



ASCA and ACT
Working Together
to
Serve Students

Foreword

The American School Counselor Association has taken a proactive position to define high, but attainable expectations for students, through the development of the National Standards for School Counseling Programs. The National Standards create a comprehensive set of measurable competencies for all students to achieve as they participate in school counseling programs. ACT, through its mission of providing information for life's transitions, develops programs to support student development toward a variety of academic and career planning standards and expectations.

ACT's Educational Planning and Assessment System (EPAS) helps all students to be prepared for high school and for their transitions after graduation. EPAS provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation that is outcomes oriented. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are considered important to success during and after high school. The three primary assessments that comprise EPAS (EXPLORE at grade 8, PLAN at grade 10, and the ACT Assessment) are treated as a system rather than individually in this booklet.

This document represents the connection or interrelationship between ASCA's National Standards for School Counseling Programs and ACT's programs. The student competencies reflect the input and thinking of school counselors across our nation. The competencies were adapted from state, district and building school counseling models and were field tested with thousands of practicing school counselors at national, state and local conferences. In addition, the competencies reflect the existing body of research that speaks to the outcomes of school counseling programs for students. Local school systems are urged to review the representative list of student competencies listed under each national standards and adapt them to reflect local student needs and the mission of your school system. The resulting crosswalk is intended to support school counselors' efforts to ensure that all students have the benefits of school counseling services that meet the ASCA National Standards.

ASCA has granted permission to ACT for reproduction of the National Standards for School Counseling Programs and the student competencies for educational purposes only.

Acknowledgement

This crosswalk was developed as a collaborative effort with ASCA and ACT.

The following staff were contributors in the process.

ASCA:

Judy Bowers
Post Secondary Supervisor Vice President

Clint Page
Secondary Vice President

Carol Dahir, Ed.D.
National Standards Project Director

Nancy Perry, NCC, NCSC
Executive Director

Janice Gallagher
President '99-'00

Claudia Roels
On Site Conference Chair

Mark Kuranz
President Elect '99-'00

ACT:

Sherry Child
Consultant, Work Keys

Karen McChesney
National Mktg. Coordinator, DISCOVER Svcs.

Scott Finger, Ed.D.
Assistant Vice President, Marketing

Sean Moore
Associate Consultant, Elem./Secondary Svcs.

Glen Gullikson
Senior Consultant, Assessment

Asheley Peterson
Associate Consultant, Assessment Services

Gene Knutson, Ph.D.
Director, Elementary/Secondary Services

National Standards for School Counseling Programs Table of Contents

I. National Standards for School Counseling Programs	4-9
II. Career Planning Survey (CPS) Crosswalk	11-18
III. DISCOVER Crosswalk	19-26
IV. Educational Planning and Assessment System (EPAS) Crosswalk (EXPLORE, PLAN & ACT Assessment)	27-32
V. Work Keys Crosswalk	33-38
VI. C3 Apply	39-40
VII. Glossary	41-43

I. National Standards for School Counseling Programs

National Standards for School Counseling Programs

I. Academic Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Competencies

Improve Academic Self-Concept

Students will:

- display a positive interest in learning
- demonstrate attitudes and behaviors that lead to successful learning and performance

Acquire Skills for Improving Learning

Students will:

- demonstrate how effort and persistence positively affect learning
- develop a learning plan consistent with their skills and abilities
- locate and utilize reference materials and other resources for obtaining information

Achieve School Success

Students will:

- demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- investigate and develop a broad range of interests and abilities
- select courses that are consistent with their career interests and abilities

EXPLORE, PLAN & ACT ASSESSMENT	WORK KEYS	DISCOVER	CPS	C ³ APPLY
X	X		X	
X	X	X	X	
X		X	X	
X		X	X	
X		X	X	
X		X	X	
X		X	X	

- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation to make the transition from student to community member
- understand how school success and academic achievement enhance future career and a vocational opportunities
- understand the relationship between specific academic disciplines and occupations
- identify and explore personally relevant career options

II. Career Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work, and to develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the National Career Development Guidelines (NOICC, 1989).

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

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

Student Competencies

Develop Career Awareness

Students will:

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and non-traditional occupations
- develop an awareness of personal abilities, skills, interests, and motivations

C ³ APPLY					
CPS			X	X	X
DISCOVER	X	X	X	X	X
WORK KEYS	X	X	X	X	X
EXPLORE, PLAN & ACT ASSESSMENT	X	X	X	X	X

- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on lifestyles
- understand that work is an important and satisfying means of personal expression
- identify and explore possible career options based on their experiences
- relate their work-related values to the characteristics of jobs being considered

Apply Skills to Achieve Career Goals

Students will:

- demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

C³ APPLY									
CPS			X	X	X	X	X		X
DISCOVER	X	X	X	X	X	X	X		X
WORK KEYS	X							X	X
EXPLORE, PLAN & ACT ASSESSMENT									X

II. Career Planning Survey Crosswalk

ASCA CROSSWALK

With Career Planning Survey (CPS)

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Improve Academic Self-Concept

- Display a positive interest in learning

Career Planning Survey helps students learn the relevance of their high school curriculum as a vehicle by which they can achieve life goals. By illustrating the connection between specific academic subject areas and particular occupations that are congruent with student interests and abilities, Career Planning Survey helps influence student attitudes toward learning.

