

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are shown. One piece is standing upright, and the other is lying horizontally next to it. Faint white chalk drawings are visible on the board, including a circle on the left, a curved line in the center, and an arrow pointing upwards at the bottom. The title text is centered at the top in a large, bold, teal font.

The South Carolina Comprehensive Guidance Program Model and EEDA: Invaluable Tools for Career Development

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What is the SC Comprehensive Guidance Program Model?

- A **guide** for South Carolina School Counseling Programs
- Is designed to **assist** the state's school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program
- Supports the personal, social, educational, and career development of all the state's public school students from prekindergarten through grade twelve
- It promotes and enhances the learning process

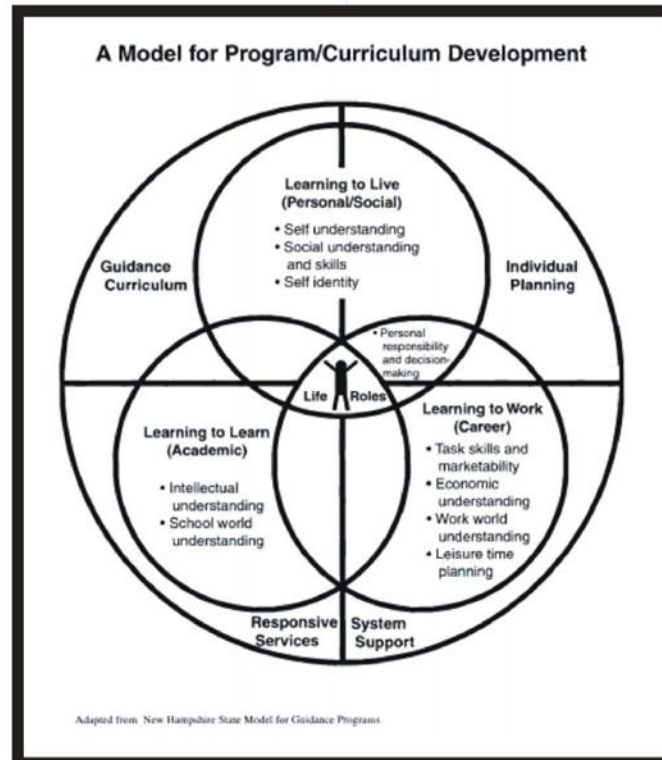
Four Components of the School Counseling Program

The Four Components of a Comprehensive School Counseling Program

GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
<p>Provides guidance content in a systematic way to all students through classroom and/or group activities</p> <p>Purpose Awareness, skill development, and application needed for the following three student-development areas:</p> <ul style="list-style-type: none"> • Learning to Live (<i>Personal/Social Development</i>) • Learning to Learn (<i>Academic Development</i>) • Learning to Work (<i>Career Development</i>) <p>Counselor Role Guidance Consultation Program implementation and facilitation</p>	<p>Assists students in monitoring and understanding their development for next-step decisions</p> <p>Purpose Student planning and goal setting</p> <p>Issues Addressed Personal/Social</p> <ul style="list-style-type: none"> • Development of healthy self-concept • Development of both short- and long-term goals <p>Academic</p> <ul style="list-style-type: none"> • Acquisition of study skills • Awareness of educational opportunities • Appropriate course selection • Lifelong learning • Utilization of test scores and data <p>Career</p> <ul style="list-style-type: none"> • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/career plan <p>Counselor Role Guidance Consultation Assessment Placement</p>	<p>Addresses immediate concerns of students</p> <p>Purpose Prevention, intervention</p> <p>Issues Addressed Personal/Social</p> <ul style="list-style-type: none"> • Relationships • Abuse • Grief, loss, death • Substance abuse • Family problems/concerns • Coping skills <p>Academic</p> <ul style="list-style-type: none"> • tardiness • absences and truancy • school and classroom conduct • dropout prevention <p>Counselor Role Counseling Consultation Coordination Referral</p>	<p>Includes program and staff support activities and services</p> <p>Purpose Program delivery and support</p> <p>Issues Addressed</p> <ul style="list-style-type: none"> • Guidance program development • Parent education • Teacher/administrator consultation • Staff development for educators • School improvement planning • Counselor's professional development • Research and publishing • Community outreach • Public relations • Funding and budget <p>Counselor Role Program management Consultation Coordination</p>

Adapted from Norman C. Gysbers and Patricia Henderson. *Developing and Managing Your School Guidance Program*. 2nd ed. (Alexandria, VA: American School Counseling Association. 1994).

