

# Guidance and Career Development Division

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## Greetings from your Division Vice-President—Dr. Raymond Davis, Jr.



Here we grow!

I am delighted to share with you the news that the ACTE School-to-Work/Careers (STW/C) Section will merge with the Guidance and Career Development (G&CD) Division on July 1, 2014! Our Division sends a hearty welcome to all STW/C professionals as we begin the merger with an eye on VISION 2014 in Nashville. A special thanks to the Division's Policy Committee, STW/C's President Chris Droessler, and to the ACTE staff who made this merger possible.

Towards this merger, we are currently making plans to enhance programming, networking, and professional development experiences in Nashville to accommodate the needs of our Division's new STW/C members. This includes: our popular G&CD Opening Session (featuring Dr. Jim Stone), a "double session" of roundtable sessions, thirty career guidance-specific workshops, a reception with the Administration Division as well as our second annual "Guidance/Administrators Panel" on CTE and the role of guidance, our time with the US Army leadership, our G&CD Hospitality Room (sponsored by Kuder, Inc.), and our G&CD Blue Book highlighting all guidance-related programming and networking at VISION 2014! **Early registration deadline is July 7.** We hope to see you there!

Thanks to the superb work of South Dakota's Steve Beutler, we have new and exciting resources for all CTE professionals (especially us Guidance folks!). Steve chairs our professional development efforts on our G&CD Policy Committee and has worked with many members to compile an incredible "members-only" website with links to a very comprehensive array of career guidance resources, videos, lesson plans, assessments, and postsecondary transition tools that you 'll want to bookmark.

Our Guidance and Career Development Division's Policy Committee is currently seeking members who want to be involved. If you have wanted to become more active in the governance of our Division, I urge you to reach out to us and let us know. We'll gladly forward to you our G&CD Involvement Form to be considered for a leadership position in Guidance and Career Development Division. Send an email to Daralyn Loveless, our Marketing and Membership chair at [daralyn.j.loveless@westernheights.k12.ok.us](mailto:daralyn.j.loveless@westernheights.k12.ok.us)

I want to urge you to renew your membership in our Division. Our Division is working diligently to showcase the value of a well-defined guidance and career development delivery for CTE students...we need you to help! Plan to join us in 2014-15 at VISION 2014 in Nashville, the National Policy Seminar in Washington (early March), and each week online on the many ACTE discussion blogs.

Here's wishing you a happy, health, safe, and restful summer!

*Ray*

Ray Davis, Ph.D.  
Vice-President  
ACTE Guidance and Career Development Division

## BEST PRACTICES

### Delivering Career Guidance in Elementary and Secondary School in South Carolina Ray Davis, PhD

**K-5 Career Guidance:** Mellichamp Elementary School in Orangeburg Consolidated School District Five was selected in 2004 as one of three national runners-up for the National "ABC's of Career Guidance Awareness and Exploration Award" from the National Consortium for State Guidance Leadership (NCSGL). The success of this school is accentuated by the fact that over 90% of the students enrolled are on free or reduced lunch due to the poverty level. Working with the State Department of Education's Office of Career and Technology Education, Instructional Television (ITV) produced this segment with ETV to showcase how career guidance is an integral part of the elementary school curriculum.

<http://knowitall.scetv.org/careerraise/guidance/programs.cfm?programID=512>

**Middle School Career Guidance:** Here's a four-part series entitled *Outstanding Career Guidance in Middle Schools* that, I filmed at Forestbrook Middle School, in Myrtle Beach, SC. It explores such topics as administrative support for career guidance, community involvement, parental involvement, transitions from elementary and to high school from middle school, as well as collaborative partnerships guidance offices need to succeed in delivering programs of study.

<http://knowitall.scetv.org/careerraise/guidance/series.cfm?seriesID=101&pdate=on>

**High School Career Guidance:** This segment of *Carolina Careers* focuses on how Greenville (SC) County School District's Hillcrest High School career guidance program and staff works with teachers, community leaders, and post secondary institutions to create a vibrant career guidance program based around the use of the Individual Graduation Planner (IGP). This collaborative approach features success that students have experiences in high-skill career pathways in Agriculture, Food, and Natural Resources Career Cluster such as pre-vet, turf management, and horticulture classes.

