

Updated March 2018

 Criterion 4 - Exhibit A

**Northeastern NC Works Pathways Comprehensive Career Guidance and Counseling**

**Best Practice Activities Grades 6 – Adult**

Updated 3.16.2018

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|  | **Self-Awareness** |
|  **Middle School****Mi** | 1. Investigate self-awareness activities in “Making Tracks” career magazine. **(6-8)**
2. Conduct role playing scenarios (e.g. personality type, values, conflict management/bullying) **(6-8)**
3. Use the “Skills to Pay the Bills” lessons (6 lessons, perhaps two lessons per grade level) **(6-8)**
4. Use the “Who Am I” lessons from the middle school career development course **(8)**
5. Have personal conversations with students to link academic and aptitude strengths and challenges with future career interests/goals **(8)**
6. Print student interests responses in ACT EXPLORE and go to CFNC to research learning styles. **(8)**
7. Administer a learning style inventory **(8)**

8. Encourage students to join career and technical student organizations (CTSOs) **(6-8)** |
| **High School** | 1. Use personality assessments and inventories to explore self-awareness (9-10)
2. Use the interest inventory from the ACT PLAN assessment (10)
3. Use the interest inventory from CFNC (9-12)
4. Conduct role playing scenarios (e.g. personality type, values, conflict management/bullying, team building and reality check activities) (9-12)
5. Use class meetings (where available) or other counseling sessions to emphasize the link between academic and aptitude strengths, and challenges with future career interests/goals (e.g. GPA) (9-12)
6. Provide CTE specific training (clusters, poverty, curriculum, concentrator) for counselors and CDCs (9-12)
7. Conduct a session with students to explore self-awareness using the results of the ASVAB (11-12)
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| **Community College** | 1. Use the following tools -  CFNC interest inventories Myers-Briggs Inventory Occupational Outlook  O-NET activities ABLE (Adult Basic Learning Exam) Traitify CASAS CRC (Career Readiness Certification) scores Career CoachNCDPI Career Cluster Manuel Research |
| **Workforce Dev. Board** | **Adults**1. Use the following tools – CFNC interest inventories; CRC scores, NCWorks Self-assesments tools, O-NET activities, TABE (Test of Adult Basic Education), Traitify | **Non-adults** 1. Use the following tools – CFNC interest inventories; CRC scores, ACT Interest Inventory, SAT scores, NCWorks Self-assesments tools, ONET activities, “My Next Move,” TABE, Traitify, CTE/Open House |
|  | **Career Awareness, Exploration, and Goal Setting** |
| **Middle School****Mi** | 1. Hold a career fair or STEM Day; incorporate a poetry or poster contest **(6-8)**
2. Encourage membership in CTSO’s **(6-8)**
3. Set up web based accounts (i.e. CFNC) **(7-8)**
4. Provide career based field trips/virtual field trips **(7-8)**
5. Invite business/industry guest speakers **(7-8)**
6. Invite post-secondary education guest speakers **(7-8)**
7. Discuss the results of the ACT EXPLORE Assessment **(8)**
 | 8. Initiate High School CFNC Portfolio (cluster/course selection) **(8)**9. Conduct career counseling lessons (e.g. goal setting, importance of staying in school, links between course selection and career interests, etc.) **(8)**10. Explore careers through websites like Bigfuture and Career Cruising—F4k **(8)**11. Participate in shadowing experiences like Groundhog Shadowing or go to work for a day **(8)**12. Initiate individual career development plans **(8)** |
| **High School** | 1. Visit all English classes (9-12) or other subjects in which the entire grade level can be exposed, and work with students on the following: update CFNC accounts; update career development plans; LSI update; take a career interest inventory; portfolio updates (e.g. awards, test scores, community service); and match “Career to College to Degrees” to Job Outlook **(9-12)**
2. Organize cluster based career fairs **(9-12)**
3. Involve students in industry internships as well as community volunteering and service projects **(9-12)**

4. Organize virtual/face-to-face college tours (2yr/4yr) **(9-12)** | 5. Coordinate with local community college for college fair and college reps in  classrooms **(9-12)**6. Establish a career awareness Speakers Bureau **(9-12)**7. Utilize O\*Net **(9-12)**8. Partner with Community College in sponsoring a learning about careers  event for students and parents **(9-12)**9. Encourage membership in CTSO’s **(9-12)**10 .Provide virtual and face-to-face job shadowing opportunities **(10-12)**11. Begin college application process; host financial aid workshops **(11-12)** 12. Career based senior projects **(11-12)** 13. Host career/STEM days **(9-12)** |
| **Community College** |  1. Utilization of career coaches where available 2. Focus orientation activities to include career awareness, exploration and goal setting 3. Open communication and sharing (i.e.. GRAD data; student career plans) between high school and community college counselors  4. Structured one on one counseling focused on goal setting 5. STEM Fair 7. Career Forums with Chamber of Commerce 8. Campus tours 9. Internships/Co/ops |
| **Workforce Dev. Board** | **Adults** 1. Job fairs 2. Work mentoring through Title V program 3. Utilize ONET activities 4. Work First shadowing activities5. Utilization of community college instructors to hold workshops  6. OJT 7. NCWorks.gov research/activities8. Financial literacy workshops | **Non-adults**1. Industry shadowing2. Money management/budgeting workshops3. Career Scope4. Company tours5. OJT6. Entrepreneurship workshops7. HRD classes  |
|  | **High School Course Selection and Post-Secondary Planning** |
| **Middle School****Mi** | 1. Link activities in the **self-awareness** and **exploration** sections above to H.S. and post-secondary planning (CFNC, job fairs/career expos, EXPLORE, etc.) **(6-8)**
2. High school tours **(8)**
3. Initiate H.S. course selection work with Career Development Plan **(8)**
4. Use the ACT EXPLORE assessment report to guide H.S. course selection **(8)**
5. Team Career Development Coordinators with counselors in conducting the H.S. course registration process **(8)**