Acquire Skills for Improving Learning

- Demonstrate how effort and persistence positively affect learning

The Career Planning Guide, a component of the Career Planning Survey, includes information on the level of educational preparation necessary for competency in specific occupations. The Career Planning Survey helps students understand the importance of academic success in obtaining their career goals. Effort and persistence are important prerequisites for academic (and career) success.

- Develop a learning plan consistent with their skills and abilities

One of the main purposes of the Career Planning Survey is to meet this objective. The UNIACT Interest Inventory and the Inventory of Work-Relevant Abilities are designed to assess student interests and abilities as they pertain to the world of work. The Career Planning Guide helps students explore specific occupations that are in line with these interests and abilities. The Coursework Planner, included in the Career Planning Guide, helps students make connections between academic subject areas and occupational areas that they have identified as possible careers.

- Locate and utilize reference materials and other resources for obtaining information

The Career Planning Guide encourages students to utilize such resources as the internet, the Occupational Outlook Handbook, and other reference materials as they explore their career options.

Achieve School Success

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

The Career Planning Survey is designed so that counselors may effectively and efficiently provide career guidance to groups of students. Results are clearly illustrated so that students may use the information collected by the Career Planning Survey to direct their career exploration activities on their own or cooperatively with other students.

- Investigate and develop a broad range of interests and abilities

The Career Planning Survey is designed to assess student interests and abilities as they pertain to the world of work.

- Select courses that are consistent with their career interests and abilities

The Coursework Planner, included in the Career Planning Guide, helps students identify those courses that will help them prepare for occupations within career areas that are in line with their work-related interests and abilities.

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

Improve Learning

- Seek information and support from faculty, staff, family, and peers

These constituencies are very important influences on a student's value set concerning careers. Career Planning Survey helps inform these important groups in order to maximize their contributions to the career exploration process.

- Identify academic strengths and weaknesses

The Career Planning Survey includes two academic ability assessments: a Reading Skills Test and a Numerical Skills Test. These tests are designed primarily to identify students who may need remedial or refresher training in either or both of these skill areas before moving on to more advanced coursework.

Plan to Achieve Goals

- Establish challenging academic goals in elementary, middle/junior high, and high school

In making connections for students between academic subject areas and specific career areas, the Career Planning Survey helps students to identify at an early stage the level of educational attainment that will be necessary to achieve their career aspirations. Based on this information, students may formulate academic goals at an early stage in their academic career.

- Use assessment results in educational planning

Results of Career Planning Survey's UNIACT Interest Inventory and Inventory of Work-Relevant Abilities can be used in conjunction with the Coursework Planner to guide educational planning for the high school curriculum. The two Ability Tests may be used to identify those students who may need additional interventions in reading or numerical skills areas.

- Develop and implement an annual plan of study to maximize academic ability and achievement

Students may use the Coursework Planner to maximize the applicability of their academic coursework to their career aspirations.

- Apply knowledge of aptitudes and interests to goal setting

Students may use the Coursework Planner to maximize the applicability of their academic coursework to their career aspirations.

- Use problem-solving and decision-making skills to assess progress toward educational goals

The Career Planning Survey identifies career clusters that fall into line with student abilities and interests. Through the process of exploring these career areas, students must apply knowledge that they have gained about themselves in order to make decisions regarding the types of occupations that they may wish to pursue.

- Understand the relationship between classroom performance and success in school and in work

Throughout the Career Planning Guide, the importance of academic preparation and success is emphasized as prerequisite to obtaining career goals. The Career Area Charts illustrate levels of academic preparedness necessary to qualify for specific professions. The Coursework Planner outlines a plan of high school courses that will prepare students for additional academic work relevant to a chosen career field.

- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

The Career Planning Guide includes information about specific Educational Pathways to careers. The Guide describes several different options for further education beyond high school that lead to specific occupational areas.

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

Relate School to Life Experiences

- Understand the relationship between learning and work

The Career Area Charts, included in the Career Planning Guide, illustrate the educational level that is necessary to be prepared for specific occupations. The Coursework Planner helps students design a high school curriculum that will train them for particular occupations or provide them with the basic knowledge they will need to pursue more advanced study.

- Understand that school success is the preparation to make the transition from student to community member

A goal of the Career Planning Survey is to encourage students to become involved in the development of their own high school curriculum. By identifying career areas that represent strong career possibilities for them, students can select high school coursework that will begin to prepare them for these careers. In many respects, we make some of our most important contributions to the greater community through our working lives. In assisting students in the career exploration process, the Career Planning Survey helps students understand the connection between school success and contributing positively as a member of a community.

- Understand how school success and academic achievement enhance future career and avocational opportunities

The Career Planning Guide clearly outlines the level of educational preparation and Educational Pathways necessary for success in particular careers.

- Understand the relationship between specific academic disciplines and occupations

Career Planning Survey's Coursework Planner outlines a particular set of high school courses for each of the 23 job families identified on the World-of-Work Map. Students may select courses from the Coursework Planner that are applicable to a chosen job family or career area.

- Identify and explore personally relevant career options

Career Planning Survey's Coursework Planner outlines a particular set of high school courses for each of the 23 job families identified on the World-of-Work Map. Students may select courses from the Coursework Planner that are applicable to a chosen job family or career area.

II. Career Development

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

Develop Career Awareness

- Develop skills to locate, evaluate, and interpret career information

The Career Planning Guide contains structured activities that utilize results of the Career Planning Survey to direct career exploration. Many of these activities require students to use various resources, including the internet and the Occupational Outlook Handbook, to gain information on careers and specific occupations.