<http://knowitall.scetv.org/careerraise/guidance/programs.cfm?programID=595>

**Barriers to Career Decision-Making, Part One and Two:** Ever worked with students who seem "stuck" in their career decision-making process? Raychelle Lohmann, a school counselor and noted author at South Carolina's Hilton Head High School's, presents "*Barriers to Career Decision-Making, Part One and Two*." This workshop is a "must-see" for all career specialists and school counselors working with students and parents during Individual Graduation Plans counseling sessions.

Part One:

<http://knowitall.scetv.org/careerraise/guidance/programs.cfm?programID=649>

Part Two: <http://knowitall.scetv.org/careerraise/guidance/programs.cfm?programID=699>



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## **NEW GEORGETOWN REPORT FINDS THAT OF 4 MILLION JOB OPENINGS POSTED ONLINE, 2 MILLION ARE FOR COLLEGE GRADUATES**

*Three out of five online job advertisements are for white-collar professional and STEM occupations*

(Washington, D.C., April 23, 2014) – More than 80 percent of job openings for workers with a bachelor's degree or better are posted online, compared to less than 50 percent of job openings for workers with less education\*, according to a new report from the Georgetown University Center on Education and the Workforce.

The report analyzes the demand for college talent in the job market by examining online job advertisements for college degree-holders by education requirement, occupation, industry, and state.

Sixty-one percent of online job openings for college graduates are in white-collar professional occupations (33%) and STEM occupations (28%), which together account for over 1.1 million job openings posted online of the 1.9 million total online job openings for college graduates:

- Managerial and professional office (606,000 ads)
- STEM (507,000 ads)
- Sales and office support (254,000 ads)
- Healthcare professional and technical (200,000 ads)
- Education (101,000 ads)
- Community services and the arts (94,000 ads)
- Food and personal services (43,000 ads)
- Blue-collar (40,000 ads)
- Social science (8,000 ads)
- Healthcare support (5,000 ads)

"As the economy continues to recover from the recession, employers are looking for college graduates who can fill jobs in STEM, management, and professional fields," said Tamara Jayasundera, a co-author of the report.

As seen in online job ads, the most in-demand white-collar professional jobs are:

- Accountants and auditors (50,000 ads)
- Medical/health services managers (47,000 ads)

The most in-demand STEM jobs advertised online are:

- Applications software developers (125,000 ads)
- Computer systems analysts (48,000 ads)

The full report, executive summary, and technical report for *The College Labor Market: Where the Jobs Are* are available online at <http://cew.georgetown.edu/onlinejobmarket>.

# CTE: Education for a Strong Economy

STATE DIRECTORS  
National Association of State Directors  
of Career Technical Education Consortium

Association for Career  
and Technical Education  
**ACTE**



For nearly a century, career and technical education (CTE) programs across the United States have focused on equipping students with technical and life skills to help them become productive citizens. Now more than ever, CTE programs are needed to help ensure the strength of our workforce, global competitiveness and the economic health of our nation.

## Overview

The federal role in "vocational" education began as a way to prepare students for the newly industrialized workplace. Over the years, the program has evolved to match the needs of the changing economy, focusing on postsecondary as well as secondary education while giving students skills they can use throughout their careers.

In 2006, the language "vocational and technical" was updated to "career and technical" education. This transition was more than just a name change. It represented a fundamental shift in philosophy from CTE being for those who were not going to college to a system that prepares students for both employment and postsecondary education. The integration of academic and technical education programs was strengthened, further emphasizing the goal of ensuring that students who participate in CTE are taught the same rigorous content aligned with challenging academic standards as all other students. With all school programs now adhering to the same academic standards, the separate "track" system that has stigmatized CTE is disappearing.

CTE programs are organized into 16 Career Clusters,<sup>1</sup> or similar occupational groupings, that identify the knowledge and skills students need as they follow a pathway to their goals. Once students choose the pathway they want to follow, the career-specific instruction they receive can lead to a high school diploma, an industry-recognized credential, a certificate or a college degree. The Career Clusters' framework serves as an instructional and guidance model that provides students with a seamless transition from high school to postsecondary and work opportunities.

