

**CAREER  
DEVELOPMENT  
COORDINATOR**

**PROGRAM GUIDE**  
**(Draft edition)**

**WORKFORCE  
DEVELOPMENT  
EDUCATION**

**NORTH CAROLINA  
DEPARTMENT OF  
PUBLIC INSTRUCTION**

**MICHAEL E. WARD  
SUPERINTENDENT**

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**JULY 2000**

**Workforce Development Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety, standards, and best professional practices is the duty of the practitioners, teachers, and/or others who apply the contents of this document.**

## INTRODUCTION

Career Development Coordinators provide a variety of career guidance services to students in North Carolina public schools. This guide was designed to help Career Development Coordinators plan and implement programs in their local schools and school systems. It includes suggested strategies and outcomes for delivering services to students but is not intended to be inclusive of all activities that make a quality program.

Preparing students for careers is not a simple task that can be performed by one person. It is a developmental process that includes students, parents, teachers, counselors, and the community. Coordinating this process is the responsibility of the Career Development Coordinator.

The guide begins with a blueprint that outlines both the core and supporting competencies for Career Development Coordinators. The competencies are based on the Noath Carolina Standard Course of Study, the National Career Development Guidelines, the National Standards for School Counseling Programs, and the ABCs Plus: North Carolina's Strategic Plan for Excellent Schools.

Career Development Coordinators in North Carolina work in a variety of settings, including central offices, middle and high schools, and JobLink Centers. They will, therefore, choose competencies that reflect the specific services that they provide. The blueprint becomes the annual Plan of Work and the appraisal instrument for the Career Development Coordinator.

## **ACKNOWLEDGEMENTS**

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# **Blueprint**

*For*

## **Career Development Coordinator**

### **Job Description**

*Career Development Coordinator*

*Betty Jo Wimmer  
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*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Office of Instructional and Accountability Services  
Division of Instructional Services*

*Raleigh, North Carolina  
July 2000*

Special thanks to the following educators and business people who reviewed and approved this blueprint for technical content and appropriateness.

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## Blueprint for Career Development Coordinator Job Description

This blueprint is a document laying out the framework for the Career Development Coordinator job description.

Shown on the blueprint are the outcomes and services that the Career Development Coordinator will be expected to accomplish. The blueprint illustrates the units, competencies, objectives, and the hours that each CDC decides are appropriate in their annual plan of work. Note that some of the objectives are seen as Core and would be expected of all CDCs; others are Supporting activities that may also be chosen. Space is provided for additional local objectives.

The blueprint is intended to be used in planning work for the year. Additionally, it is designed to be the appraisal instrument for Career Development Coordinator. The following directions will assist CDCs and their administrators in using this blueprint. For additional information about this blueprint, contact Betty Jo Wimmer, 919-715-9658 [bwimmer@dpi.state.nc.us](mailto:bwimmer@dpi.state.nc.us).

### Interpretation of Columns on Blueprints

Heading	Column information
Comp# Obj.#	Comp=Competency number (three digits); Obj.=Objective number (competency number plus two-digit objective number).
Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The Career Development Coordinator will . . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
Time Hrs	Space for Career Development Coordinators to calculate time to be spent on each objective based on their individual schedule, and their individual work setting.
Focus Core Supporting	Shows the importance of each objective, competency, and unit. Those marked as Core are expected to be a part of every CDCs plan of work. Those marked as Supporting will be used based on the work setting and amount of time each person spends as a CDC.
Plan for year	Each CDC checks those objectives that will be included in the individual's Yearly Plan of Work.
Evidence √	When sufficient evidence is presented to show that the objective has been met, a √ is placed in the column for that objective. A file of the evidence should also be maintained.
Rating	The rating is completed based on the scale included at the bottom of the blueprint. An additional sheet is provided for written comments and official signatures.

