

# ED347493 1992-12-00 The National Career Development Guidelines. ERIC Digest.

ERIC Development Team

[www.eric.ed.gov](http://www.eric.ed.gov)

## Table of Contents

If you're viewing this document online, you can click any of the topics below to link directly to that section.

<a href="#">The National Career Development Guidelines. ERIC Digest.....</a>	1
<a href="#">WHAT ARE THE NATIONAL GUIDELINES?.....</a>	2
<a href="#">STATE-LEVEL APPLICATIONS.....</a>	3
<a href="#">BENEFITS OF COMPREHENSIVE PROGRAMS.....</a>	4
<a href="#">HOW CAN YOU USE THE NATIONAL GUIDELINES?.....</a>	5
<a href="#">REFERENCES.....</a>	5



**ERIC Identifier:** ED347493

**Publication Date:** 1992-12-00

**Author:** Miller, Juliet V.

**Source:** ERIC Clearinghouse on Counseling and Personnel Services Ann Arbor MI.

## The National Career Development Guidelines. ERIC Digest.

THIS DIGEST WAS CREATED BY ERIC, THE EDUCATIONAL RESOURCES INFORMATION CENTER. FOR MORE INFORMATION ABOUT ERIC, CONTACT ACCESS ERIC 1-800-LET-ERIC OVERVIEW

The National Career Development Guidelines is one of several initiatives that has

supported the expansion of state-level career development capacity and comprehensive, competency-based career guidance programs in various local program settings. This initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), has provided leverage funding to states to support the development and improvement of comprehensive career development programs. It has combined with other program improvement incentives such as Carl D. Perkins Vocational Education Act funds, state efforts to develop goals and models for career guidance, and local-level interest in making guidance more accountable and programmatic. Over 40 states have used the National Career Development Guidelines as part of a comprehensive state-wide strategy. This Digest will summarize major activities of this initiative and suggest resources for those who wish to use the Guidelines.

## WHAT ARE THE NATIONAL GUIDELINES?

NOICC undertook its National Career Development Guidelines initiative to support and encourage activities designed to strengthen and improve comprehensive, competency-based career guidance programs. Several program settings are addressed including schools, colleges, human services agencies, community organizations and businesses.

The National Career Development Guidelines initiative was launched in 1987 and the Guidelines were developed in collaboration with the professional career counseling community, local program administrators, counselor educators and state guidance supervisors. Coordination with similar efforts by professional organizations, career development researchers, and state departments of education was stressed. Several advisory and technical assistance groups were formed to ensure broad input from researchers, professional leaders and practitioners.

The Guidelines focus on three broad areas of program excellence including (1) program participant competencies, (2) organizational capabilities, and (3) personnel requirements. The program participant competencies and indicators describe suggested program outcomes and are organized around three areas including:



\*Self-knowledge--Self-concept, interpersonal skills, and growth and development;



\*Educational and Occupational Exploration--Relationship between learning and work, career information skills, job seeking, maintenance and advancement skills, and impact of social and labor market change on career; and



\*Career Planning--Knowledge of decision making, planning for diverse life roles, gender issues in career, and applying career planning skills.

These competency areas address program outcomes for elementary, middle school, high school, and adult levels. The organizational capabilities describe the structure and support needed for quality programs including administrative commitments, facilities, materials, and equipment. The personnel requirements list the staff requirements and competencies needed by counselors and other career development personnel to deliver comprehensive programs.

Five Local Handbooks (National Occupational Information Coordinating Committee, 1989) present the National Guidelines and a suggested program improvement process for elementary school, middle/junior high school, high school, postsecondary and community and business organizations. A Trainer's Guide (National Occupational Information Coordinating Committee, 1989) can be used to train local staff to use the Guidelines.

## STATE-LEVEL APPLICATIONS

NOICC made grants to 28 states to encourage use of the Guidelines. These grants funded state advisory committees, the development and dissemination of state-level guidelines, and local pilot sites. In addition to NOICC grants, states have used other funding sources such as Federal vocational education and JTPA funds, state educational reform funds, local program funds and business-education partnership support. Many states have developed comprehensive state models and are engaged in a variety of activities to support the improvement of local programs.

California used the National Career Development Guidelines to implement its mandated matriculation guidelines to improve the transition from community colleges to four-year colleges. This activity resulted in improved career counseling and individualized matriculation plans for each student (Chancellor's Office, 1990).

Florida's Commissioner of Education endorsed the Blueprint for Career Preparation that includes recommended career development goals based on the National Guidelines (Florida Department of Education, 1988). A Resource Guide (Florida Department of Education, 1990) describes books, software, kits and materials keyed to students competencies recommended in the Blueprint.

Idaho's comprehensive state model combines the National Guidelines with other models and has been implemented using a ten-year plan (Idaho Department of Education, 1988). Currently, Idaho is developing an adult level model.

Michigan worked to coordinate the Guidelines with the employability skills effort and to focus on developing an activity guide for the middle school level (Michigan Department of Education, 1990).

Nebraska developed a program handbook that suggested activities for the Guidelines competencies and indicators (Nebraska Department of Education, 1989). The product has been expanded and revised by the Vocational Studies Center at the University of Wisconsin-Madison.

New Jersey used a local pilot site (Neptune Township Public Schools, 1990) to develop a career guidance curriculum in keeping with its emphasis on local control of education. This curriculum has provided a model for other districts in the state.