### Traditional Vocational Education

- For specific students
- Limited program areas offered
- Separate "track" with a focus on technical education
- High school focused
- Students trained with focus on specific occupational skill set

### New Career and Technical Education

- For all students
- 16 Career Clusters and 79 pathways offered
- Integrated with academics in a rigorous and relevant curriculum
- High school and post-secondary partnerships providing pathways to employment and/or associate, bachelor's and advanced degrees
- Progression of foundational, pathway, occupational and 21st century skills

## The Benefits of CTE

CTE has always evolved in response to economic needs in our communities. Today, CTE is a major part of the solution to myriad national economic and workforce problems, such as high school dropout rates, a weakened economy, global competitiveness and massive layoffs.

**Dropout Prevention:** CTE students are more motivated and interested in their coursework because of its connection to the real world and, as a result, less likely to dropout.<sup>2</sup> In a recent report for the Gates Foundation, the majority of respondents (81%) reported that more learning opportunities which make the classroom relevant



# ArmyEdSpace

STRONG STUDENTS  
STRONG FUTURES  
STRONG NATION



## ArmyEdSpace Overview

[www.ArmEdSpace.com](http://www.ArmEdSpace.com) is your resource for Army and education and demonstrates the U.S. Army's deep commitment to America's educators and to the development and training of our Nation's young people. The Army's Education Initiative mission is to motivate, educate, train and develop America's youth to become the leaders, decision makers and civic contributors of tomorrow and this site supports that mission.

### ABOUT THE SITE

The U.S. Army's education Web site, [www.ArmEdSpace.com](http://www.ArmEdSpace.com), provides students, parents, educators and Soldiers with access to a wide variety of free Army resources, programs and areas of support. Whether considering the military as a future option or learning more about the no-cost programs available, the site is designed to familiarize users with a variety of educational opportunities and effective tools to empower the youth of America to make informed decisions regarding their future.

### RESOURCES YOU WILL FIND

#### Educational Programs

The site offers a [comprehensive list](#) of U.S. Army-sponsored programs and key partnerships, including information and resources dedicated to: career exploration, citizenship, education enrichment, higher education, and science and technology. This section is designed specifically for educators, students, parents and Soldiers.

#### Scholarship & Internship Opportunities

ArmyEdSpace offers information on paying for college and includes a detailed list of scholarships offered by the U.S. Army.

#### News & Updates

The ArmyEdSpace Newsroom offers a [comprehensive collection](#) of featured education articles, news about the Army's Education Initiative and interviews with people who are impacting education.

#### Army & Education Facts

The site hosts information about the state of education in America and the Army's strong commitment to and involvement with education in the "Fast Facts" section. [Facts](#) range from Army dollars spent on post-secondary education for today's Soldiers to the disparity in pay between someone with a college degree and someone without.

#### Multimedia

The multimedia section contains photo and video highlights from Army education and partner events.

#### Educator Toolkit

ArmyEdSpace hosts an [educator toolkit](#) that is designed to equip education professionals with information about the Army's no-cost educational programs and resources.



# What Is A Credential?

Association for Career and Technical Education



**E**ducation- and work-related credentials are important milestones for many individual career pathways. Both at the secondary and postsecondary level, students have the opportunity to earn credentials that verify skill mastery, educational attainment, and the authority to perform a task or operation—conveying real economic benefits in the labor market. Credentials are also valuable to employers, allowing them to determine the skill or education level of job applicants without having to perform an assessment for each one.

## TYPES OF CREDENTIALS

An education- and work-related credential can be defined as a verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials (U.S. Department of Labor, 2010). The term credential encompasses educational certificates, degrees, certifications, and government-issued licenses.

### Certificate

Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain.

### Certification

Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.

### License

A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations. A license can be obtained by



Educators learned skills students need to succeed in manufacturing careers in Horry County SC. Educators visited AvCraft, Pittsburgh Institute for Aeronautics and MetGlas.



## [Where the Middle-wage Jobs Live](#)



Data points to a growing demand for middle-skill, middle-wage jobs in certain CTE fields; middle-wage jobs are most prevalent in Wyoming, Iowa, North Dakota and Michigan.

Posted by CTE Policy Watch at 6/10/2014 10:30:51 AM

## [Senate Appropriators Take Up Perkins Funding Bill This Week](#)

This week, the Senate Appropriations Committee will unveil the Labor, Health and Human Services, and Education appropriations bill, which will include Perkins funding for Fiscal Year (FY) 2015.

