

Zeroing In On Students' Needs: The 1998 Exemplary Career Guidance and Counseling Programs

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**Zipura B. Matias
Carolyn Maddy-Bernstein**

University of Illinois

Gisela Harkin

U.S. Department of Education
Office of Vocational and Adult Education

**National Center for Research in Vocational Education
Graduate School of Education
University of California at Berkeley
2030 Addison Street, Suite 500
Berkeley, CA 94720-1674**

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To develop this monograph, we used information from various materials submitted by each program as part of their application to the 1998 exemplary career guidance and counseling program search process (e.g., description of components; supporting documents such as district and state reports, list of advisory members, and budget; and sample materials such as assessment instruments, individual career plans, and teacher/counselor-developed resources). Additional information came from interviews with counselors, teachers, students, parents, administrators, and business and community representatives at each site.

EXECUTIVE SUMMARY

One effective means of improving career development programs is to learn about exemplary program components, their successes and challenges, and specific strategies used. This publication assists in that effort by providing information about the 1998 exemplary career guidance and counseling programs named by the U.S. Department of Education and the National Center for Research in Vocational Education in collaboration with the National Association of State Career Development/Guidance Supervisors and the Association for Career and Technical Education (formerly American Vocational Association). Each exemplary program profile includes contact information and address, number and educational level of students served, number of counselors, curriculum materials (when available), program evaluation, brief description, and career development activities listed according to grade level, if applicable. Each activity is followed by a brief explanation.

INTRODUCTION

What makes a program stand out above the rest? Why is it exemplary? Our response to these frequently asked questions typically ranges from an explanation of the process we use for evaluating exemplary programs to the common characteristics we have identified in excellent programs. When exemplary program applications are received on or before the deadline, our first step is to screen the contents for required information and documentation (see Appendix A for the application requirements). Next, a review panel of national experts rates the programs and makes recommendations for site visits. A team from the U.S. Department of Education, the National Center for Research in Vocational Education, and other experts visits the highest-ranking programs. During the site visits, we listen to the guidance counselors, administrators, teachers, business partners, parents, and especially the students. We interview teachers to determine how they are involved in implementing the guidance curriculum. We talk to the business representatives who discuss their involvement in the students' various work experiences. As the ultimate clients of the school, the students' voices are usually reflective of the program quality. We ask students questions about their career and/or educational goals; their written plan and its development; and when, how often, and the purpose of their meetings with guidance counselors. Most of the questions center around their experiences, their understanding of their strengths and abilities, their future plans, and how they will reach their goals.

The students' responses reveal the most about the effectiveness of a program. For example, students in exemplary programs usually have a clear idea about their abilities and interests and some idea about a future direction. They know which resources to use in conducting research on a career interest, good schools, and financial aid. More importantly, students feel confident about their plans and goals. They also express confidence that if someday they wanted to change careers, they know how to go about the research and other work necessary to get information about their next career.

While community colleges' career development programs differ from those found in secondary schools, the outcomes are usually the same. Students from community college settings are often more widely diverse in age, ability, and background. Many of these students, when they have access to good career development programs, use the college's services and marvel at their newfound knowledge about themselves and the wide variety of options they have. They often tell us they have learned they can do something they would never have believed possible.

In our search for excellent career development programs, we have observed that exemplary programs share certain characteristics over and above the components we noted in our research on exemplary programs (Cunanan & Maddy-Bernstein, 1997a, 1997b). While the components (see Figure 1) we have identified in the four years we have conducted this research are unquestionably necessary and form the basis for the exemplary program search process (Maddy-Bernstein, 1994; Maddy-Bernstein & Cunanan, 1995; Wermuth & Phelps, 1990), the other attributes give us even more information about program effectiveness.

Figure 1
Components of Exemplary Career Guidance and Counseling Programs

- A. Career Guidance and Counseling Program Plan
 - 1. Assist Students/Clients in Achieving Career Development Competencies
 - 1. Assist Students/Clients in Increasing Self-Knowledge and Self-Advocacy
 - 2. Assist Students/Clients in Educational and Occupational Exploration
 - 3. Assist Students/Clients in Career Planning, Preparation, and Transition
 - 2. Address the Needs of Diverse Student Populations
 - 3. Program Support Services
- B. Collaboration, Articulation, and Communication
 - 1. Family/Parental Involvement and Support

2. Faculty/Staff Involvement in Career Guidance and Counseling Program
 3. Intra- and Interagency Collaboration
 4. Collaboration with Business
- C. Institutional Support, Leadership, and Program Evaluation
1. Institutional Support
 2. Facilities
 3. Financial Support
 4. Guidance Personnel Qualifications
 5. Professional Development
- D. Evaluation
1. Evidence of Program Effectiveness
 2. Follow-Up of Program Completers and Noncompleters

Carolyn Maddy-Bernstein summarizes these characteristics in the following ways:

- Good programs actively involve the faculty, staff, and community in all activities.
- People in these programs are creative and diligent in finding ways to address barriers. They are people with "can do" attitudes who manage to go over, around, and through obstructions to do what needs to be done to serve students more effectively and efficiently. When problems arise, they collectively find solutions.
- A sense of harmony and teamwork exists among the people and groups within these programs. Energy is spent to improve programs rather than to protect turf or place blame elsewhere for shortcomings.
- People who work in these programs are aware of areas in need of improvement and are never satisfied with the status quo.
- These programs are staffed by a number of caring professionals who act as advocates for students. There is a pervasive belief that all students can succeed, and this belief is supported by policies, procedures, and practices that promote student success.
- One person (or a small core group of people) has (have) envisioned and initiated the program. This person (or group of people) may be an administrator but is often a dedicated and caring teacher, counselor, or coordinator.
- Programs that excel often practice site-based management, even when they are not aware of the practice. There is frequently a pervasive egalitarian spirit resulting in staff, administration, and faculty regarding each other as peers. It is not unusual to have cafeteria workers and custodial staff involved in these programs.
- Financial resources are available through the school system and not exclusively through outside funds.
- Strong professional development is supported and encouraged for all educational personnel, and educators seek professional development workshops and programs to improve their knowledge and skills. (See also "Lessons Learned from Exemplary Education Programs," 1997, Winter, *Centerwork*, 8 (4), p. 9.)