- Learn about the variety of traditional and non-traditional occupations

The Career Planning Survey student score report refers students to the Career Area Charts in the Career Planning Guide. These Charts contain information on educational preparation level, relevant high school courses, and a reference to the Occupational Outlook Handbook for over 500 occupations.

- Develop an awareness of personal abilities, skills, interests, and motivations

The Career Planning Survey is designed to achieve this objective. The UNIACT Interest Inventory and the Inventory of Work-Relevant Abilities assess student interests and abilities as they pertain to the work world. The Career Planning Guide also includes an exercise in which students evaluate those characteristics of jobs that are important to them personally (i.e. factors that motivate them to explore a particular job more thoroughly).

- Learn to make decisions

The Career Planning Survey helps students understand the importance of making a career decision that is right for them personally. Career Planning Survey results provide students, educators, and parents with important information to inform this decision-making process.

- Learn how to set goals

The Career Planning Survey helps students understand that their high school curriculum is relevant to their career goals for the future. References to the level of educational preparation level for specific occupations throughout the Career Planning Guide and the application of the Coursework Planner emphasize the importance of high school success and goal setting to future success in the work world.

- Understand the importance of planning

The Career Planning Survey emphasizes the importance of extensively exploring career options that are consistent with student interests and abilities, as well as understanding that achieving career goals is dependent upon academic success and careful planning. The Coursework Planner helps students plan a high school curriculum that will be relevant to their personal career objectives.

- Pursue and develop competency in areas of interest

The Career Planning Survey is designed to identify career areas in which students have a high level of interest. Once these areas have been identified, the Coursework Planner in the Career Planning Guide helps students identify high school courses from which they will begin to develop competency in these areas.

Develop Employment Readiness

- Demonstrate knowledge about the changing workplace

The Career Planning Survey is designed to help students explore occupations in line with their interests and abilities. The Career Planning Guide references students to the Occupational Outlook Handbook, which outlines the current requirements and outlook for specific job openings.

- Develop a positive attitude toward work and learning

One of the purposes of the Career Planning Survey is to help students make a connection between the courses they will take in high school and potential careers that are in line with their interests and abilities. This awareness increases the likelihood that students will find their high school learning experience more meaningful.

- Select and pursue a program of studies consistent with employment goals

The Coursework Planner helps students design a high school curriculum that will be relevant to their career goals. References to educational preparation level in the Career Area Charts help students understand the academic requirements of a chosen profession.

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

Acquire Career Information

- Apply decision-making skills to career planning, course selection, and career transitions

The Career Planning Survey provides students with important information about student interests and abilities that will inform their career exploration process.

- Identify personal skills, interests, and abilities and relate them to current career choices

The UNIACT Interest Inventory and the Inventory of Work-Relevant Abilities are used to identify student interests and abilities as they pertain to the work world. Students are encouraged to explore career options that are consistent with these results.

- Demonstrate knowledge of the career planning process

The Career Planning Guide contains several structured activities, including an experiences checklist and a chart for building a list of job possibilities, that directly apply student results from the Career Planning Survey to the career exploration process. Students will become familiar with the Career Area Charts and the Occupational Outlook Handbook. Students are also encouraged to use the internet and other resources to assist them in career exploration.

- Know the various ways which occupations can be classified

Career Planning Survey results are expressed within the context of ACT's World-of-Work Map. The World-of-Work Map organizes occupations according to the degree to which these occupations involve 4 work tasks (Data, Ideas, People, Things). Students learn that occupations have an organizational structure.

- Use research and information resources to obtain career information

The Career Planning Guide encourages students to utilize such resources as the internet, the Occupational Outlook Handbook, and other reference materials as they explore their career options.

Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals

The Career Planning Guide clearly outlines the level of educational preparation and Educational Pathways necessary for success in particular careers.

- Assess and modify their educational plan to support career goals

The Coursework Planner allows students to evaluate the extent to which their current high school academic schedule will support their future goals. Students may use the Coursework Planner to select courses which will have more relevance to their individual goals.

- Select course work that is related to career interests

In using Career Planning Survey results, students are encouraged to explore career areas that are in line with their interests and abilities. Once these career areas are identified, students may use the Coursework Planner to identify those high school courses that is related to occupations within these career areas.

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

Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success

The Career Area Charts, included in the Career Planning Guide, illustrate the educational level that is necessary to be prepared for specific occupations. The Coursework Planner helps students design a high school curriculum that will train them for particular occupations or provide them with the basic knowledge they will need to pursue more advanced study. The Career Planning Guide helps students recognize that academic success is a prerequisite for career success.

- Explain how work can help to achieve personal success and satisfaction

The Career Planning Guide contains an exercise that helps students evaluate characteristics of jobs that are important to them. Students learn that it is possible to choose a career that is consistent with personal values. Choosing a career that is in line with these values increases the likelihood that the student will be successful and satisfied with his/her working life.

- Identify personal preferences and interests which influence career choices and success

The UNIACT Interest Inventory and the Inventory of Work-Relevant Abilities are used to identify student interests and abilities as they pertain to the work world. Students are encouraged to explore career options that are consistent with these results. The Career Planning Guide also includes several activities that help students identify the degree to which their own life experiences are in line with particular career areas.

- Describe the effect of work on lifestyles

The Career Planning Guides helps students evaluate those characteristics that are important to them in a job and which jobs are most likely to have those characteristics. The characteristics directly impact the lifestyle of the worker.