*The Department of Public Instruction provides programs and services without regard to race, creed, color, religion, parental/pregnant status, gender, age, national origin or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.*

## BLUEPRINT for CAREER DEVELOPMENT COORDINATOR JOB DESCRIPTION

	OUTCOMES AND SERVICES (The Career Development Coordinator will...)	Time Hours			PLAN FOR YEAR _____	Evidence √	Rating*
			CORE	SUPPORTING			
<b>A</b>	<b>ACADEMIC DEVELOPMENT</b>						
<b>001.</b>	<b>Preparatory services will be provided to students.</b>						
001.01	<i>Coordinate the Career Development process.</i>		<b>X</b>				
001.02	<i>Provide leadership for promoting preK-12 career awareness, exploration, and planning.</i>		<b>X</b>				
001.03	<i>Introduce students to and assist them with a career focus within a career pathway.</i>		<b>X</b>				
001.04	<i>Coordinate the alignment of middle school courses and high school courses of study for workforce development education students.</i>		<b>X</b>				
001.05	<i>Assist students with postsecondary opportunities.</i>			<b>X</b>			
001.06	<i>Assist students in leadership development.</i>			<b>X</b>			
<b>B</b>	<b>CAREER DEVELOPMENT</b>						
<b>002.00</b>	<b>Case management coordination will be provided.</b>						
002.01	<i>Provide educators with access to career development information, occupational information and labor market information needed to assist students with educational and career plans.</i>		<b>X</b>				
002.02	<i>Assist students with identifying and obtaining career assessments and interpreting the results.</i>			<b>X</b>			
002.03	<i>Assist students with analyzing personal career goals.</i>			<b>X</b>			
002.04	<i>Provide students and parents with access to career development materials, occupational information, career guidance and counseling activities, and labor market information needed to make effective educational and career plans.</i>			<b>X</b>			
002.05	<i>Assist students with managing their career portfolio.</i>			<b>X</b>			
<b>003.00</b>	<b>Transitional services will be provided.</b>						
003.01	<i>Involve students in experiences designed to enable them to make smooth transitions from one level of education to another, and from school-to-work or further education and training.</i>		<b>X</b>				
003.02	<i>Promote the advantages of workforce development among students, parents and all segments of the community to facilitate the appropriate placement of workforce development concentrators.</i>		<b>X</b>				
003.03	<i>Promote the use of current technology for career research.</i>		<b>X</b>				

	OUTCOMES AND SERVICES (The Career Development Coordinator will...)	Time Hours			PLAN FOR YEAR _____	Evidence √	Rating*
			CORE	SUPPORTING			
<b>004.00</b>	<b>Business, industry, and education partnerships will be coordinated.</b>						
004.01	<i>Serve as a liaison with the business, industry, education and military community.</i>		X				
004.02	<i>Maintain and publicize career development resources.</i>		X				
<b>C</b>	<b>PERSONAL/SOCIAL DEVELOPMENT</b>						
<b>005.00</b>	<b>Promotional activities will be facilitated.</b>						
005.01	<i>Assist students with developing skills needed in the workplace.</i>		X				
005.02	<i>Provide information to students, parents, educators, and community members about career development.</i>		X				
005.03	<i>Coordinate support services to enable students to successfully complete programs leading to high school graduation.</i>			X			
005.04	<i>Deliver presentations about promising career development practices to local, state, and national audiences.</i>			X			
005.05	<i>Coordinate career development media coverage.</i>			X			

**\*Rating:**

**4 = Above Standard:** Performance is consistently high. Practices are demonstrated at a high level. CDC seeks to expand scope of competencies and undertakes additional appropriate responsibilities.

**3 = At Standard:** Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. CDC maintains an adequate scope of competencies and performs additional responsibilities as assigned.

**2 = Below Standard:** Performance within this function area is sometimes inadequate/unacceptable and needs improvement. CDC requires supervision and assistance to maintain an adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned.

**1 = Unsatisfactory:** Performance within this function area is consistently inadequate or unacceptable and most practices require considerable improvement to fully meet minimum expectations. CDC requires close and frequent supervision in the performance of all responsibilities.