Once the exemplary programs are named, our next task is to help others learn from them. Educators want to know about components of exemplary programs, their successes, and how they overcome their challenges. While this information can be obtained by reading about model programs, we believe the best way to learn about these model programs is to have involved conversations with program stakeholders. We help begin that process by providing information in this monograph that will serve as starting points for a conversation between educators and exemplary program representatives. We hope that the information will lead readers (educators) to ask questions about their programs (e.g., Do we have a comprehensive career development program? How do we evaluate our program?) and to search for answers from the program contacts and others involved in the exemplary programs.

In this document, we summarize the main program features of the four recipients of the 1998 Exemplary Career Guidance and Counseling Program Award. The recipients include a K-12 school district, two comprehensive high schools, and a community college. Each program is different from the other, each one using school and community resources in a variety of ways to best serve the needs of the students. For instance, the La Crosse Central High School opens the Career Center two evenings a month so that students, parents, and others from the community can use the resources and meet or confer with counselors, if needed. The programs share common approaches: (1) they extensively use feedback from students to improve or change their programs, (2) businesses play a key role in providing career-related experiences, and (3) teachers and other school personnel are actively involved in implementing career development activities. All four programs use a survey or some mechanism to gather students' input or feedback about the program and revise and change their services to meet the students' needs. One program stretches this further by conducting an annual survey to determine the parents' perception about their children's needs.

Whenever possible, we present the program features chronologically (by grade level). In so doing, we hope readers will get a feel for the sequence of career development activities that students experience in the school and community. We suggest that readers, especially those who are rethinking their own programs or embarking on their own program improvement process, visit a school or program site to talk with program coordinators, teachers, and students and experience firsthand many of the program activities. Knowing that this endeavor is expensive, we suggest at the very least a phone call to the coordinator or program contact and a perusal of documents pertaining to the program. Readers may use website information (ncerve-oss.ed.uiuc.edu) or request additional information from the programs themselves.

DESCRIPTION OF PROGRAMS

Each exemplary program profile that follows includes the program contact information, number and educational level of students served, curriculum materials (when available), a brief description, and program evaluation. The career development activities are listed according to grade level, if applicable, followed by a short explanation. Some schoolwide activities are described only once and not repeated in each grade level activity. The course-based activities described represent a sampling of what is happening in the school. Please contact the person listed for further details or information about programs. The people listed expect to be contacted and look forward to sharing their successes and challenges with others. E-mail and website addresses, when available, are also provided.

Title:	Dorchester District Two Career Development Initiatives
Contact Person:	Janice Jolly, School-to-Work Coordinator e-mail: jjolly@dorchester2.k12.sc.us
Address:	1101 Boone Hill Road Summerville, SC 29477 (803) 832-7026, ext. 14062 Fax: (803) 821-3989
Educational Level Served:	K-12
Number of Students Served:	15,500
Number of Counselors:	41
Curriculum or Materials Available:	<i>The Career Connection: Dorchester School District Two School-to-Work Activities for Elementary Students</i> (1997) lists activities by grade level--K-5th grades. Each activity

includes the grade level; curriculum area; and the competencies, materials, and a short description. A list of career speaker resources and a list of recommended field trips by grade level are included.

Focus on the Future: Dorchester School District Two School-to-Work Manual is designed for elementary, middle, and high schools. It includes a description of school-based enterprises and programs. Each career development activity listed includes the title, objectives, materials needed, and a short description. A list of middle and high school resources is included as well.

Brief Description: Counselors work with the teachers, school-to-work coordinator, administrators and support staff, and others to make sure students gain the competencies prescribed in the National Career Development (NCD) Guidelines. Guidance and counseling activities are conducted in the offices or in classrooms in coordination with subject teachers. From 6th grade until high school graduation, all students keep an individual file called a Student Career Planner (SCP). The SCP is a file folder that contains a student's four-year plan, results of assessments (inventories, etc.), counselor conferences or meetings, accomplishments, and significant classroom products. Documents in the SCP may include a sample college or job application letter, a résumé, and recognition certificates.

Program Evaluation: The program has received state and national awards, including the 1994 National Planning for Life Award. As a result of the district's career guidance program, the collaborative effort and understanding of the students' career development needs in the business/industry and educational communities has clearly increased. School district records indicate that 90% of students receiving counseling and opportunities commensurate with their interests identified in the 8th grade have maintained their interest and success in those career clusters through the 12th grade. The *South Carolina State Department of Education Occupational Placement Status* reports for 1995-1996 and 1996-1997 show 82% and 87% placement, respectively, in vocational disciplines.

Grade Level Career Development Activities

Kindergarten/Elementary Level

Assessment

6th grade

Career Targets (interest inventory)

Career Planning Record - 6th grade section, for inclusion in the SCP

School-Based Enterprises

Multi-grade

Wee Deliver is an interdisciplinary school post office run by the students. Students perform tasks that call for the integration of math and language arts skills.

Multi-grade

Cookie Factory Banking Program is a student-run cookie factory and store opened with a \$50 bank loan. Students bake and sell cookies, and learn about finance and entrepreneurship (they sell company stocks!!) from teachers and bank representatives who present seminars about such topics as saving and opening an account.

All levels

Under the guidance and supervision of adult staff members, several district elementary schools and all middle and secondary schools produce daily or weekly **TV news programs**. These are shown live through the school's closed circuit TV system during homeroom. Students practice communication skills as they report school and classroom

news; forecast the weather; do live remotes; and present feature stories, sports, book reviews, and lunch news.

Service Learning Programs

All levels

Students participate in a variety of service activities for nonprofit organizations, including area nursing homes, churches, and schools. High school students (9-12) get credit for this program.

Multi-grade

Dorchester School District Two has adopted several **tutoring** programs such as peer, cross-age, and on-grade programs.