- Understand that work is an important and satisfying means of personal expression

Results of the Career Planning Survey are used to identify occupations that are in line with student interests and abilities. Through the course of career exploration, students learn that quality of life is highly correlated with the degree to which they are satisfied with their chosen career.

- Identify and explore possible career options based on their experiences

The Career Planning Guide contains a checklist activity, whereby students identify the degree to which they have engaged in activities consistent with the six career areas. Students are encouraged to explore occupations within career areas where they have had experience.

- Relate their work-related values to the characteristics of jobs being considered

The Career Planning Guide helps students to evaluate whether or not selected occupations are consistent with those characteristics that they have identified as being important to them.

Apply Skills to Achieve Career Goals

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

The Career Planning Survey is a comprehensive guidance program that helps students identify potential careers that are in line with their work-related interests, abilities, experiences, and values. The program emphasizes the importance of academic success and helps students identify high school coursework that will make their curriculum more meaningful to them and more relevant to their career and personal goals.

III. DISCOVER Crosswalk

ASCA CROSSWALK

With DISCOVER

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Acquire Skills for Improving Learning

- Demonstrate how effort and persistence positively affect learning

Students will see the education and training needed for their suggested occupations and be challenged to apply themselves academically.

- Develop a learning plan consistent with their skills and abilities

Results from the UNIACT and IWRA, linked to specific occupations, will assist them in planning their coursework.

- Locate and utilize reference materials and other resources for obtaining information

The WWW hyperlinks and the "More Info" sections in DISCOVER provide other resources for information.

Achieve School Success

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

DISCOVER can be utilized in an independent manner by a single user with little or no outside direction, or it can be used in groups.

- Investigate and develop a broad range of interests and abilities

The UNIACT and IWRA inventories can stimulate students to consider interests and abilities of which they may not have been aware.

- Select courses that are consistent with their career interest and abilities

In occupations that are suggested by inventory scores, suggested courses and training options are provided for each occupation.

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

Improve Learning

- Learn and apply critical thinking skills

The career decision-making process within DISCOVER demands that critical thinking skills be applied to the information provided.

- Seek Information and support from faculty, staff, family, and peers

DISCOVER users are encouraged to share and discuss their results with others who could offer advice and support.

Plan to Achieve Goals

- Establish challenging academic goals in elementary, middle/junior high and high school

DISCOVER helps students plan high school academic goals that are consistent with career goals and academic achievement.

- Use assessment results in educational planning

A primary goal of DISCOVER is to use assessment results in planning future education and/or training.

- Develop and implement an annual plan of study to maximize academic ability and achievement

Students with a career goal will want to develop an annual plan of study to help them reach their goal through academic achievement.

- Apply knowledge of aptitudes and interest to goal setting

DISCOVER's inventories provide the link to choosing an appropriate occupational match and setting goals that match.

- Use problem-solving and decision-making skills to assess progress toward educational goals

The decision-making and problem-solving skills utilized in DISCOVER help students assess their progress.

- Understand the relationship between classroom performance and success in school and in work

Descriptions of job duties, training required, and qualities needed provide a link between academic and occupational performance.

- Identify post-secondary options consistent with interest, achievement, aptitude, and abilities

DISCOVER and non-DISCOVER inventory results suggest occupations and post-secondary options that are consistent with results.

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

Relate School to Life Experiences

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

DISCOVER's Life Roles section helps students balance and plan their various life roles.

- Understanding the relationship between learning and work

The link between education and occupations is shown clearly in DISCOVER's databases of information.

- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

DISCOVER's Life Roles section helps students understand that being a student and worker can extend throughout their lives.

- Understand that school success is the preparation to make the transition from student to community member

The Life Role of "Citizen" helps students understand that being prepared for being a community member is important.

- Understand how school success and academic achievement enhance future career and avocational opportunities

The link between knowledge/skills and career opportunities is clearly shown in DISCOVER's databases.

- Understand the relationship between specific academic disciplines and occupations

DISCOVER provides links to related occupations and related majors/programs of study.

- Identify and explore personally relevant career options

DISCOVER's inventories provide the link to occupational areas that match each student's unique profile.

II. Career Development

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

Develop Career Awareness

- Develop skills to locate, evaluate, and interpret career information

Students locate, evaluate, and interpret career information during their use of DISCOVER.

- Learn about the variety of traditional and non-traditional occupations

Non-biased information about all types of occupations is included in DISCOVER, including traditional and non-traditional.

- Develop an awareness of personal abilities, skills, interests, and motivations

DISCOVER's inventories make students aware of their own individual interests, abilities, and job values.

- Learn how occupations are related to their interests, skills, and abilities

Inventory results are immediately and directly linked to occupations that match each student's unique profile.

- Learn to make decisions

DISCOVER's guided decision-making process helps students learn how to make good decisions.

- Learn how to set goals

In selecting an occupational area of interest, students then learn how to set goals to achieve the desired outcome.

- Understand the importance of planning

DISCOVER emphasizes the importance of planning, and students can build, save, and access their career plan within the software.

- Pursue and develop competency in areas of interest

Occupational information provides training/education requirements, including suggested high school courses, to obtain competency.

- Balance between work and leisure time

The Life Roles section helps students see and plan how their time is used in work and leisure activities.

Develop Employment Readiness

- Apply job readiness skills to seek employment opportunities

When a student is prepared to enter the job market, DISCOVER's hyperlinks to WWW job sites will assist in seeking employment.

- Demonstrate knowledge about the changing workplace

Occupational information includes data concerning new occupations and growth potential.