A Model of Program/Curriculum Development



Career Development Standards

Learning to Work

- Students will understand the relationships among personal qualities, education and training, and the world of work
- Students will demonstrate decision-making, goal setting, problem solving, and communication skills.
- Students will explore careers and the connection of school to work
- Students will demonstrate a positive attitude toward work and the ability to work together
- Students will understand how community awareness relates to work



Economic and Education Development Act

**Personal
Pathways**



to success™

Empowering all students to shape our future.™

What is the EEDA

- The Education and Economic Development Act (EEDA) of 2005 was passed to promote
 - *career development*
 - *workforce development*
 - *economic development*

Role of the Counselor in EEDA

- Provide career awareness and exploration activities that lead to career cluster and major selections by students
- Counsel students during the ninth, tenth, and eleventh grades to further define their career cluster goals and IGPs
- Ensure that before the end of the second semester of the tenth grade, all students have declared an area of academic focus (a major) within the cluster of study.



Role of the Counselor in EEDA

- Provide guidance activities and career awareness programs throughout high school that combine counseling on career options and experimental learning
- Support and encourage the participation of parents/guardians in career planning and the development of the IGPs



Career Specialist Duties

The career specialist's role is to assist the guidance counselor in providing career services - "Learning to Work" in the [SC Comprehensive Developmental Guidance and Counseling Program Model](#) - to students.

These duties are encompassed in the thirteen indicators outlined in EEDA Section 59-59-100

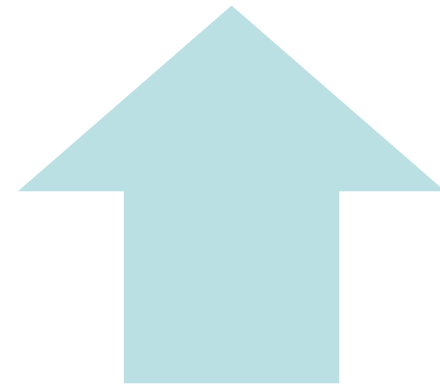
The Collaboration of the Two Roles

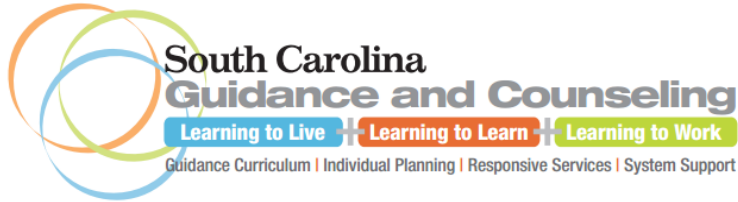


Counselor –
Social/Emotional/ Learning to Live
Academic/Learning to Learn



Career Specialist-
Career/Learning to Work





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THE INTERWEAVING OF THE TWO



Standards Learning to Work (9-12)

Students will:

- Understand the relationships among personal qualities, education and training, and the world of work.
- Demonstrate decision-making, goal-setting, problem-solving and communication skills
- Explore careers and the connection of school to work
- Demonstrate a positive attitude toward work and the ability to work together
- Understand the relationship between community and work



Standards and Competencies Learning to Work (9-12)

Aligned with Career
Specialist Duties




Students will understand relationships among personal qualities, education and training , and the world of work.

Competency

Identify how personal preferences and interests influence career choices and success

Career Specialist Duties

- (8) Assist with the selection, administration and evaluation of career interest inventories
- (13) Assist with the usage of computer assisted career guidance programs



Students will demonstrate decision-making, goal setting, problem solving, and communication skills.

Competency

Develop an educational plan to support career goals

Career Specialist Duties

- (5) Support students in the exploration of career clusters and the selection of an area of academic focus within a cluster.
- (9) Assist with implementation of the district's student career plan or individual graduation plan.



Students will explore careers and the connection of school and work.

Competency

Become aware of the education , skills, and training needed to achieve career goals.

Career Specialist Duties

- (3) Assist school counselors and students in identifying and accessing career information and resource material
- (13) Assist with the usage of computer assisted career guidance systems



Students will explore careers and the connection of school and work (continued)

Competency

Identify ways in which occupations can be organized in career clusters

Become aware of resources for obtaining information about career clusters

Career Specialist Duties

- (4) Provide educators, parents and students with information on career and technology education programs offered in the district.
- (5) Support students in the exploration of career clusters and selection of an area of academic focus within a major
- (13) Assist with the usage of computer assisted career guidance systems



Students will demonstrate a positive attitude toward work and the ability to work together.