Multi-grade

Students who participate in the **Helping Hands** multi-grade program are assigned occupations within the classroom. They complete tasks and chores designed to teach all 12 NCD competencies.

Upper elementary

In the **conflict mediation program**, students assist other students with problems such as discipline. The program instills the NCD competencies of positive self-concept and skills to interact with others.

Career Exploration Programs

All levels

During **career days**, schools offer a variety of activities. Students may dress in appropriate business attire for their career interest and give oral or written reports on their chosen career. Guest speakers visit classrooms to share their careers and teach hands-on activities related to their specific jobs.

All levels

Business partners sponsor **career-related field trips** to provide students with opportunities to view the work environment and ask questions about a particular occupation or business.

Civic and Leadership Programs

Upper elementary

The district encourages students to become involved in student government and other programs that promote leadership skills. Some schools have a student council which offers students opportunities to practice leadership, cooperation, and communication skills as they participate in the democratic process. Some schools publish a school newspaper. An elementary school launched a drama production, *Everybody Works*, that emphasizes the relationship between work and learning.

5th grade

Fifth graders participate in a drug and substance abuse prevention program called **Drug Awareness Resistance Education** (D.A.R.E.). It includes the NCD competencies of decisionmaking, importance of personal responsibility, and good work habits.

Middle School Assessment

8th grade

Results of interest, aptitude, and career values assessments are included in each student's SCP portfolio.

Course-Based Programs

8th grade

The district offers an **Industrial Technology** exploratory course for 8th graders. Articulation credit to Trident Technical College is available if the student makes a grade of 85 and meets all competencies.

The Real Game is an educational game incorporated year-round into the Social Studies curriculum. It is a hands-on approach to career education. Students are given a job and salary guidelines to use in preparing a budget, finding a home and car, and taking vacations. They learn about writing a résumé, applying for and losing a job, and retraining. It teaches students the values and economics of work, as well as all the 12 NCD competencies.

Very Important Peers (VIP) Tutors is a peer tutoring, reverse inclusion program for 7th and 8th graders in which regular education students interact with students with special needs in their classes and throughout the school. The program is designed to assist students with special needs in skill development and other school activities, while providing the tutors with leadership skills and credit equivalent to an exploratory course. Each VIP Tutor completes a journal of their activities as part of the class requirement. The program has grown from 12 to 90 students in three years.

Guest speakers representing various occupations bring their work vehicles for students to examine during **Career Vehicle Days**. Students are required to investigate three different occupations. They conduct interviews, gather other information, and report findings in their language arts classes.

Administered through the English, math, humanities, and social studies classes, the **mentoring** program matches students with specialists in business and industry. Students stay with their mentors for two to three hours each month to either shadow or perform actual job tasks.

Classroom visits by a number of business and community representatives are commonly conducted in appropriate subject areas. Visitors describe their occupations, and students are encouraged to interact with them.

Almost all classes conduct **field trips** to various businesses, Trident Technical College, and other career schools throughout the school year.

High School

Assessment

10th grade

Students are assessed using the American College Testing's PLAN program, an assessment tool that identifies a student's interest and abilities while measuring his or her achievement. Using this information as well as all they have learned about themselves throughout the program, students develop their course of study for the 11th and 12th grades.

11th and 12th grades

Armed Services Vocational Aptitude Battery (ASVAB), Holland Self-Directed Search, and Occu-Find Booklet

Curriculum-Based Programs

9th grade

Teachers continue to incorporate the high school version of **The Real Game**, which students began in the middle school.

10th grade	The job shadowing experience is a short-term mentoring experience in which an employer/mentor introduces a student to a particular job. This activity is administered through English classes. Students receive grades on their written and oral reports about the experience.
10th through 12th grades	Students explore three majors at Trident Technical College, then complete a written report for their English class about the majors or areas examined.
12th grade	Students who elect to take Psychology 101 are required to spend 20 hours in the first semester and 15 hours in the second semester exploring careers. Students document their activities by filling out a time sheet, writing a journal, presenting an oral report, and writing a reaction paper.
11th and 12th grades	Chamber of Commerce student members who aspire to open their own businesses may take the Business Ownership class. For the last nine weeks of this elective class, students work as interns with business and industry. They study the occupation and produce business plans for their chosen fields.

Service Learning Programs

9th through 12th grades	Students interested in a teaching career may participate in the Teacher Cadet program. They observe, assist, and interact with teachers and students at all levels (Preschool-12). Students receive one hour of high school credit and three hours of college credit from Charleston Southern University.
11th through 12th grades	The Community Service Student Assistance Program is a one-unit required course for juniors and seniors which requires them to spend five hours per week working with nonprofit organizations to "learn while they serve."
9th through 12th grades	Run by the Boy Scouts of America, students who elect to join the Police Cadets program study various aspects of law enforcement work, including legal codes, driving instruction, courtroom testimony, processing a crime scene, physical agility training, traffic control, communication, and paperwork processing. Students also participate in competitions with cadets from other agencies.

Other Credit Programs

11th and 12th grades	An on-the-job training program (co-op) is offered through the business education cooperative. Students are placed for as many as four hours a day in a related business occupation at schools or in area industries.
11th and 12th grades	Students elect to participate in paid, credit apprenticeship , or internship opportunities offered by several businesses. Eligible students work half days or alternate full days.
9th through 12th grade	An annual college (or further education) planning night is offered each year for students in grades 9-12 and their parents. Workshops are conducted by recent high school graduates, guidance counselors, administrators, teachers, representatives from two- and four-year colleges, and military personnel. Eight 40-minute sessions are offered concurrently throughout the evening. Parents and students may attend three sessions.
All levels	The mentoring program offers students a long-term one-on-one relationship through which an employer/ mentor introduces a student protégé to a particular job or career. The aim is to provide the protégé with opportunities to develop job skills and interpersonal and social skills. Members of the Rotary Club of Summerville and Oakbrook play an active role in providing these opportunities.

