National Career Development Guidelines

The National Career Development guidelines are based on developmental guidance concepts and as a result are preventative, goal oriented, and proactive in nature (NOICC, 1989). They reflect the national movement to improve career guidance and counseling programs throughout the life span and to support standard-setting efforts that:

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

Neglected Majority

The high school audience for which Tech Prep is designed; it often involves the middle 50 percent of students who are unfocused regarding educational and career goals.

Occupation

A group of similar jobs found in different industries or organizations (Herr and Cramer, 1984).

Portfolio

A purposeful collection of student work that exhibits effort, progress, and achievements in one or more areas. The collection includes student participation in selecting the contents, the criteria for

selection, the criteria for judging merit, and evidence of student reflection (Paulson, Paulson, and Meyer, 1991)

Programs of Study

Programs of study feature common core curricula that transfer between programs and offer easy transitions to other career development areas to accommodate the student's changing needs.

SCANS skills

Five competencies and a three-part foundation of skills and personal qualities that the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS), a blue-ribbon national commission, concluded are needed for solid job performance.

Competencies include: (1) *resources* (allocating time, money, materials, space, and staff); (2) *interpersonal skills* (working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds); (3) *information* (acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information); (4) *systems* (understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems); and (5) *technology* (selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies).

Foundation skills include: (1) *basic skills* (reading, writing, arithmetic and mathematics, speaking, and listening); (2) *thinking skills* (creativity, decision making, problem solving, visualizing, knowing how to learn, and reasoning); and (3) *personal qualities* (individual responsibility, self-esteem, sociability, self-management, and integrity).

These definitions can be used to organize and coordinate the school and work curricula in a school-to-career program.

School-Based Learning

Academic and occupational objectives directly linked to skill standards contained in a program of study that leads to a diploma and Certificate of Occupational Skills.

School-Based Mentor

A professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related services personnel, and the employer of the student to design and monitor the progress of the School-to-Career Opportunities program of the student.

School-to-Career Program

As defined by the federal School-to-Work Opportunities Act, a program combining school-based learning and on-the-job instruction into a structured learning experience with the following attributes: (1) governance by broad coalitions of community partners (students, parents, high schools, employers, workers, postsecondary educational institutions, community-based organizations, and government); (2) employer provision of structured worksite learning and paid

work experience; (3) school integration of academic and vocational learning; (4) coordination and integration of school-based and workplace learning; (5) connections between high school and postsecondary learning for at least two years; and (6) certification of occupational and academic skills mastery, recognized by firms across industries and nationwide.

Skill

An attribute required of the worker in order to complete a work task.

Tech Prep

A technical education program linking a minimum of the last two years of high school with the first two years of postsecondary education and offering a multiyear sequential program of study integrating academic and vocational education. Tech Prep programs typically lead to a postsecondary diploma, associate degree, or bachelor's degree.

Work

Conscious effort, other than that having as its primary purpose either coping or relaxing, aimed at producing benefits for oneself and/or oneself and others (Hoyt, 1991).

Work-Based Mentor

An employee or individual approved by the employer and school who possesses the skills and knowledge that the student must master and whose responsibilities are to instruct the apprentice and evaluate his/her performance or work in consultation with the youth apprenticeship coordinator.

Work Readiness

Characterized by students being prepared for and able to adjust to the culture and demands of the workplace. Methods for ensuring work readiness among students include: a formal orientation to the program's goals and expectations; workshops or courses on basic job-related skills; job-shadowing or visits to different workplaces; and school-based enterprises in which students develop job skills by running real businesses.

Youth Apprenticeship

A program of study that integrates school- and work-based learning coordinated with business, industry, and labor and facilitates the transition from secondary to postsecondary education by providing the apprentice the opportunity to earn a high school diploma, postsecondary credential/diploma, and Certificate of Occupational Skills.

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