California Career Center Alignment with California and National Standards, Guidelines, and Frameworks

California Career Center is aligned with five California and national organizations’ standards, guidelines, and frameworks. They are:

- The American School Counselor Association (ASCA) National Standards for Students;
- The California Career Technical Education Standards;
- The California Results-Based School Counseling and Student Support Guidelines;
- The California Association of School Counselor (CASC): California Standards for the School Counseling Profession; and

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) NATIONAL STANDARDS FOR STUDENTS

Academic Development Domain

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Competency B1 Improve Learning
A:B1.4 seek information and support from faculty, staff, family and peers
A:B1.7 become a self-directed and independent learner

Competency B2 Plan to Achieve Goals
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school
A:B2.2 use assessment results in educational planning
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement
A:B2.4 apply knowledge of aptitudes and interests to goal setting
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 understand the relationship between classroom performance and success in school
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Competency C1 Relate School to Life Experience
A:C1.3 understand the relationship between learning and work
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities
**Career Development Domain**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competency A1 Develop Career Awareness**
- C:A1.1 develop skills to locate, evaluate, and interpret career information
- C:A1.2 learn about the variety of traditional and nontraditional occupations
- C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.5 learn to make decisions
- C:A1.6 learn how to set goals
- C:A1.7 understand the importance of planning
- C:A1.8 pursue and develop competency in areas of interest

**Competency A2 Develop Employment Readiness**
- C:A2.4 learn about the rights and responsibilities of employers and employees
- C:A2.5 learn to respect individual uniqueness in the workplace
- C:A2.6 learn how to write a resume
- C:A2.7 develop a positive attitude toward work and learning

**Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.

**Competency B1 Acquire Career Information**
- C:B1.1 apply decision making skills to career planning, course selection, and career transition
- C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.4 know the various ways in which occupations can be classified
- C:B1.5 use research and information resources to obtain career information
- C:B1.6 learn to use the internet to access career planning information
- C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice
- C:B1.8 understand how changing economic and societal needs influence employment trends and future training.

**Competency B2 Identify Career Goals**
- C:B2.2 assess and modify their educational plan to support career
- C:B2.4 select course work that is related to career interests
- C:B2.5 maintain a career planning portfolio

**Standard C:** Students will understand the relationship between personal qualities, education, training, and the world of work.

**Competency C1 Acquire Knowledge to Achieve Career Goals**
- C:C1.1 understand the relationship between educational achievement and career success
- C:C1.2 explain how work can help to achieve personal success and satisfaction
- C:C1.3 identify personal preferences and interests which influence career choice and success
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5 describe the effect of work on lifestyle
C:C1.6 understand the importance of equity and access in career choice

**Personal/Social Domain**

**Standard B:** Students will make decisions set goals, and take necessary action to achieve goals.

**Competency B1 Self-Knowledge Application**
- PS:B1.1 use a decision-making and problem-solving model
- PS:B1.2 understand consequences of decisions and choices
- PS:B1.3 identify alternative solutions to a problem
- PS:B1.9 identify long- and short-term goals
- PS:B1.10 identify alternative ways of achieving goals
- PS:B1.12 develop an action plan to set and achieve realistic goals

**CALIFORNIA CAREER TECHNICAL EDUCATION STANDARDS**

**Foundation Standard 3.0**
Career Planning and Management

**Subcomponents:**

**Students understand how to make effective decisions, use career information, and manage personal career plans:**

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

**CALIFORNIA RESULTS-BASED SCHOOL COUNSELING AND STUDENT SUPPORT GUIDELINES**

Identifying Proficiencies for Academic, Career, and Personal/Social Development
Academic Domain

Proficiency B: All students will know the requirements for graduation and have a plan for postsecondary options, including college.

**Competency 1.0: Prepare for the future.**

Indicators:
1.3 Develops an educational plan beyond high school, including postsecondary selection, financial aid, and scholarships
1.5 Organizes and applies information from a variety of sources regarding academic and future plans

**Competency 2.0: Map out achievement.**

Indicator:
2.1 Establishes solid academic goals

Proficiency C: Students will understand the relationship of academics to the world of work and life at home and in the community.