The **South Carolina Occupational Information System (SCOIS)** has developed a computer program to guide South Carolina students' career research activities. Students may use this program to research information on education requirements, colleges offering their chosen major, job opportunities, and salaries for careers they choose.

Speakers representing different occupations are invited to the schools during **Career Day**. They talk about various aspects of their jobs (e.g., education required, a typical day on the job) and answer questions.

Title:	La Crosse Central High School Guidance/Career Center
Contact Person:	Doris Skogstad Counseling and Guidance Department Chair e-mail: dskogsta@mail.sdlax.k12.wi.us
Address:	1801 Losey Boulevard South La Crosse, WI 54601 (608) 789-7900 Fax: (608) 789-7931
Educational Level Served:	secondary
Number of Students Served:	approximately 1,400/year
Number of Counselors:	4
Curriculum or Materials Available:	online version of guidance and counseling services: www.centuryinter.net/central/guidance.htm
Outstanding Practice:	The center is open at night twice a month for parents and students to use the facilities and confer with counselors.
Brief Description:	The school has a comprehensive career guidance program that is built on a three-step approach: (1) Know Yourself, (2) Explore the World of Work, and (3) Make a Match. The program has a career center facility located in the guidance area which offers a multitude of career materials and computer stations, with exploration and planning computer programs available. In addition to the regular office hours, the center is open two evenings a month for parents and students to use the facilities or confer with counselors.
Program Evaluation:	Counselors developed "Pathway to Your Future" brochures which show how clusters of careers link with high school courses and opportunities for career exploration in the community. Students choose one of their school's career pathways and make a flexible four-year plan based on these pathways. The students' plans are always subject to change as they mature and learn more about themselves and the wide range of careers. Data from the ACT company for the past four years indicate a 13% increase in student satisfaction with Central High School's guidance services and career education. The 1997-1998 ACT results show that satisfaction with guidance and career education was the highest for any program in the building. Similarly, information from surveys completed at the end of the senior year reflects a high level of satisfaction with the program. Nearly 100% of Central High School students have complete Pathway plans

which assist them in selecting courses toward graduation and beyond. The number of students pursuing postsecondary education, as well as those pursuing career opportunities through vocational and technical colleges have increased significantly.

Each spring, parents are also asked to respond to a survey to determine the effectiveness of guidance services and how often they have used the center resources and services. Recent survey results show parents are pleased with these services. Results consistently indicate a frequent use of guidance services and the career center. Parents report their children's most common concern with the services offered is a desire for "more time with my counselor."

Grade Level

Schoolwide Activities

Career Development Activities

The Guidance/Career Center (G/CC) staff work with classroom teachers in arranging **field trips** to area business and industry sites. They also coordinate with the Winona (MN) Technical College to bus Central High School students to the Western Wisconsin Technical College (WTC) campus and work with the local higher education institutions (University of Wisconsin-La Crosse, Viterbo College, and Western WTC) to plan campus tours.

G/CC staff assist all classroom teachers with identifying and contacting area professionals to serve as **resource speakers** in their classes. Videotapes of speakers are made for subsequent use in other classes. G/CC staff worked with the Chamber of Commerce to develop a resource guide of area chamber members willing to speak at a school or host student visits to their work sites.

Each year, the G/CC staff conduct approximately twenty-five **career awareness** seminars on a wide variety of career opportunities, including nontraditional careers, throughout the year. Students from all grade levels are encouraged to participate in one or more seminars each year and may be released from a class to attend. Differing levels of training and opportunity are described to interest all students. For example, a seminar on Veterinary Science Careers would include both a veterinarian and a veterinary assistant as co-presenters.

Parents meet annually with counselors to discuss issues relevant to their children. They are given the opportunity and instruction to use the career explorations software. Parents of seniors attend a Financial Aid Night program where a local financial aid professional discusses available programs and parents can ask questions regarding financing on education. Forms are distributed and explained.

Freshmen

Assessment

Wisconsin Career Information System (WCIS)

Career Interest Inventory

My Future Quiz

Birkman Career Style Summary

The Career Interest Game

Kingdomality Personal Preference Profile

Peterson's Career and College Quest

Links from G/CC homepage to Internet sites related to career exploration

Course-Based Activities

All freshmen are oriented to the G/CC services during the first month of school in an English class. Students write an essay on *My Dream for the Future* in English class; a copy is given to their counselors for their reference and inclusion in the student file. Next, classroom groups have a 50-minute hands-on session on the WCIS computer career programs. Finally, they are introduced to the *Pathway to Your Future* brochures and begin a four-year career pathway plan.

Students may take a **Careers** class, which provides students with skills in résumé writing, developing a portfolio, career research, job application and interviews, and skills for keeping a job.

Work-Based Activities

Students in grades 9-12 may elect to participate in an unpaid **job shadowing program**, which places them with businesses based on their interests. Students may spend from one hour to one day with a professional at the workplace. They are required to write a report about their experience and send a thank you letter to the sponsor. Counselors use the report in students' career exploration activities. Students may conduct more than one job shadowing experience.

Sophomores

Assessment

The Wisconsin State Assessment System exam which is given to all sophomores includes an interest inventory that is used in addition to achievement scores to assist students with career exploration and course selection.

Work-Based Activities

Students can continue **job shadowing** activities in areas of interest during the sophomore year.

Juniors

Assessment

Juniors take the Armed Services Vocational Aptitude Battery (ASVAB). Counselors use the results of the skills assessment and interest inventory for students' career exploration activities. The school releases ASVAB scores to military recruiters when approved by the students' parents.

Course-Based Activities

Technology teachers provide career-related assignments and often accompany students to the career center for their research. For example, the electronics class may come to the G/CC to explore postsecondary opportunities and/or related careers in electronics.

Academic teachers incorporate lessons about careers in their curriculum and often team teach with guidance counselors. They invite resource persons to talk about specific careers. Student work is enriched by research using the various resources in the career center. For example, the Careers class may do a unit on health care related occupations. Students may watch a video about a physical therapist, peruse a volume of Vocational Biographies, or use the Internet to browse websites with health career links.