**Overall Rating:** \_\_\_\_\_

**Evaluator's Summary Comments**

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**Career Development Coordinator's Reaction to Evaluation**

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\_\_\_\_\_  
**Evaluator's Signature/Date**

\_\_\_\_\_  
**CDCs Signature/Date**  
**(Signature indicates that this evaluation**  
**has been received and reviewed).**

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** ACADEMIC DEVELOPMENT  
**COMPETENCY:** 001.00 Preparatory services will be provided to students.  
**OBJECTIVE: CORE** 001.01 Coordinate the Career Development process.

---

**STRATEGY**

**MEASURE**

Provide in-service activities for school personnel on the career development process to use in assisting students.

Provide agenda and/or copies of sign-in sheets.

Make school personnel aware of the resources available to facilitate the career development process.

Documentation of lists or other communication.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** ACADEMIC DEVELOPMENT  
**COMPETENCY:** 001.00 Preparatory services will be provided to students.  
**OBJECTIVE: CORE** 001.02 Provide leadership for promoting preK-12 career awareness, exploration, and planning.

---

**STRATEGY**

Recommend and/or coordinate career development activities for grade levels or courses.

**MEASURE**

Plan of work, including dates, objectives, and personnel.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** ACADEMIC DEVELOPMENT  
**COMPETENCY:** 001.00 Preparatory services will be provided to students.  
**OBJECTIVE: CORE** 001.03 Introduce students to and assist them with a career focus within a career pathway.

---

**STRATEGY**

**MEASURE**

Assist with administration and interpretation of career assessment instruments.

Completed career assessment instruments.

Provide parent information sessions.

Session dates and agenda.

Coordinate exploratory work-based learning activities

Documentation of students, sites, dates.

- Shadowing
- Internship

Assist students with appropriate course sequencing.

Completed four-year plans.

Coordinate career events.

Event programs.

Introduce students to the concept of non-traditional careers.

File of materials and log of presentations.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** ACADEMIC DEVELOPMENT  
**COMPETENCY:** 001.00 Preparatory services will be provided to students.  
**OBJECTIVE: CORE** 001.04 Coordinate the alignment of middle school and high school courses of study for workforce development education students.

---

**STRATEGY**

**MEASURE**

Participate on appropriate school teams for articulation, curriculum integration, school improvement, etc.

Document membership and attendance.

Assist with the monitoring of workforce development concentrators.

Four-year plan review, lists of College Tech Prep and Career concentrators.

Plan course of action with students regarding their progress.

Notes from conferences with students.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** ACADEMIC DEVELOPMENT  
**COMPETENCY:** 001.00 Preparatory services will be provided to students.  
**OBJECTIVE: SUPPORTING** 001.05 Assist students with postsecondary opportunities.

---

**STRATEGY**

**MEASURE**

Assist with events and activities related to postsecondary opportunities.

Date, time, location, and identification of activities.

Provide a variety of materials related to postsecondary opportunities.

Inventory and location of materials.

Coordinate school-based learning experiences such as guest speakers, career showcases, and/or job fairs.

Date, time, location, and identification of activities.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** ACADEMIC DEVELOPMENT  
**COMPETENCY:** 001.00 Preparatory services will be provided to students.  
**OBJECTIVE: SUPPORTING** 001.06 Assist students in leadership development.

---

**STRATEGY**

**MEASURE**

Assist with Career and Technical Student Organization activities.

Date, time, location and identification of activities.

Encourage development of National Vocational-Technical Honor Society.

Charter for National Vocational-Technical Honor Society.

Participate in leadership training activities.

Date, time, location, and identification of activities.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR

**UNIT:** CAREER DEVELOPMENT

**COMPETENCY:** 02.00 Case management coordination will be provided.

**OBJECTIVE: CORE** 02.01 Provide educators with access to career development information, occupational information, and labor market information needed to assist students with educational and career plans.

---

**STRATEGY**

**MEASURE**

Provide in-service activities on career development information and materials.

Agenda of meetings, sign-in sheets, and copies of information shared.

Share information with staff about workshops and conferences attended.

File of conference and workshop information. Copies of Presentation/Workshop Action Form (form found in Resource Section).

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** CAREER DEVELOPMENT  
**COMPETENCY:** 002.00 Case management coordination will be provided.  
**OBJECTIVE: SUPPORTING** 002.02 Assist students with identifying and obtaining career assessments and interpreting the results.