6. Assist in planning and encourage participation in high school orientations, parent nights, CTE displays, etc.) **(8)**  |
| **High School** | 1. Use the “A Look at Me” lessons in the Career Management Course Bureau **(9-10)**
2. Develop and utilize career cluster commitment letters and contracts **(9-10)**
3. Use ACT PLAN assessments and questionnaires in the planning process **(10)**
4. Student-parent meetings to discuss the link between course selection, assessment results, college articulation, post-secondary planning and career interests **(9-12)**
5. CDC and counselors work as a team to establish one-to-one guidance relationships with students-review and discuss post-secondary opportunities, ASVAB, PSAT, SAT, ASSET, Work Keys, ACT **(9-12)**
6. Use related tools in CFNC and F4k (Career Cruising) **(9-12)**
7. Sponsor Lunch and Learn Lab and/or Power Lunches—focus on “soft” and “technical” skills **(9-12)**
 | 1. Organize Career Fairs, Curriculum Fairs, College Days and College Weeks (involving all teachers/ staff) **(9-12)**
2. Expand certification programs **(9-12)**
3. Prepare a “College Articulation” lesson to be taught by all CTE teachers the first week of school and discuss Career College Promise options **(9-12)**
4. Hold encouragement rallies (guest speakers, pep rallies) **(9-12)**
5. Develop a mentoring program **(9-12)**
6. Plan multilingual awareness advertising campaign with supportive media strategies **(9-12)**
7. Develop strategies that encourage and recognize credentials **(9-12)**
8. Institute an upper class mentor program **(11-12)**
9. Expand job shadowing and internship programs **(11-12)**

17. Assist students with registering CRC credential **(12)**18. Coordinate local com. college/post-secondary reps. class visits **(9-12)**19. Parent nights **(9-12)** 20. Financial aid workshops **(11-12)** |
| **Community College** | 1. Individual counseling sessions 2. Assignment of student advisors3. Articulated credit4. Credit for industry certifications earned while in H.S.5. Utilizing SAT/ACT and pre-ACT scores  |
| **Workforce Dev. Board** | **Adult**1. Career fairs2. Curriculum fairs3. STEM fairs | **Non-adults**1. Career fairs2. Curriculum fairs3. STEM fairs |
|  |  **Personal/Employability Skills Development** |
| **Middle School****Mi** | 1. Conduct ethics sessions (i.e. desired character traits, team building, problem solving, etc.) using role playing, simulations and guest speakers **(6-8)**
2. Develop assessment rubrics to provide students feedback on “soft” skills related to assigned projects, presentations, mock interviews and work-based learning experiences (i.e. speaking, team work, pride in outcome, being prepared, punctuality, etc.) **(7-8)**
3. Prepare students for work based learning explorations (shadowing, lunch/learn, field trips, guest speakers) through role scenarios. **(7-8)**
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| **High School** | 1. Develop assessment rubrics to provide students feedback on “soft” skills related to assigned projects, presentations, mock interviews and work-based learning experiences (i.e. speaking, team work, pride in outcome, being prepared, punctuality, etc.) **(9-12)**2. Encourage membership in CTSO’s **(9-12)**3. Organize a school-wide “Work Day” where students come in professional dress, learn about careers, focus on soft skills, resume writing, job applications and interviewing skills **(9-12)**4. Provide mini lessons on workplace responsibility, e.g. on time, bring prepared, pride in outcome, etc. **(9-12)**5. Organize a full range of work based learning experiences providing specific instruction and feedback on personal and employability skills, e.g. guest speakers, lunch/learn sessions, field trips, job shadows, internships, apprenticeships, entrepreneurial workshops. **(9-12)**6. Utilize KeyTrain/Workkeys soft skills assessments, and NC-Net Employability Skills Resource Tool Kit (free) **(9-12)** | 7. Develop and utilize video clips from local businesses sharing “business expectations” **(9-12)**8. Provide workshops/sessions on job readiness and “soft” skills, e.g. resume writing, cover letters, mock job interviews, workplace ethics scenarios. **(11-12)**9. Define and target emphasis on specific locally identified high need soft skills, e.g. workplace responsibility, teamwork public speaking, etc. **(11-12)** 10. Require students to make professional presentations, e.g. Graduation Projects **(11-12)** 11. Utilize employability skills instructional materials from NC REAK **(9)**12. Involve students in industry internships as well as community volunteering and service projects. **(11-12)** 13. Implement the “Working Smart” soft skills program **(11-12)**14. Adopt SkillsUSA model of common “common career language across the curriculum” **(9-12)** |
| **Community College** | 1. HRD soft skills curriculum2. JLAC (Juniors Learning About Careers)3. ACA soft skills curriculum4. Utilizing CORD Employability Skills Tool Kit5. Service projects6. Career Readiness Certificates (CRCs)7. SkillsUSA |
| **Workforce Dev. Board** | **Adult**1. Job Shadows/Internships/OJT2. “Working Smart” program3. Career Center training based on specific employer feedback/needs4. Apprenticeships5. Volunteering/service projects6. Resume writing and interview skills | **Non-adult**1. Job Shadows2. “Working Smart” curriculum3. Work Experiences (job shadows, etc.)4. OJT |