Work-Based Activities
(also an option for seniors)

Juniors and seniors may opt to participate in a paid one-year **co-op program** in the fields of business, family and consumer education, marketing, or technology. Students attend regular courses plus a co-op specific class each day. Many students are released early for their co-op jobs.

Another option is a paid two-year plus one summer **apprenticeship** program for juniors

and seniors in the fields of banking and finance, automotive technology, or tourism. Students attend regular courses plus an apprenticeship-specific class each day. They may be released early to work at their apprenticeship site.

Juniors and seniors may elect to join a **certification program** for child care teaching assistant or certified nursing assistant. Students in these programs conduct visits and job shadows at child care and healthcare facilities. Clinical experiences are also required.

The annual fall **School-to-Work Expo** combines the Wisconsin Education Fair (WEF) with brief career opportunity seminars and workshops designed for high school students. The WEF provides opportunities for students and parents to speak with over 100 representatives from colleges, universities, specialty schools, and the military. The seminars and workshops are presented by dozens of area business and industry professionals who donate their time to speak with groups of interested juniors about career opportunities in their fields. A cooperative relationship between the school and the local Chamber of Commerce has helped the Expo grow to include students from over twenty-five area schools who are bussed into La Crosse for the day.

Seniors

Assessment

All seniors meet individually with their counselors during the first quarter of school to complete their **transition plans**, get applications for postsecondary education, discuss financial aid, and explore all post graduation options.

Work-Based Activities

The **mentorship** program is an unpaid one-semester program for seniors in the students' field of interest. Students spend from 10-30 hours per week with a professional in the workplace. Students receive high school credit for this experience.

During the senior year, students continue **apprenticeships** begun in their junior year.

Title: Lewis and Clark Community College
Career and Employment Services

Contact Person: Dr. Sonjia Peacock, Professor/Counselor
e-mail: speacock@lc.cc.il.us

Address: 5800 Godfrey Road
Godfrey, IL 62035
(618) 466-3411, ext. 4123
Fax: (618) 466-1294

Educational Level Served: postsecondary

Number of Students Served: approximately 5,000/year

Number of Counselors: 5

Outstanding Practice: Lewis and Clark Community College (LCCC) and ten regional high schools have partnered to offer area high school seniors career development services and an opportunity to earn college credit in the process. In 1997-1998, 320 high school seniors participated in the program. Students enroll in a yearlong course which follows LCCC's Psychology 130 curriculum and focuses on all aspects of career development as outlined in the National Career Development (NCD) Guidelines. At the successful completion of the course, students earn 3 semester hours of credit for Psychology 130: Career

Development.

Brief Description:

The LCCC student population is diverse in development, age, gender, and ethnic background. The career development program responds to this diversity by offering services appropriate to the developmental stage of the student, by providing resources relative to individual interests and backgrounds, and by providing alternative ways to access career services.

The main goal of the program is to deliver effective services to assist all LCCC students in the development of self-knowledge and advocacy; to provide the opportunities, experiences, and resources to promote career and educational exploration; and to provide training to develop, implement, and sustain a career plan, as well as the knowledge to understand and manage career transitions. The methods and services offered to reach program goals are described below.

Career exploration materials and services are available in all college open laboratories, on each counselor's desk, and at four Community Education Center computer laboratories located throughout the college district. Career exploration materials include SigiPlus and Horizons, Illinois' computerized career information system. Support services personnel who work to assist students' career development include part-time counselors, student aides, and volunteers.

Program Evaluation:

The career guidance and counseling program undergoes constant changes depending on the needs of the students and the evaluation and feedback from users of the center. Data collected includes the number of users of the career center and their degree of satisfaction with services provided. In 1995, 79% of students who graduated and completed the career and employment services evaluation indicated they were satisfied or very satisfied with the services. In 1996, this percentage grew to 83%.

All students in the Psychology 130 class take a pre- and posttest to determine improvements in their skills. An annual Occupational Follow-Up Study is conducted to determine the number of students who are employed upon graduation. LCCC data shows extremely high percentages of graduates employed through the years. The program was awarded the 1995 Certificate of Service by the Association of Computer-Based Systems for Career Information for contributions and service in promoting the use and advancement of computer-based occupational and educational information systems for career and exploration planning.

Career Development Activities

Individual Assistance

Students receive assistance in all areas of the career development process from career decisionmaking to job seeking. School personnel involved include counselors, academic advisors, and other career center staff. Students may also work independently using computerized career information software throughout the campus and videos and print materials in the career center. Networked computer software available include SigiPlus, Horizons, RésuméPro, and Lotus Suite.

Career Development Course

Psychology 130 is an elective careers class taught by several teachers, including the special populations and adult education coordinators. The class is available in three

formats: (1) traditional classroom, (2) independent study, and (3) Internet-delivered. The class covers all components listed in the NCD competencies, including self-knowledge and advocacy; educational and occupational exploration; and career planning, preparation, and transition.

JOBS 100 Course

For students who have a specific job goal in mind, the college offers the two credit hour JOBS 100 course. It provides the students with job search, résumé writing, and interviewing skills necessary to gain employment. Students conduct a job search using prescribed research methods, develop a résumé, and demonstrate effective interviewing techniques by participating in a mock, videotaped interview.

Workshops

Staff offer workshops on job search strategies, interviewing skills, and résumé writing. The workshops are open to all LCCC students and community members.

Job Placement Assistance

Career center staff provide job search assistance through the Job Line, a computerized database which is updated with new jobs weekly. The Job Line also affords students the opportunity to register for computer job matching. Job opportunities, internships, and co-op situations are also posted on the Job Line bulletin board.

Classroom Presentations and New Student Orientation

Career center staff and counselors offer seminars and presentations on a variety of career-related topics, including job search strategies, résumé writing, and interviewing skills. For example, each semester, the Allied Health programs, including nursing, dental hygiene, and dental assisting, invite the staff to present a variety of workshops for their students. In addition, presentations on "Utilizing Resources at LCCC" are made at all new student orientations.