- Learn to respect individual uniqueness in the workplace

DISCOVER's "Desirable Personal Qualities" data for each occupation provide insights into personalities and individual qualities.

- Learn how to write a resume

Students may learn about, view samples, and write their own resume in DISCOVER.

- Develop a positive attitude toward work and learning

Students who have a career plan and educational goal will tend to be positive about work and learning.

- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

The interactive video Interview Samples help students see what is valued in the workplace by employers.

- Select and pursue a program of studies consistent with employment goals

DISCOVER provides direct links from occupational goals to programs of study that are applicable and available.

- Learn how to search for a job

The section "Prepare for Job Search" provides information about several ways to search for a job.

- Learn good interviewing techniques

"Interview Tips" and "Interview Samples" provide written tips and interactive interview videos to help students prepare.

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

Acquire Career Information

- Apply decision-making skills to career planning, course selection, and career transitions

DISCOVER's guided decision-making process helps students learn how to make good decisions on these topics.

- Identify personal skills, interests, and abilities and relate them to current career choices

Using DISCOVER's inventories and the World-of-Work job families, students can see which careers relate to their profile.

- Demonstrate knowledge of the career planning process

By using DISCOVER, students will learn how to plan a career within a guided decision-making process.

- Know the various ways which occupations can be classified

The World-of-Work Map and the other occupational classifications listed in DISCOVER provide this information.

- Use research and information resources to obtain career information

WWW hyperlinks and resources for more information are provided for students' use.

- Learn to use the Internet to access career planning information

Context-appropriate Internet hyperlinks to appropriate career-related sites are provided throughout DISCOVER.

- Describe traditional and non-traditional occupations and how these relate to career choice

Students can demonstrate this competency by interpreting the occupational data provided in DISCOVER.

Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals

DISCOVER provides direct links from each occupation to education/training options and requirements.

- Assess and modify their educational plan to support career goals

Suggested high school courses and any postsecondary education needed are provided in DISCOVER occupation data.

- Select course work that is related to career interests

Suggested high school and postsecondary course work is provided in DISCOVER occupation data.

- Maintain a career planning portfolio

Students build a career plan in their use of DISCOVER, which is saved and modified as students progress.

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

Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success

The link between educational achievement and kinds of occupations is provided in several areas of DISCOVER.

- Explain how work can help to achieve personal success and satisfaction

The videos in the Life Roles section show the relationship between work and personal areas.

- Identify personal preferences and interest which influence career choices and success

DISCOVER's inventories and use of MBTI® scores provide individual data to use in making good, successful career choices.

- Understand that the changing workplace requires lifelong learning and acquiring new skills

The videos in the Life Roles section demonstrate how adjustments and continuing education are a necessary fact of life.

- Describe the effect of work on lifestyles

Videos in the Life Roles and Job Values sections explain the relationship between work and lifestyle.

- Understand that work is an important and satisfying means of personal expression

The Worker role video highlights work as it relates to the individual.

- Identify and explore possible career options based on their experiences

Two platforms of DISCOVER offer an Experiences Inventory that links to suggested occupations.

- Relate their work-related values to the characteristics of jobs being considered

The Inventory of Work-Related Values provides links to job preferences and to suggested occupations.

Apply Skills to Achieve Career Goals

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

DISCOVER's inventories connect to education and career goals; Life Roles and Transitions connect to the personal and social goals.

**IV. Educational Planning and Assessment System (EPAS)
Crosswalk
(EXPLORE, PLAN & ACT Assessment)**

ASCA CROSSWALK

With Educational Planning and Assessment System (EPAS) (EXPLORE, PLAN & ACT Assessment)

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Improve Academic Self-Concept

- Demonstrate attitudes and behaviors that lead to successful learning and performance

Responses to the non-cognitive sections will show evidence of successful behaviors and attitudes.

Acquire Skills for Improving Learning

- Demonstrate how effort and persistence positively affect learning

Scores on the academic tests will demonstrate effort and persistence toward achievement.

- Develop a learning plan consistent with their skills and abilities

Using the data from the EPAS programs provides the information for developing a challenging yet realistic learning path.

- Locate and utilize reference materials and other resources for obtaining information

Following up on the UNIACT interest inventory results and reported self-interests requires using reference materials.

Achieve School Success

- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

Using the EPAS results requires some independent work and may be structured to include cooperative learning.

- Investigate and develop a broad range of interests and abilities

The interpretation and use of EPAS results encourages future investigation of a range of interests and abilities.

- Select courses that are consistent with their career interests and abilities

Proper use of EPAS results guides students toward more rigorous coursework that likely is consistent with the requirements of their career interests and abilities.

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

Improve Learning

- Learn and apply critical thinking skills

Doing well on the EPAS achievement tests requires students to demonstrate competency with skills requiring critical thinking.

- Apply the study skills necessary for academic success at each level

Performance on the EPAS achievement tests is an excellent indicator of preparation for further academic success.

- Organize and apply academic information from a variety of sources

The EPAS academic tests draw curriculum-based content from a wide variety of courses.

- Identify academic strengths and weaknesses

The EPAS academic tests scores and other interpretive information clearly identify critical academic strengths and weaknesses.

Plan to Achieve Goals

- Establish challenging academic goals in elementary, middle/junior high, and high school

EXPLORE and PLAN, through use of the information provided, both encourage establishing academic goals in high school.

- Use assessment results in educational planning

A primary purpose of EPAS is to provide information for educational planning to students, their parents and educators.