Competency

Acquire employability skills necessary to obtain and maintain jobs

Career Specialist Duties

- (2) Assist schools In promoting the goals of quality career development of students in kindergarten through twelfth grade.
- (11) Coordinate with school counselors and administration career events, career classes and career programming



Students will understand the relationship between community and work


Competency

Understand how community awareness relates to work

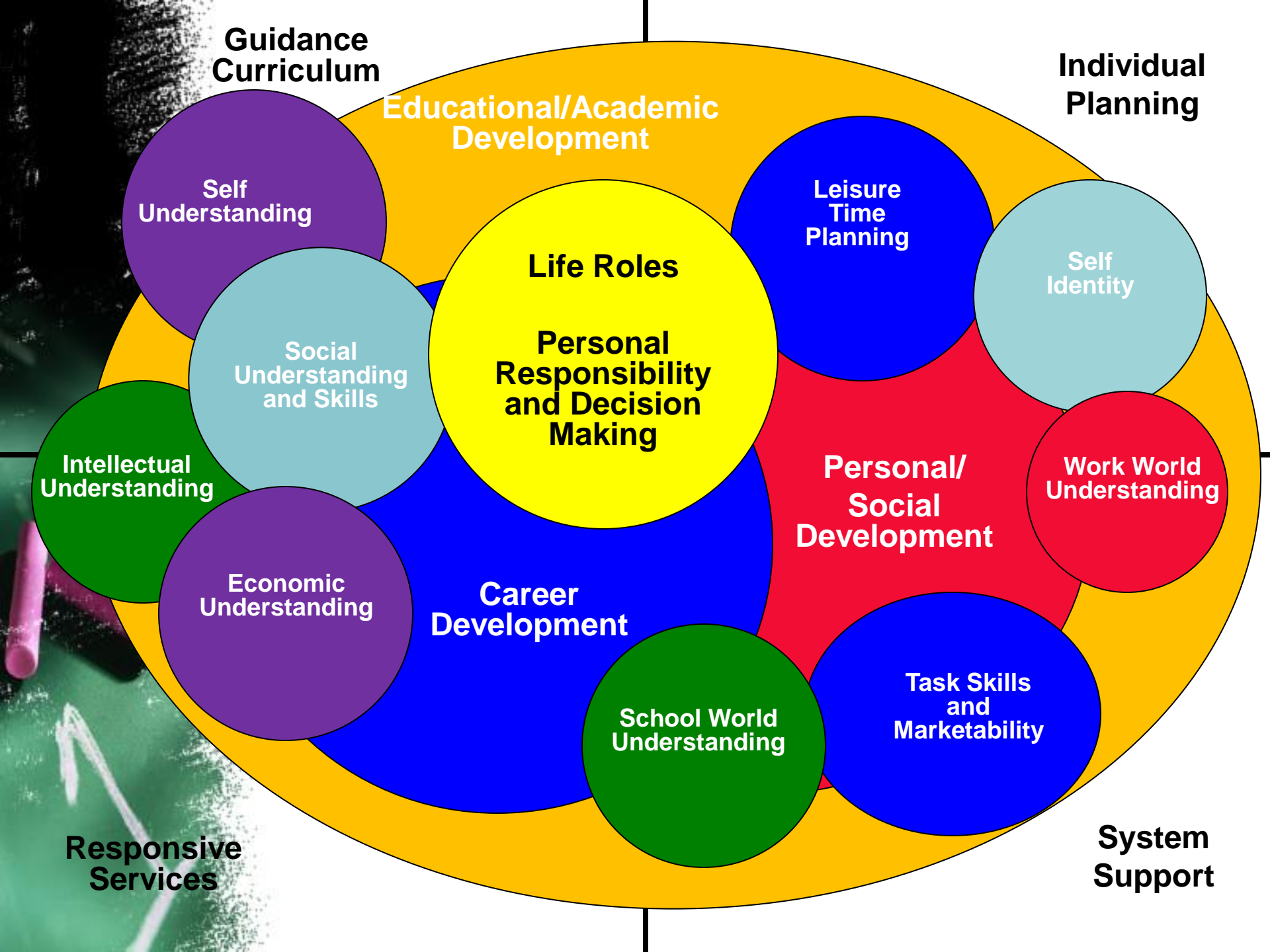
Become aware of products and services utilized by local employers

Career Specialist Duties

- (12) Assist schools In promoting the goals of quality career development of students in kindergarten through twelfth grade.
- (11) Coordinate with school counselors and administration career events, career classes and career programming



Career development is an important function of the **ENTIRE** comprehensive developmental guidance and counseling program.



Guidance Curriculum

Individual Planning

Educational/Academic Development

Self Understanding

Leisure Time Planning

Self Identity

Life Roles

Personal Responsibility and Decision Making

Social Understanding and Skills

Personal/Social Development

Work World Understanding

Intellectual Understanding

Career Development

Economic Understanding

School World Understanding

Task Skills and Marketability

Responsive Services

System Support

In closing....

**SC Guidance &
Counseling
Comprehensive
Program Model**



**Education and
Economic
Development
Act**



**Comprehensive
Career
Guidance and
Development**

Resources

- The South Carolina Comprehensive Developmental Guidance and Counseling Program Model
- Economic and Education Development Act of 2005



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