Transfer Programs

Students' transition from school to further education is facilitated by academic advisors in various transfer programs.

Transition to Work

The career placement office assists students in transition to work by arranging interviews, by connecting students with work opportunities, and by initiating other referrals to various businesses. There is a staff member who assists students with special needs (e.g., students with disabilities or those trying to advance from welfare to work) to access the services they need to succeed.

Apprenticeship and Internship

LCCC collaborates with businesses to offer work experiences to students, which often lead to full-time jobs. For instance, Nuevo Technology provides paid positions for the co-op and apprenticeship programs, and small businesses around the area actively participate in both co-op and apprenticeship programs.

Title: **Rich South High School: Horizon Program**

Contact Person: Phyllis P. Nixon, Counselor

Address: 5000 Sauk Trail
Richton Park, IL 60471
(708) 747-5500
Fax: (708) 747-5565

Educational Level Served: secondary

Number of Students Served: approximately 1,000/year

Number of Counselors: 4 (3 full time and 1 part time)

Curriculum or Materials Available: Horizon (Individual Career Planner)

Brief Description:

Rich South High School serves over a thousand students from a middle class community in a suburban area south of Chicago. During their years at Rich South, each student creates a personal educational and career plan developed through a structured four-year career guidance and counseling program called Horizon. In this process, each student identifies a career area that fits his or her interests and aptitudes. More importantly, they are aware of their educational options learned through experiences both at school and in the community that will help them understand and better fulfill their future career plan.

The career guidance and counseling program is delivered through a four-year developmental curriculum taught by guidance counselors in cooperation with the teachers. In addition to providing class time to counselors, teachers also incorporate the career development curriculum into their classes. They fully support the program and encourage their students to be actively involved. As proof of their belief in the program, those interviewed by the site visit team reported that they periodically bring their own children (who attend other schools) to use the Rich South career center's resources.

The counseling team makes ongoing changes in the guidance and counseling curriculum. A Career Advisory Council composed of teachers, parents, students, and business representatives meets once a month to provide input. Additional feedback is obtained from the Focus Group for Career Education made up of business representatives, the superintendent, and the assistant principal who meet quarterly.

Program Evaluation:

Graduation rates at Rich South exceed the district and state average by six and ten percentage points, respectively. The Horizon program contributes to this success by ensuring that every student develops and follows an educational/career plan. The school has noted a marked increase in the number of students sending final transcripts to postsecondary institutions through the years.

Senior students complete an exit interview and evaluation of the counseling department. In 1996-1997, 90% of the seniors rated the overall services of the counseling department good or excellent.

The Horizon program received the Leo Bent Counseling Award in 1984.

Grade Level

Career Development Activities

Freshmen

Orientation

Introduction of school services, the information maintained for each student, and the grading and credit system are provided through small group meetings.

Self-Evaluation and Goal-Setting

Individual counseling sessions are held to establish a connection with the student. The counselor and student review the student's progress in school, and the student writes a personal goal for the year. The goal is evaluated at the end of the year.

Career Exploration Activity

Students complete a computerized introductory career survey. Counselors interpret and discuss results during small group sessions. Students proceed to develop a four-year high school plan with the counselor.

A mentoring program is available for male freshmen and sophomore students who are considered at risk of failing at school. The students receive support, including tutoring,

visits to mentors' work sites, and one-on-one meetings with mentors to talk about goals and career plans.

Sophomores

- Self-Evaluation and Goal-Setting** Early in the year, counselors meet with students to update entries to the Individual School and Career Plan (ISCP). They set their annual goal which will also be evaluated at the end of the year. The four-year plan is carefully reviewed in preparation for career and curriculum choices.
- Career Exploration Activity** Students complete a career interest inventory to identify career or job preferences and are helped to integrate this information with their experiences and career values. Students also complete the sophomore segment of the Discover program and use a World of Work Map to identify job families. They develop a résumé as part of their English requirements. Other writing assignments complement the production of the résumé.
- Students also research post-high school plans, including on-the-job training, apprenticeships, military careers, and postsecondary education options.
- Students may participate in apprenticeship programs in tool and die-making and banking. The Federal Signal Corporation sponsors the tool and die-making program, while LaSalle Bank sponsors the banking program.

Juniors

- Self-Evaluation and Goal-Setting** Students begin the year by setting their annual goal. Throughout the year they update and review their ISCPs. They also receive information about various testing programs (e.g., PSAT, ACT, SAT, ASVAB, AP).
- Career Exploration Activity** Using information regarding interests, abilities, experiences, and values gleaned during the freshman and sophomore years, students begin a review of their career choices and compile a personal work profile which is included in their Horizon book.
- Students research an occupation using both school and community resources. They follow up the project by participating in the Community Experience Program. Students in this program visit a work site during the school day to learn about specific careers and jobs. Activities may involve observations, interviews, and tours. They are required to complete a career research worksheet which is signed by the employer and inserted into their individual Horizon books.
- Educational Exploration Activity** Each student researches an educational goal such as on- the-job training, apprenticeships, military careers, or programs offered through proprietary schools, community colleges, or four-year colleges and universities. They compare fields of study, locations, costs, financial aid, and selectivity of programs. Students prepare a tentative list of educational programs to explore during the summer vacation and begin preparation for postsecondary applications.

Parents receive a copy of the student's ISCP completed at the end of the junior year. Counselors ask parents to review the information and complete a questionnaire to evaluate their child's progress.