**Competency 1.0 Realize the broader future benefits of education.**

Career Domain

Proficiency A: Students will acquire the skills needed to explore, create, and discover life and career options.

**Competency 1.0: Apply skills and personal traits needed for life and career exploration.**

Indicator:
1.1 Uses assessment tools to explore interests, values, talents, and prospective career opportunities that correspond to personal skills and talents
1.3 Relates education and training options to occupational goals

**Proficiency B:** Students will use strategies to achieve future career goals that promote individual success and personal satisfaction.

**Competency 1.0: Develop career awareness.**

Indicator:
1.3 Uses media and Internet as sources of access for career-planning information

**Competency 2.0: Develop employment readiness.**

Indicator:
2.4 Understands how to use media and technology for researching career information
Proficiency C: Students will master skills that assist in maintaining or advancing careers or doing both.

Competency 2.0: Understand relationship of personal qualities to education, training, and the world of work.

Indicator:
- 2.2 Understands the effects of education and work structure on lifestyle
- 2.3 Understands the effects of work and career on personal success and satisfaction

Personal/Social Domain

Proficiency B: Students will make decisions, set goals, and take necessary action to achieve goals.

Competency 1.0: Understand how to live independently and safely.

Indicator:
- 1.4 Identifies short-term and long-term goals

CALIFORNIA ASSOCIATION OF SCHOOL COUNSELORS (CASC): CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION

Standard 1: Engage, Advocate For and Support All Students In Learning

1.1: Ensure all students are engaged in a system of support designed for learning and academic success
- ensure all students understand and know how to access personal, social, and career resources

1.2: Advocate for educational opportunity, equity and access for all students
- ensure that all students and parent/guardians are informed about and understand the full range of educational options

1.3: Advocate for the learning and academic success of all students
- encourage all students to learn and achieve at high levels

Standard 3: Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement

3.2: Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
- inform students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student’s potential and life goals
• work with students to develop plans to achieve and attain their goals and aspirations

NATIONAL CAREER DEVELOPMENT GUIDELINES (NCDG) FRAMEWORK

Indicators and Learning Stages

Knowledge
Application
Reflection

Personal Social Development Domain

Goal 1: Develop understanding of yourself and build and maintain a positive self-concept.

K1 Develop your interests, likes, and dislikes.
R1 Assess how your interests and preferences are reflected in your career goals.

K2 Identify your abilities, strengths, skills, and talents.
R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.

K4 Identify your work values/needs.
R4 Assess how your work values/needs are reflected in your career goals.

Educational Achievement And Lifelong Learning Domain

Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.

K1 Recognize the importance of educational achievement and performance to the attain of personal and career goals.

K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

Goal 2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.

R4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).

K5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line course, and on-the-job training).
A5  Show how your are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line course, and on-the-job training).
R5  Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line course, and on-the-job training) affects your personal and career goals.

K6  Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

K7  Describe informal learning experiences that contribute to lifelong learning.

Career Management Domain

GOAL 1: Create and manage a career plan that meets your career goals
K1  Recognize that career planning to attain your career goals is a life long learning process.
K2  Describe how to develop a career plan (e.g., steps and content).
A2  Develop a career plan to meet your career goals.
R2  Analyze your career plan and make adjustments to reflect ongoing career management needs.
K3  Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
A3  Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).
R3  Re-examine your career goals and adjust as needed.
K4  Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
R4  Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
K5  Recognize that changes in you and the world of work can affect your career plans.
A5  Give examples of how changes in you and the world of work have caused you to adjust your career plans.
R5  Evaluate how well you integrate changes in you and the world of work into your career plans.

GOAL 3: Use accurate, current, and unbiased career information during career planning and management
K2  Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

GOAL 4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
K2  Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

K7  Identify ways to be proactive in marketing yourself for a job.

SOURCES

American School Counselor Association National Standards
ASCA National Model: A Framework for School Counseling Programs
http://ascanationalmodel.org/

California Career Technical Education Standards

California Results-Based School Counseling and Student Support Guidelines

California Association of School Counselors: California Standards for the School Counseling Profession
http://www.schoolcounselor-ca.org/store_product.asp?prodid=1

National Career Development Guidelines