Oregon emphasized integrating career information into high school career development program. The publication, "Schoolwork, Lifework" (Oregon Occupational Information Coordinating Committee, 1989), provides specific guidance activities to ensure that use of career information is linked to the Guidelines competencies.

## BENEFITS OF COMPREHENSIVE PROGRAMS

A major purpose of the National Career Development Guidelines is to encourage the evaluation of career guidance programs based on student outcomes. Use of the Guidelines results in a program plan which specifies how student competencies will be measured. The Ohio Department of Education (1989) has provided an example of how various districts are evaluating specific student outcomes. There are also benefits for staff. In a report on the four original pilot states, Miller (1991) reported on the following benefits of comprehensive programs.

**ADMINISTRATORS.** The three highest ratings were for "better understanding the benefits of career guidance programs, better understanding the student outcomes that resulted from our program, and better understanding how career guidance is related to and supports current educational priorities." Other areas that showed high benefit were "better able to communicate about program to other groups and more willing to fund career guidance programs."

**COUNSELORS.** The two highest ratings were for "more clearly defined role and functions, and clearer understanding of the program goals." Other areas that showed high benefit were "contact with greater number of students, contact with students are more apt to focus on developmental rather than crisis needs, more involved in teaming with other staff, updated skills in career area, and more likely to act as a resource person to teachers and others."

**TEACHERS AND FACULTY MEMBERS.** The highest rated benefit was "better able to relate career concepts to other programs, such as at-risk or drug-free schools programs." Other benefits that received high ratings included "more clear about relevance of their curriculum areas for occupational areas, increased communication with counselors, and better able to incorporate career concepts in their curriculum and instruction."

## HOW CAN YOU USE THE NATIONAL GUIDELINES?

Here are some steps you can take to access and use materials that were developed through the National Career Development Guidelines initiative.

**ACCESS MATERIALS IN ERIC.** The following list of references provides a starting point to learn more about the National Career Development Guidelines and state-level products that are keyed to the Guidelines.

**CONTACT YOUR SOICC DIRECTOR.** Ask the Director of your State Occupational Information Coordinating Committee for information about these initiatives and about other SOICC activities. Also, contact your State Guidance Supervisor for information about state-level guidelines and activities related to career guidance.

## REFERENCES

Chancellor's Office. (1990). California plan for career-vocational education: Part II-Implementation strategies. Sacramento: California State Department of Education. (ERIC Document Reproduction Service Number ED 301 277)

Florida Department of Education. (1988). Blueprint for career preparation. Tallahassee: Author. (ERIC Document Reproduction Service Number ED 353 127)

Florida Department of Education. (1990). Resource guide for the blueprint for career preparation. Tallahassee: Author. (ERIC Document Reproduction Service Number ED 332 009)

Idaho Department of Education. (1988). Idaho comprehensive guidance and counseling program model. Boise: Author. (ERIC Document Reproduction Service Number ED 321 180)

Michigan Department of Education. (1990). Life/career development middle school learning activities. Lansing: Author. (ERIC Document Reproduction Service Number ED 322 371)

Miller, J.V. (1991). Lessons from the local pilot sites. In *The National Career Development Guidelines: Progress and Possibilities*. NOICC Occasional Paper No. 3. Washington, DC: National Occupational Information Coordinating Committee.

National Occupational Information Coordinating Committee. (1989). National career development guidelines: Local handbook. Washington, DC: Author. (ERIC Document Reproduction Service Number: Elementary School Level--ED 317 879; Middle School/Junior High School Level--ED 317 878; High School Level--ED 317 877; Postsecondary Level--ED 317 876; Community and Business Organizations--ED 317

875)

National Occupational Information Coordinating Committee. (1989). National career development guidelines: Trainer's guide. Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 874)

Nebraska Department of Education. (1989). Nebraska career guidance program handbook. Lincoln: Author. (ERIC Document Reproduction Service Number ED 314 693)

Neptune Township Public Schools. (1990). Career guidance lesson plans for grades K-12. Neptune, NJ: Author. (ERIC Document Reproduction Service Number ED 324 537)

Ohio Department of Education. (1989). Effects of career guidance: 1988-1989. Columbus: Author. (ERIC Document Reproduction Service Number ED 314 643)

Oregon Occupational Information Coordinating Committee. (1989). Schoolwork, lifework: Integrating career information into high school career development programs. Salem: Author. (ERIC Document Reproduction Service Number ED 323 340)

-----

Juliet V. Miller, Ph.D., NCC, LPC, has served as the Lead Consultant to NOICC on the National Career Development Guidelines Initiative. She also maintains a career counseling practice.

-----

This Digest was developed by the ERIC Clearinghouse on Counseling and Personnel Services (CAPS) with funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract number RI88062011. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education.

---

**Title:** The National Career Development Guidelines. ERIC Digest.

**Document Type:** Information Analyses---ERIC Information Analysis Products (IAPs) (071); Information Analyses---ERIC Digests (Selected) in Full Text (073);

**Available From:** ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

**Descriptors:** Career Development, Career Guidance, Competency Based Education, Elementary Secondary Education, Financial Support, State Programs

**Identifiers:** ERIC Digests, National Career Developmental Guidelines

###



[\[Return to ERIC Digest Search Page\]](#)