Seniors

Self-Evaluation and Goal-Setting	For the final time, students set their annual goal and evaluate their progress before graduation. Counselors help students review their academic progress in relation to career and school choices.
Career and Educational Plans	Counselors meet individually with students to check credits, update ISCPs, prepare or finalize post-high school plans, and conduct a final review of plans and records. Students initiate and complete applications for postsecondary education, scholarships, testing, and financial aid forms. Counselors publish a monthly senior newsletter containing information about scholarship and financial aid opportunities and related activities. At the end of the year, students complete the ISCP Decision Sheet and the Guidance Services survey.
Work-Based Activities	<p>Students update and review their résumés as necessary. As part of their senior year curriculum, they are required to participate in a work program or visit a work site through the Community Experience Program. Students participating in the tool and die-making and banking apprenticeship programs complete their internships.</p> <p>The math department sponsors a career day where businesses present seminars about various occupations or jobs. Previous presentations have included the following industries: auto body, farming, fashion design, engineering, burglar alarm systems, hobby world business, lens crafting, stained glass business, financial planning, and accounting.</p>

CONCLUDING REMARKS

We have briefly described here the features of the four programs identified through the 1998 OVAE/NCRVE exemplary career guidance and counseling programs search. To benefit more from these schools' experiences, we encourage readers to contact the representatives listed and ask questions about specific strategies and activities. Some programs use forms and curriculum materials that may be adapted or used with permission. Some have relationships with local businesses that may be replicated in other settings.

In Appendix B of this monograph, we have included a description of the 1998 Honorable Mention programs identified through the same OVAE/NCRVE search. The Honorable Mention programs were recognized for possessing some of the components of a comprehensive career guidance and counseling program. Although not as extensive as the exemplary programs, we believe that some of the strategies employed in these programs will still be useful to many. For instance, Oostburg High School's use of a Personal Individual Plan and a core support team through its Career Guidance Workbound Program is truly innovative and would be helpful to many who are seeking ways to improve or develop their work-based experiences.

A list of other relevant resources about exemplary programs, some available from NCRVE, is included in the Bibliography section. We have also included a sample copy of the application form for the exemplary career guidance and counseling program search (see Appendix A) and a directory of past winners of the search (see Appendix C).

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APPENDIX A

APPLICATION FORM FOR THE 1998 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAM SEARCH

[Adobe Acrobat \(PDF\) file](#)

APPENDIX B

1998 HONORABLE MENTION PROGRAMS

Oostburg Career Guidance Workbound Program

Ray Byerly, Guidance Counselor
Tom O'Brien, Program Coordinator
Oostburg High School
450 New York Avenue
Oostburg, WI 53070
(920) 564-2346
Fax: (920) 564-6138

Oostburg High School serves over 300 students a year of which a third participate in the Career Guidance Workbound Program. The program is a cooperative effort between the high school and the business community of Sheboygan County. Its mission is to prepare students for lifelong learning by providing them with skills for identifying, exploring, and evaluating careers that will enhance the quality of their lives.

Students in the sophomore level apply for and are interviewed prior to participation in the Workbound Program during their junior and senior years. The program provides students with a wide range of activities to help them understand all their career options and to identify those that interest them the most. They develop a Personal Individual Plan (PIP) to aid in their transition from high school to life. Students develop their PIPs with guidance from a support committee

consisting of a member of their family, an educator of their choice, and a business person from the student's area of interest. This core group meets bimonthly to review the student's progress on their PIP. In addition to the PIP meetings, students engage in other work-based learning activities such as job shadowing, development of a career portfolio, job interviews, goal setting, summer work experiences, and internships in their field of interest.

As part of its commitment, the school pays for the salary of the Workbound coordinator and makes school facilities available for use during PIP meetings. The guidance counselor coordinates the school-based career guidance and counseling activities with the Workbound coordinator. The business community, which initiated the whole partnership, shoulders the salary of the Workbound trainer and makes their businesses available for the various work-based activities such as job shadowing, internships, and summer work experiences, as well as provides a presence in the PIP meetings. Students' families, local educators, business representatives, and others from the community commit their time and resources to this program.

This program is innovative in the way it brings together the critical people in a student's life: a family member, an educator, and a business person. Over time, this core group brings coordination, consistency, and individualization to a student's career exploration and preparation.

Grand Junction Student Services

Kerry Youngblood, Executive Director
Tilman M. Bishop Unified Technical Education Campus
2508 Blichman Avenue
Grand Junction, CO 81505
(970) 255-2670
Fax: (970) 255-2650

The Tilman M. Bishop Unified Technical Education Campus (UTEC) is a secondary and postsecondary school offering technical education connecting students directly to work and/or higher education. The school provides skills training to students whose ages range from 16 to 60+. The program annually serves about 500 students from the six area high schools and from the college/adult population of western Colorado.

The goals of the Student Services Program are to build student enrollment in UTEC programs and to provide support and transitional assistance to students and staff. To meet these goals, the program (1) provides developmentally appropriate transitional services, activities, and resources to all students and (2) helps students understand the realities of work and careers. Services provided include orientation to school through visits, tours, mailings, and responses to inquiries; career counseling; enrollment management, including guidance for admissions and enrollments and assessment of academic skills, aptitudes, and interest; transition planning, career exploration and planning, and job search skill building; and support to faculty, staff, and various school and community advisory committees.

Polson High School Career Development Program

Sherry Jones, School Counselor and Career Development Program Team Leader
Polson High School
111 4th Avenue East
Polson, MT 59860
(406) 883-6315
Fax: (406) 883-6330

Beginning in 1993, Polson High School, a public school for grades 9-12, has developed and implemented a comprehensive career development program using an interdisciplinary approach that includes career pathways, job shadowing, portfolios, and service learning. The program purpose is to make education more relevant to the students, link education to the world of work, and prepare students for the 21st century.

Polson's interdisciplinary approach, called Students Aligning Interests, Learning and Studies (SAILS) involves career pathways, job shadowing for students, service learning, and job shadowing for educators. The school's curriculum is designed around programs of study of major career fields aligned with students' interests and aptitudes. Through SAILS Pathways, which is integrated into the English curriculum, students select courses leading towards identified academic and personal goals and culminates in an education/career plan. SAILS Job Shadowing matches sophomore students with an employee of a business, nonprofit organization, agency, or industry. The SAILS Serve Community program for grades 9-12 promotes personal, social, and academic growth through civic responsibility. This voluntary program encourages a partnership between the school and community that includes business representatives becoming mentors for Polson students in a service learning project. SAILS Job Shadowing for Educators provides a link to the community, impresses upon educators the current state of job demands, and incorporates workplace relevancy in the classroom.