---

**STRATEGY**

**MEASURE**

Facilitate the administration and interpretation of career self-assessment inventories.

Dates of assessment and interpretations.

Provide opportunities for students to correlate inventory results with potential careers.

Documentation of sessions with students.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** CAREER DEVELOPMENT  
**COMPETENCY:** 002.00 Case management coordination will be provided.  
**OBJECTIVE: SUPPORTING** 002.03 Assist students with analyzing personal career goals.

---

**STRATEGY**

**MEASURE**

Facilitate individual and/or group sessions on the career decision making process.

Dates of sessions, student evaluations, pre- and post-assessments.

Serve as a resource for classroom activities such as career research activities, senior projects, etc.

Log, documentation.

Make information available on non-traditional careers.

File of non-traditional careers.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR

**UNIT:** CAREER DEVELOPMENT

**COMPETENCY:** 002.00 Case management coordination will be provided.

**OBJECTIVE: SUPPORTING** 002.04 Provide students and parents with access to career development materials, occupational information, career guidance and counseling activities, and labor market information needed to make effective educational and career plans.

---

**STRATEGY**

**MEASURE**

Facilitate career events such as:

- career day
- business/industry tours
- speakers' bureaus

Dates of events and evaluations.

Manage the career resource center.

Evidence of a center and documentation of use.

Review and update career Information.

Catalogue of materials.

Coordinate development of brochures, handouts, and informational materials.

Copies of products produced.

Increase awareness of non-traditional careers.

File of non-traditional careers available.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** CAREER DEVELOPMENT  
**COMPETENCY:** 002.00 Case management coordination will be provided.  
**OBJECTIVE: SUPPORTING** 002.05 Assist students with managing their career portfolio.

---

**STRATEGY**

**MEASURE**

Plan opportunities for review of career portfolios.

Review sheets or checklists for portfolios.

Deliver information sessions to students and families on the development and use of career planning portfolios.

Agenda, calendar of activities, and attendance record.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR

**UNIT:** CAREER DEVELOPMENT

**COMPETENCY:** 003.00 Transitional services will be provided.

**OBJECTIVE: CORE** 003.01 Involve students in experiences designed to enable them to make smooth transitions from one level of education to another, and from school-to-work or further education and training.

---

**STRATEGY**

**MEASURE**

**Facilitate work-based learning activities such as:**

- **Shadowing**
- **Internship**
- **Mentoring**
- **Apprenticeship**

**Evaluations, rosters, and completed activity sheets.**

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR

**UNIT:** CAREER DEVELOPMENT

**COMPETENCY:** 003.00 Transitional services will be provided.

**OBJECTIVE: CORE** 003.02 Promote the advantages of workforce development among students, parents, and all segments of the community to facilitate the appropriate placement of workforce development concentrators.

---

**STRATEGY**

**MEASURE**

Participate in and make presentations at events such as:

- Parent nights
- PTA
- School open house
- Civic functions
- Curriculum fair
- Career Day
- Classroom presentations

Agenda, calendars, programs.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** CAREER DEVELOPMENT  
**COMPETENCY:** 003.00 Transitional services will be provided.  
**OBJECTIVE: CORE** 003.03 Promote the use of current technology for career research.

---

**STRATEGY**

Utilize internet, up-to-date software, and other multimedia resources.

**MEASURE**

Evidence of use of technology.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR

**UNIT:** CAREER DEVELOPMENT

**COMPETENCY:** 004.00 Business, industry, and education partnerships will be coordinated.

**OBJECTIVE: CORE** 004.01 Serve as a liaison with the business, industry, education, and military community.

---

**STRATEGY**

**MEASURE**

**Distribute Career Development Coordinator brochure to business, industry, education, and military.**

**Distribution list.**

**Inform school staff of partnerships and the services they provide.**

**File of printed information, dates of presentations and distribution of information.**

**Participate in local civic and professional organizations.**

**Document dates.**

**Participate in professional meetings and conferences.**

**Document dates.**

**Establish relationships with business, industry, education, military, and community leaders.**

**Document contacts.**

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** CAREER DEVELOPMENT  
**COMPETENCY:** 004.00 Business, industry, and education partnerships will be coordinated.  
**OBJECTIVE: CORE** 004.02 Maintain and publicize career development resources.