- Develop and implement an annual plan of study to maximize academic ability and achievement

A follow-up activity with both EXPLORE and PLAN is the preparation (or amendment) of a high school course of study.

- Apply knowledge of aptitudes and interests to goal setting

Using the academic and non-cognitive sections of EPAS requires goal setting based on aptitudes and interests.

- Use problem-solving and decision-making skills to assess progress toward educational goals

Analysis of current status and self-reflection are part of the process of assessing progress toward goals.

- Understand the relationship between classroom performance and success in school and in work

EPAS interpretive materials and suggested follow-up activities reinforce the connection between school performance and success.

- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

All components of EPAS relate performance, interests and abilities with identifying and preparing for post-secondary options.

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

Relate School to Life Experiences

- Understand how school success and academic achievement enhance future career and avocational opportunities

The linkage between school achievement is directly related to possible career opportunities and requirements.

- Identify and explore personally relevant career options

Follow-up and interpretation activities are provided in the post-testing materials to explore relevant career options.

II. Career Development

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

Develop Career Awareness

- Develop skills to locate, evaluate, and interpret career information

Students are guided to relevant career information resources to evaluate career opportunities and the training/education required to prepare for them.

- Learn about the variety of traditional and non-traditional occupations

Depending on their UNIACT interest results and expressed interests, students are encouraged to investigate a number of possible career options.

- Develop an awareness of personal abilities, skills, interests, and motivations

Using EPAS results as they relate to career development necessitate that students be aware of their skills, abilities, interests and motivations.

- Learn to make decisions

As a result of working through post-EPAS testing activities, students need to make decisions about future coursework and possible career options.

- Learn how to set goals

Independently, or with guidance of school staff, students have opportunities to set goals based, in part, on EPAS participation results.

- Understand the importance of planning

Planning for future transitions, be those related to school or direct entry into the workforce, are an integral part of the EPAS program.

Develop Employment Readiness

- Select and pursue a program of studies consistent with employment goals

EPAS provides students with the information to select and a program of studies that will permit them to be able to pursue their possible career goals.

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

Acquire Career Information

- Apply decision-making skills to career planning, course selection, and career transitions

EPAS provides students with the information and ability to apply decision-making that results in appropriate course selection and career planning.

- Identify personal skills, interests, and abilities and relate them to current career choices

The non-cognitive portions of EPAS provide insight into interests and abilities and relate those to career fields.

- Demonstrate knowledge of the career planning process

Successful use of EPAS results and completion of post-EPAS assessment activities provides evidence of knowledge of the career planning process.

- Know the various ways which occupations can be classified

Use of ACT's UNIACT interest inventory results and World-of-Work map (components of EPAS) provide an occupational classification system for exploring careers.

- Use research and information resources to obtain career information

Utilizing the EPAS enables students to do research and utilize multiple sources to obtain career information.

- Describe traditional and non-traditional occupations and how these relate to career choice

Depending on responses to the non-cognitive portion of the EPAS programs, students would be encouraged to explore a variety of career choices.

Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals

Completing post-EPAS activities would provide students the ability to know the education and training required to achieve possible career goals.

- Assess and modify their educational plan to support career goals

An intended outcome of the EPAS program is to provide information to reinforce or modify educational plans consistent with planned future endeavors.

- Select course work that is related to career interests

An emphasis on aligning course work to intended possible career opportunities is included in each of the EPAS programs.

- Maintain a career planning portfolio

The Individual Student Profile of each EPAS component would provide a wealth of information related to the maintenance of a career planning profile.

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

Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success

EPAS relates necessary educational course work to specific occupations so that students understand the relationship between school and work.

- Identify personal preferences and interests which influence career choices and success

Through completion of the non-cognitive sections of the EPAS programs, students are able to determine and identify personal preferences and interests that influence career choices.

Apply Skills to Achieve Career Goals

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals

EPAS provides the foundational information necessary, at three transitions points, that permits students to make informed decisions about goals as they relate to interests, abilities and current achievement.

V. Work Keys Crosswalk

ASCA CROSSWALK

With Work Keys

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Improve Academic Self-Concept

- Demonstrate attitudes and behaviors that lead to successful learning and performance

The Work Keys system reflects the belief that almost every person with a desire to learn can do so. By providing individuals with reliable information regarding both their own workplace skill levels and the skill levels required on jobs, Work Keys helps individuals make more informed career decisions that can lead to success in school and in the workplace.

Acquire Skills for Improving Learning

- Demonstrate how effort and persistence positively affect learning

When students increase their skill levels (particularly in mathematics), students can place themselves in a position to improve their future salaries. Education is worthwhile for its own sake, but when it raises employability skill levels, it also has a potential dollar payoff.

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

Improve Learning

- Learn and apply critical thinking skills

Students learn and apply problem-solving skills through the Applied Mathematics, Applied Technology, Locating Information, and Observation assessments.

- Identify academic strengths and weaknesses

Work Keys provides students with specific descriptions of the Work Keys skills and skill levels to help them determine what they know and can do and what they still need to learn.

Plan to Achieve Goals

- Use assessment results in educational planning

Work Keys analyses and sharing of information help individuals make career choices and provide students with career guidance. This is valuable for individuals because assessment results pinpoint gaps that may keep them from getting better jobs. Educational courses can be identified to help fill those gaps.

- Use problem-solving and decision-making skills to assess progress toward educational goals

Students use Work Keys assessments (e.g., Applied Mathematics, Applied Technology, Locating Information, and Observation) to demonstrate their levels of problem-solving and decision-making skills. This information can be used to identify areas to upgrade skills, where necessary.