Students develop a career development portfolio as part of the *Get a Life* program, a personal planning portfolio project of the National Occupational Information Coordinating Council and the American School Counselor Association. This portfolio is a personalized career planning journal designed to guide the career development process of students in grades 5-12. Students in the middle school begin this process with assistance from their school counselors. The portfolios follow the student from grade to grade and are eventually housed in the high school career center where students continue to add new information about themselves and their accomplishments.

During the 1997-1998 school year, seniors developed a performance portfolio to demonstrate their skills, competencies, and accomplishments. This portfolio serves as evidence of the student's competencies and achievements and supports the student's application to postsecondary schools and for employment.

APPENDIX C

1995-1997 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

Elementary and Secondary Education Programs

Area Vocational Guidance and Counseling Program

Kim K. Schock, Area Vocational Guidance Counselor

Elgin/New Leipzig Public Schools

110 NW Street, P.O. Box 70

Elgin, ND 58533

(701) 584-2374

Fax: (701) 584-3018

e-mail: kschock@sendit.nodak.edu

Career and Technology Education Career Guidance and Counseling Program

Bonny Green, Director
Katy Independent School District
Miller Career Center
1734 Katyland Drive
Katy, TX 77493
(281) 396-6000
Fax: (281) 396-6123

Career and Technology Education Guidance and Counseling

Dr. Ed Foster
Birdville Independent School District
6125 East Belknap
Haltom City, TX 76117
(817) 831-5786
Fax: (817) 838-7261
e-mail: Linda_Anderson@qm.birdville.k12.tx.us

Career and Technology Education Guidance and Counseling Program

Dr. Phillip Gilbreath, Director
Garland Independent School District
Harris Hall Administration Building
P.O. Box 469026
Garland, TX 75046-9026
(972) 494-8540
Fax: (972) 494-8541
e-mail: pagilbre@garlandisd.net

Career Guidance and Counseling Program

Glenda Taylor, Program Supervisor
Caddo-Kiowa Vocational Technical Center
P.O. Box 190
Ft. Cobb, OK 73038
(405) 643-5511
Fax: (405) 643-2144
e-mail: Gtaylor@ck.tec.ok.us

Career Guidance and Counseling Program

Doug Spielman, Counselor
Chuck Ericksen, Community Education Director
School District of Flambeau
P.O. Box 86
Tony, WI 54563
(715) 532-5559
Fax: (715) 532-5405
e-mail: dspielman@centuryinter.net

Comprehensive Career Guidance and Counseling Program

Velma Moran Garza, Counselor
Zapata High School
Box 370
Zapata, TX 78076
(956) 765-6542
Fax: (956) 765-9204

Kuna Career Counseling Program

DebAnn Rippy, Vocational Counselor
Kuna High School
1360 Boise Street
Kuna, ID 83634
(208) 922-1002
Fax: (208) 922-1026
e-mail: DebAnn@oz.sd.003.k12.id.us

Project SOAR - Success Opportunities Through Articulated Resources

Brenda Nixon, Director
Counseling/Enrollment
Metro Tech
1900 Springlake Drive
Oklahoma City, OK 73111
(405) 424-8324
Fax: (405) 424-9410
e-mail: bnixon@metrotech.org

School-Wide Counseling Program To Support Tech Prep

Dr. Anna Marie Yates, Counselor
Elk Grove High School
500 W. Elk Grove Boulevard
Elk Grove Village, IL 60007
(847) 718-4455
Fax: (847) 718-4515
e-mail: ayates@dist214.k12.il.us

Springdale High School's Career Guidance and Counseling Program

Jan Streubing
Counselor/Vocational Coordinator
Springdale Public Schools
1103 W. Emma Street
Springdale, AR 72764
(501) 750-8883
Fax: (501) 750-8897
e-mail: jstreubi@jcf.jonesnet.org

The Career Connection's Foundation: The Career Planning System

Lisa Guess, Career Connection Specialist

Volusia County Schools

200 N. Clara Avenue

Brewster Center

DeLand, FL 32721-2118

(904) 734-7190 x4768

Fax: (904) 738-6963

Van Buren Intermediate School District's Comprehensive Career Guidance Program

Donald Oendorf, Administrator for Special Programs

Van Buren Intermediate School District Vocational-Technical Center

250 South Street

Lawrence, MI 49064

(616) 674-8001

Fax: (616) 674-8726

e-mail dolend@vbisd.org

Postsecondary Education Programs

Allied JOBS Program (formerly JOBS Program--OWLS [Older, Wiser, Learning Students])

Ruth Sutton, Director

Northeastern Oklahoma A&M College

P.O. Box 3989

200 I Street Northeast

Miami, OK 74353

(918) 540-6361

Fax: (918) 540-6362

e-mail: rhsutton@neoam.cc.ok.us

Career Development and Transfer Center (formerly Career Development Center)

Debra Louie, Counselor/Coordinator

San Joaquin Delta College

5151 Pacific Avenue

Stockton, CA 95207

(209) 954-5693

Fax: (209) 954-5680

e-mail: jhinds@sjdccd.cc.ca.us (Joan Hinds)

Career Planning and Employment Services

Gerry Hough, Director

Parkland College

2400 W. Bradley Avenue

Champaign, IL 61821-1899

(217) 351-2536

Fax: (217) 351-2882

e-mail: ghough@parkland.cc.il.us

The Pathway Program

Traci Clinton, Coordinator
St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, FL 33733
(727) 341-3767
Fax: (727) 341-3770
e-mail: clinton.traci@voyager.spjc.cc.fl.us

Shared Counselor Partnership Program

Vicki Stanfield, Program Director
North Harris College
700 W. W. Thorne Drive
Houston, TX 77073
(281) 618-5434
Fax: (281) 618-5402
e-mail: stanfiv@nhc.nhmccd.cc.tx.us

Student Services/Counseling Program

Michael Crehan, Counselor
Renton Technical College
3000 NE 4th Street
Renton, WA 98056
(425) 235-5840
Fax: (425) 235-7832

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