Posted by CTE Policy Watch at 6/9/2014 3:26:37 PM

## [Better Data for Postsecondary Decision-making](#)

Student and parents are increasingly paying attention to postsecondary employment and earnings outcomes, reports a new publication from CLASP.

Posted by CTE Policy Watch at 6/6/2014 1:44:11 PM

## [Representatives Introduce Career Exploration Bill](#)

Limited Perkins funding often leaves funds for career exploration scarce, a bill from Rep. Kurt Schrader seeks to support CTE exploration programs for middle and high school students.

Posted by CTE Policy Watch at 6/4/2014 3:45:27 PM

## [Making Career Readiness Count](#)

States are turning their attention to career readiness indicators, but more action is needed to demonstrate that career readiness is a priority and to share the right information with those who need it.

Posted by CTE Policy Watch at 6/4/2014 3:44:53 PM

## [Webinar: Dissecting WIA Reauthorization Deal](#)

Experts from leading workforce organizations held a webinar on June 3 to walk through WIOA for interested stakeholders and to explain what it means for the nation's workforce system.

Posted by CTE Policy Watch at 6/4/2014 3:24:51 PM

## [ACTE Holds School Visit for Hill Staff](#)

In conjunction with the Senate Career and Technical Education Caucus, ACTE held a visit for Senate education staff at a CTE school in the DC area.

Posted by CTE Policy Watch at 5/30/2014 11:46:35 AM

## [The Condition of Postsecondary Education](#)

The National Center for Education Statistics' Condition of Education 2014 explores a number of broad trends in education using the latest data available, including postsecondary enrollment, fields of study and completion.

Posted by CTE Policy Watch at 5/29/2014 5:30:20 PM

**ACTE Position Paper**  
**The Contributions of Comprehensive Guidance and Counseling Programs**  
**to the College and Career Readiness of all Students**

- ACTE endorses the reconceptualization of guidance and counseling from a position/services orientation to a comprehensive program that is an integral part of the overall education system, serving *all* students and their parents or guardians.
- ACTE also endorses comprehensive guidance and counseling program terminology *and* supports the work of local school districts and their professional school counselors to develop, implement, and evaluate systematic and unified programs of guidance and counseling activities and services that serve *all* students and their parents or guardians.
- ACTE recognizes and supports comprehensive guidance and counseling program models for implementation that have been developed by state departments of education, local school districts, and guidance and counseling-related professional associations, and ACTE believes comprehensive guidance and counseling programs should be implemented in all elementary, middle, and high school across the country.
- ACTE recognizes the importance and need for local, state, and national leadership, policy, and resources to accomplish the goal of implementing comprehensive guidance and counseling programs in all elementary, middle, and high schools across the country.
- Due to the rapid and complex changes that are occurring in the work world and labor force today and tomorrow, ACTE recognizes and supports the need for initial and continued education for school counselors and other career development specialists at the pre-service and professional development levels to help them gain and maintain the knowledge and skills they need to assist all students to become college and career ready. Such education should include, but not be limited to, knowledge of business and industry, local, state, and national economic development trends and issues, usage of career assessments, work-based learning, and postsecondary transitions such as direct entrance into the workforce, apprenticeships, two year, four year college;/universities, and technical schools.
- ACTE recognizes and supports the need to include in federal legislation comprehensive guidance and counseling program terminology as follows:
  - Comprehensive guidance and counseling programs consist of subject matter and related techniques and methods organized to facilitate the academic, career, and personal/social development of all students K-12. In addition, comprehensive guidance and counseling program content assists all students and their parents in making informed educational choices that lead to more educational and career options; to become career and college ready.
  - Comprehensive guidance and counseling programs also emphasize the development of academic and career awareness exploration and planning skills, employability skills, relationship skills, education and career decision making skills, work based learning, and the development and understanding of local, state, and national educational, occupational, and labor market opportunities, needs, and trends.

ACTE believes that when federal law uses this updated comprehensive guidance and counseling program terminology all professional school counselors will be helping all students become career and college ready. According to the *2012 National Survey of School Counselors*, they are ready, willing, and able to do so.



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