- Understand the relationship between classroom performance and success in school and in work

Work Keys assessments measure the test-taker's skill in using the skills required to perform a job successfully. Work Keys provides information that individuals can use to improve their skills, measure their progress, and reliably prepare for desired careers.

- Identify postsecondary options consistent with interests, achievement, aptitude, and abilities

Work Keys provides students with information about their own skill levels and can compare their levels to the skill levels required for the jobs in which they are interested and show proficiency.

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

Relate School to Life Experiences

- Understand the relationship between learning and work

The Work Keys system directly connects learning and work and prepares people for jobs and success.

- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

For the sake of their own productivity and for that of the nation, all students must be given the opportunity to earn useful workplace credentials. Because the rapid pace of change requires constant re-education to keep abreast of new development, all students must be enabled to learn over the course of their entire lifetimes.

- Understand that school success is the preparation to make the transition from student to community member

High levels of competency in Work Keys skills should lead to better performance as a responsible member of society – parent, worker, citizen, member of church, civic, volunteer, political organization, or in the pursuit of further formal education.

- Understand how school success and academic achievement enhance future career and vocational opportunities

By increasing workplace skills while still in school, students increase their opportunities for jobs and for higher salaries in the future.

- Identify and explore personally relevant career options

Work Keys provides a solid foundation on which to categorize jobs and occupations. Jobs and occupations are plotted on the ACT World-of-Work Map. This Map has been thoroughly researched, and it is taught as part of the curriculum in most guidance and counseling programs.

II. Career Development

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

Develop Career Awareness

- Develop an awareness of personal abilities, skills, interests, and motivations

Information in individual Work Keys skill reports is designed to be used for course planning, career guidance, and individual goal setting.

- Learn how occupations are related to their interests, skills, and abilities

Categorizing jobs and occupations according to the World-of-Work Map is readily understood by high school guidance counselors, high school students and many parents. An individual's Work Keys scores may be plotted on a Work Keys "Skill Planning Sheet" to visually reinforce discussion of the student's strengths and needs relative to occupations in which they are interested.

- Learn how to interact and work cooperatively in teams

The Work Keys Teamwork assessment measures skill in choosing behaviors and/or actions that simultaneously support team relationships and lead toward the accomplishment of work tasks. The social support and mutual respect in an effective teamwork situation increases the self-esteem of all team members as more is accomplished and learned.

- Learn to make decisions

Individuals who are entering the workforce can use the Work Keys system to explore their options, set realistic goals, acquire additional training, and document their current skills. By providing such information and service, Work Keys helps individuals make informed decisions and to advance in their chosen occupations.

Develop Employment Readiness

- Acquire employability skills such as working on a team, problem-solving and organizational skills

Workers who possess solid academic, problem-solving, and communication skills are most likely to be successful on the job. That's why Work Keys focuses on these skills in its criterion-referenced assessments.

- Apply job readiness skills to seek employment opportunities

To qualify for a broad range of jobs, individuals need high levels of communication, problem-solving, and interpersonal skills. These are the skills—the foundation—of the Work Keys system.

- Learn to respect individual uniqueness in the workplace

Individuals who can form and maintain positive relationships while accomplishing work tasks have behaviors essential for productivity. This is an important aspect of the Work Keys Teamwork assessment.

- Learn how to incorporate specific skill scales in a resume

Included, as part of the skill report package is a brief summary of the examinee's skill level for each assessment administered. The content and format make this section suitable for the examinee to copy and attach to job or school-admission applications, or to use in a personal portfolio.

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

Acquire Career Information

- Apply decision-making skills to career planning, course selection, and career transitions

Work Keys occupational profiles are especially helpful in providing information about skill requirements needed in particular jobs or occupations, and can help guide students in their career planning and course selection.

- Identify personal skills, interests, and abilities and relate them to current career choices

Occupational profiles are meant to be used in a guidance setting in conjunction with ACT's World-of-Work Map which divides the world of work into general work environments or categories. The twenty-three job families provide a classification of occupations for career development purposes.

- Know the various ways which occupations can be classified

With the Work Keys job profiling process, occupational profiles can be used to inform individuals about the general workplace skills they are likely to need in selected occupations.

Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals

Getting a job requires training in technical skills and also in learnable workplace skills that apply to many jobs (e.g., applied mathematics and teamwork). The ability to learn, to communicate, and to solve problems – all areas addressed by Work Keys – will continue to increase in importance and will help students achieve their career goals.

- Assess and modify their educational plan to support career goals

Work Keys identifies skill gaps and uses feedback from employers to guide curriculum improvements.

- Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences

By creating links between employers, schools, teachers, students, and others, Work Keys directly connects learning and work through work-based learning and connecting activities.

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

Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success

Good jobs are often available but employers are having trouble finding workers with skills that will let them take advantage of these opportunities. With the right skills, students today have more opportunities than ever to move up to high-skill, high-pay jobs and to continue learning for a lifetime.

- Explain how work can help to achieve personal success and satisfaction

Work Keys assessment scores allow students to document their readiness for work, giving them an edge with the growing number of employers who accept or require Work Keys scores from job applicants. By increasing their skills while they are still in school, students increase their opportunities for higher salaries in the future.

- Understand that the changing workplace requires lifelong learning and acquiring new skills

Work Keys is not a static system and is therefore especially suited to lifelong learning. Work Keys allows individuals to document personal employability skills and the development of those skills over time. The Work Keys system allows individuals to continuously upgrade their skills as workplace demands change.