---

**STRATEGY**

**MEASURE**

Coordinate the maintenance of a list of all Career Center materials.

Copy available.

Coordinate the maintenance of a catalogue of community resources.

Copy available.

Coordinate and maintain a data base of career development resources.

Copy available.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** PERSONAL/SOCIAL DEVELOPMENT  
**COMPETENCY:** 005.00 Promotional activities will be facilitated.  
**OBJECTIVE: CORE** 005.01 Assist students with developing skills needed in the workplace.

---

**STRATEGY**

**MEASURE**

Obtain and share information on business, industry, education, and military skills requirements. Copy of information.

Maintain updated information on skill requirements and labor market trends. Documentation of information.

Promote identified skills to teachers for integration into the curriculum. Documentation of information.

Document and share non-traditional employment opportunities. List of non-traditional opportunities.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** PERSONAL/SOCIAL DEVELOPMENT  
**COMPETENCY:** 005.00 Promotional activities will be facilitated.  
**OBJECTIVE: CORE** 005.02 Provide information to students, parents, educators, and community members about career development.

---

**STRATEGY**

Use local, state, and commercially prepared material and multimedia presentations to provide career information.

**MEASURE**

Document dates of presentations; provide samples of materials.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** PERSONAL/SOCIAL DEVELOPMENT  
**COMPETENCY:** 005.00 Promotional activities will be facilitated.  
**OBJECTIVE: SUPPORTING** 005.03 Coordinate support services to enable students to successfully complete programs leading to high school graduation.

---

**STRATEGY**

**MEASURE**

Coordinate the development and/or distribution of career pathway information.

Document and distribute plan.

Make available current listing of resources for support services such as:

Available listing.

- Chamber of Commerce
- Department of Social Services
- Vocational Rehabilitation
- JobLink
- Employment Security Commission

In collaboration with teachers and support staff, deliver lessons to students and families on Workforce Development Education opportunities in high school and how to access them.

Log of presentations.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** PERSONAL/SOCIAL DEVELOPMENT  
**COMPETENCY:** 005.00 Promotional activities will be facilitated.  
**OBJECTIVE: SUPPORTING** 005.04 Deliver presentations about promising career development practices to local, state, and national audiences.

---

**STRATEGY**

Present sessions, seminars, and discussions about promising practices to professional, civic, and education-related organizations.

**MEASURE**

Dates, agenda, programs, and samples of materials.

**PROGRAM AREA:** CAREER DEVELOPMENT COORDINATOR  
**UNIT:** PERSONAL/SOCIAL DEVELOPMENT  
**COMPETENCY:** 005.00 Promotional activities will be facilitated.  
**OBJECTIVE: SUPPORTING** 005.05 Coordinate career development media coverage.

---

**STRATEGY**

**MEASURE**

Provide appropriate school system and/or media personnel with accurate career information.

Copies of requests and media articles.



# The ABCs Plus

## North Carolina's Strategic Plan for Excellent Schools

(1-12-00)

**Mission:** *North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.*

North Carolina State Board of Education, April 10, 1996

Strategic Priority: High Student Performance	Strategic Priority: Safe, Orderly, and Caring Schools	Strategic Priority: Quality Teachers, Administrators, and Staff	Strategic Priority: Strong Family, Community, and Business Support
Strategic Goals	Strategic Goals	Strategic Goals	Strategic Goals
<p><b>.1</b> Every child ready for school:</p> <ul style="list-style-type: none"> <li>• Developmental criteria for the child ready for school</li> <li>• Assessment of readiness for school</li> <li>• Relevant criteria for schools ready for the child</li> <li>• Promotion of the criteria for early childhood and school readiness</li> </ul> <p><b>.2</b> <b>Rigorous and relevant academic standards and assessment systems for every student</b></p> <p><b>.3</b> Every student masters essential knowledge and skills</p> <p><b>.4</b> Every student graduates from high school</p> <p><b>.5</b> Every student a life long learner and ready for work</p>	<p><b>2.1</b> Learning environments inviting and supportive of high student performance</p> <p><b>2.2</b> Schools free of controlled and illegal substances and all harmful behavior</p> <p><b>2.3</b> Mutual respect of students, teachers, administrators, and parents</p> <p><b>2.4</b> Adequate, safe education facilities that support high student performance</p>	<p><b>3.1</b> Professional preparation aligned with state priorities</p> <p><b>3.2</b> A system to develop, train, and license a BK professional staff for public schools</p> <p><b>3.3</b> A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff</p> <p><b>3.4</b> A system to ensure high performance of teachers, administrators, and staff</p> <p><b>3.5</b> A system of continuous learning and professional development to support high performance of all employees</p> <p><b>3.6</b> High ethical and professional standards for all employees</p>	<p><b>4.1</b> <b>State education priorities responsive to the needs of the family, community, and business customers</b></p> <p><b>4.2</b> <b>A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes:</b></p> <ul style="list-style-type: none"> <li>• <b>Meaningful involvement in schools,</b></li> <li>• <b>Interagency collaboration for health, nutrition, and social services, and</b></li> <li>• <b>State and local partnerships.</b></li> </ul> <p><b>4.3</b> <b>A system to build the capacity of local districts to create, respond to, and sustain meaningful partnerships</b></p>
<p><b>Strategic Priority:</b> Effective and Efficient Operation</p>	<p><b>Strategic Goals</b></p>		<p><b>Note:</b> <i>Applications of technology and information management systems will be integral to strategies undertaken in support of the strategic goals.</i></p> <p>Office of State Superintendent NC Department of Public Instruction 301 N. Wilmington Street Raleigh, NC 27601-2825</p>
<p><b>5.1</b> Components of the education system aligned to achieve high performance</p> <p><b>5.2</b> Decision making authority and control at the most appropriate level closest to the classroom</p> <p><b>5.3</b> Information and accountability systems capable of reporting strategic and operational results</p> <p><b>5.4</b> A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement</p>			

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

*For more information about the  
National Career Development Guidelines initiative, contact:*

- Your State Occupational Information Coordinating Committee  
National Occupational Information Coordinating Committee (NOICC)  
2100 M Street, NW, Suite 156 Washington, DC 20037

## THE CAREER PLANNING PROCESS

Career Planning is an on-going process of gathering information about self and the world of work and synthesizing the information into an action plan. The process has four equally important steps to follow.

All populations can benefit from the career planning process of self-assessment, exploring career opportunities in the world of work and learning assertive job search strategies that produce results. Preparing students for this process requires an understanding of the steps and the cyclical process that goes on throughout one's career in an attempt to achieve job satisfaction.

**Step I:** Self-Assessment/Knowing Yourself. Self assessment is the ability to look internally. Exploring interests, abilities, skills, values and work habits as they relate to career planning will facilitate this step. This is a life-long process.

**Step II:** Career Exploration. There is a systematic way to explore careers. Using occupational clusters, Holland's Codes, work task orientation (people-data-things-ideas), and career pathways are a few approaches which help students generate a list of possible career choices. Activities such as research projects, career interviews, career-related school courses, Internet searches, and work-based learning experiences make students aware of the careers available to them.

**Step III:** Making a Plan. The plan may include high school courses selection, post-secondary education and training exploration, relevant work experience, and school and community activities. The plan allows the student flexibility and focus, as well as the opportunity to continue to gather more information about self and the world of work.

**Step IV:** Taking Action. This step is directed at the high school graduate. At some point, entering the workforce is a goal of the career planning process. Job-seeking skills learned in high school will help students when they arrive at the action step. Students learn job search strategies to locate a career which they find interesting. The process and cycle of moving through the steps continues as people grow and develop and move to other occupations throughout the lifetime.