Apply Skills to Achieve Career Goals

- Learn how to use conflict management skills with peers and adults

The Work Keys teamwork assessment divides teamwork skills into task skills, which contribute to reaching the work goal, and relationship skills, which contribute to the smooth working of the team. Employees who can form and maintain positive relationships while accomplishing work tasks have behaviors essential for productivity.

- Learn to work cooperatively with others as a team member

Individuals gain in skills and in knowledge while completing tasks in a teamwork situation. Work itself becomes a learning process when individuals participate in the team and when they share responsibilities.

- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

The more opportunities an individual has to work cooperatively in a team or in a work-based situation, the more skilled that person becomes in the task skills and relationship skills involved.

VI. C3 Apply

ASCA CROSSWALK

With C³Apply

1. Academic Development

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

Plan to Achieve Goals

- Identify postsecondary options consistent with interests, achievement, aptitude, and abilities

Students, through ACT/Universal Algorithms joint on-line service C³Apply, may search for, apply to, and identify postsecondary options consistent with their interests, achievements, aptitude, and abilities.

VII. Glossary

National Standards for School Counseling Programs

Glossary

Academic Tests. While developmentally appropriate for the targeted grade level(s), the four EPAS Academic Tests are English, Mathematics, Reading, and Science Reasoning.

Career Planning Guide. The Career Planning Guide is a consumable booklet component of the Career Planning Survey that provides students with the opportunity to complete checklists examining their work-relevant experiences and the job characteristics they want in a work setting. The Career Planning Guide also contains the Coursework Planner and Career Area Charts

Career Planning Survey. The Career Planning Survey is a comprehensive guidance-oriented (educational and vocational) assessment system designed to help students in grades 8 through 10 identify and explore personally relevant occupations and high school courses. The formal assessment components consist of an interest inventory, an inventory of work-relevant abilities, and two optional academic tests.

Coursework Planner. A resource included with the Career Planning Survey, the Coursework Planner helps students identify specific high school courses that will help them prepare for careers that correspond to their work-relevant interests and abilities.

C³Apply. The C³Apply website provides a full spectrum of college search, financial aid, and application information for students, parents, and guidance counselors. You'll find data on virtually every postsecondary institution in the country, a free financial aid estimator, electronic admissions applications directly to participating colleges and universities, and a direct link to ACT's website (www.act.org) to make it easy to register for the ACT Assessment.

DISCOVER. Career guidance and information software that helps students make a career plan that matches their interests, abilities, and goals. DISCOVER's databases of occupations, majors, schools, scholarships, and military options, in combination with self-assessment and the other information provided, help ALL students—whether they are planning for immediate employment, vocational training, college, or military service.

EPAS. The Educational Planning and Assessment System, as used herein, refers to EXPLORE, PLAN and the ACT Assessment.

Experiences Inventory. A 90-item assessment of work-related experiences, used in the MS-DOS and Macintosh versions of DISCOVER. The results help students relate their activities to careers.

EXPLORE. The eighth grade program that serves as the point of entry into EPAS. Components include four academic tests, the UNIACT Interest Inventory, and Needs Assessment. Plans and Background Information are also collected.

Inventory of Work-Related Values. A 61-item inventory of job attributes in DISCOVER. Sixteen of the attributes are used to identify four job families which are most likely to have occupations with the desired attributes. The remaining attributes are related to work setting in the job-seeking skills component of DISCOVER.

Inventory of Work-Relevant Abilities (IWRA). The Inventory of Work-Relevant Abilities is a 15-item inventory that obtains informed ability self-estimates for use in a comprehensive work-world search for occupations in DISCOVER and the Career Planning Survey. Students consider relevant experiences as they complete the inventory, and each of IWRA's 15 abilities is assigned to ACT career clusters (Science, Arts, Social Service, Business Contact, Business Operations, and Technical).

Life Roles. A concept in DISCOVER based upon Donald Super's Life-Career Rainbow, which defines career as a combination of life roles being played in several arenas at a given time in one's life span.

MBTI®. Myers-Briggs Type Indicator®, an instrument of Consulting Psychologists Press, Inc., Palo Alto, California, results from which can be entered into DISCOVER to help personalize the job-seeking activity.

Non-Cognitive. Those components of the EPAS program other than the academic tests (English, Mathematics, Reading, and Science Reasoning). Non-cognitive sections may include the UNIACT Interest Inventory, Needs Assessment, Educational/Occupational Plans, and High School Course Information.

PLAN. A program for all tenth graders. PLAN includes the same components as EXPLORE. It, too, provides schools with information for program evaluation, accreditation, and guidance.

UNIACT Interest Inventory. A 90-item questionnaire that lists activities and asks students to respond with "like," "dislike," or "indifferent" to each task. The results help individuals learn about themselves and the careers that might interest them through placement on the World-of-Work Map. UNIACT is included in each EPAS assessment, DISCOVER, and the Career Planning Survey.

Work Keys®. Provides education and business with a national system for teaching, assessing, and documenting workplace skills. The program helps institutions meet tech prep, school-to-work, economic development, and workforce development initiatives.

World-of-Work Map. A graphical representation that arranges 23 Career Areas (groups of similar jobs) according to major work tasks working with people, data, things, and ideas. The Career Areas include all jobs in the work world. The map includes 6 clusters that are matched with Holland's RIASEC types.

WWW. World Wide Web.