**SAMPLE NEWS RELEASE**

**FROM:**

**(Your name)**  
**(Your title)**  
**(Your organization)**  
**(Address)**  
**(City/State/Zip)**  
**(Telephone number)**

**(Contact person's name)**  
**(Station or newspaper)**  
**(Address)**  
**(City/State/Zip)**  
**(Telephone number)**

**RELEASE:**

**Upon Receipt.**

**(Title of the event being announced)**

**(Released from, i.e. place)      What is the event, where will it be held, who will attend, what are the times, and why is it being done.**

**Any special information or limitations on attendance, sponsors, and identifying groups are listed here.**

**What occurred prior to the event to prepare participants. Who expedited the process. Who coordinated the event.**

**Special information about why the event is newsworthy.**

**For further information about the event, please contact:**

## **PUBLIC SERVICE ANNOUNCEMENT (PSA)**

**A Public Service Announcement (PSA) is information that is arranged into a ten second to thirty second announcement that is similar to a commercial. This is the most efficient use of radio or television by an organization since there is no charge. Each station sets aside a certain amount of PSA time. The number of requests received usually determines how often and how long the PSA will be on the air.**

**Public Service Announcements may also be sent to newspapers, but the format will need to meet the criteria set by the newspaper. You may want to include a photograph with the article.**

**APPEAL: Events and organizations targeted to the individual station's audience will have a better chance of receiving air time. PSAs are often used in conjunction with an "awareness week" or to highlight or promote a specific idea or concept.**

**GEOGRAPHIC LOCATION: Each station serves a specific geographic area. Events and groups operating within these areas are more likely to get the free air time.**

**PACKAGING: At most stations the announcements that require little or no editing are more likely to be used.**

### **SAMPLE PSA**

- WHAT:** (Name of the event)
- WHO:** (Sponsors of the event and source of participants)
- WHERE:** (Location and City)
- WHEN:** (Day, date, time)
- DETAILS:** (In 25 words or less and contact information for more information)

**SUGGESTIONS FOR PARENTS  
HOW TO HELP YOUR CHILD IN THE CAREER PLANNING PROCESS**

- **Take time to talk to and listen to your child.**
- **Get involved with your child's education.**
- **Become aware of your child's interests, abilities, and temperament**
- **Know what courses and programs your child's school offers that match identified interests, abilities, and temperaments.**
- **Discuss your occupation with your child.**
- **Let your child observe you at work, if possible.**
- **Explore occupations with your child, using a variety of sources.**
- **Know that your child will likely change jobs several times throughout their lifetime.**
- **Help your child build a positive self concept.**
- **Volunteer to be a speaker or helper for career day at your child's school.**

**Remember that you are one of the most valued resources for career information for your child.**

## **WAYS TO GET YOUR FACULTY INVOLVED IN CAREER DEVELOPMENT ACTIVITIES**

- 1. Have a vision of where you are going.**
- 2. Conduct a needs assessment of the business and education community to promote school-wide improvement and the credibility needed for change to occur.**
- 3. Develop school-business partnerships within the community.**
- 4. Provide a comprehensive list of community industries and businesses for teachers. Encourage them to invite guest speakers to discuss career information with students.**
- 5. Conduct a Career Forum at least once a year to inform students, parents, and teachers of the job opportunities and job skills required of businesses and industries within the community.**
- 6. Make decisions based on what is best for all students. Don't plan on only serving easy-to-serve students.**
- 7. Develop a Speakers' Bureau of faculty members, students, and alumni who are willing to make presentations to community organizations and groups.**
- 8. Implement a Comprehensive Career Guidance Program that involves parents, students, and teachers in the development of a five-year career plan for each student.**
- 9. Develop a guide that contains career-planning information and provide a copy for each teacher.**
- 10. Provide opportunities for teachers to participate in business tours, summer internships and other workplace experiences where the parents of students work to see how academic competencies are applied in the work setting. At the same time, encourage teachers to interact with parents and share how the parent and their involvement in the workforce can contribute to the instruction in the school.**

## **PRESENTATION / WORKSHOP ACTION FORM**

**Date:**

**Presentation Title:**

**Name of Presenter(s):**

**Presentation Overview / Notes:**

**Ways I/we can use information from this presentation in my /our area:**

**Action steps needed as a result of this presentation:**

**Other information needed:**