

CCR DIPLOMA COUNSELOR GUIDE

Advancing Student Success

with the College and Career Ready Diploma

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INTRODUCTION

College and career readiness, from middle school through high school, is essential to prepare students for the diverse opportunities after graduation, whether it be higher education, entering the workforce or exploring other opportunities.

Nevada Administrative Code (NAC) 389.900 outlines the general requirements for career and technical education; this guide provides additional information about the requirements of the College and Career Ready Diploma (CCR) with practical strategies that can be implemented immediately. The guide is designed to support Nevada's educational leaders to embed postsecondary advising and planning to empower students to make informed decisions about their future¹, providing best practices that district personnel, local education agencies (LEAs) and charter organizations can apply across grade levels in order to enhance CCR Diploma outcomes across Nevada². Nevada's CCR Diploma Counselor Guide ensures that students not only meet graduation requirements but also gain valuable insights and experiences that align with their interests and aspirations³. By emphasizing the pivotal

role middle and high schools play in shaping young people's future, the CCR Diploma Counselor Guide lays the foundation for successful transitions into postsecondary endeavors.

Additionally, the guide offers district personnel, local education agencies (LEAs), and charter organizations practical strategies to implement best practices that enhance College and Career Readiness Diploma outcomes across Nevada. This CCR Diploma Counselor Guide ensures that students not only meet graduation requirements but also gain valuable insights and experiences that align with their interests and aspirations. By emphasizing the pivotal role middle and high schools play in shaping young people's futures, this guide lays the foundation for successful transitions into postsecondary endeavors.

- 1 Curry, J. R., Milsom, A., & DEd, L. S. (2021); Falco, L. D., & Steen, S. (2018).
- 2 Hughes, K. L., & Karp, M. J. M. (2004); Sampson, J. P., Hooley, T., & Marriot, J. (2011).
- Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009).

Purpose of and Using this Guide

Nevada's K-12 counselors play a pivotal role in guiding students as they navigate their educational journey, helping them set realistic goals, explore diverse pathways, and build the confidence necessary to pursue their aspirations. This guide serves as an essential resource to empower counselors in advising students about Nevada's "College and Career Ready (CCR) Diploma."

Designed to support comprehensive college and career readiness planning, this researchbased guide equips counselors with the tools, strategies, and resources needed to help students transition successfully into postsecondary education or career pathways. It outlines the requirements for the CCR Diploma and provides actionable steps that students can take to meet these requirements. The guide also includes evidence-driven strategies that counselors and CCR team members can use to develop students' awareness, knowledge, and skills, ultimately helping them achieve their goals.

Aligned with the Nevada Educator
Performance Framework (NEPF), this guide
enhances counselors' abilities to provide
effective guidance, ensuring every student
has the opportunity to reach their full
potential. Whether advising students on
course selections, career exploration, or goal
setting, this guide empowers counselors to
offer personalized, comprehensive support
tailored to each student's needs.

The CCR Diploma—A State Initiative

Frequently Asked Questions

What is the College and Career Ready Diploma?

The Nevada College and Career Ready (CCR) Diploma is a state-designated diploma that recognizes high school students who have exceeded the standard graduation requirements by completing advanced coursework and demonstrating readiness for postsecondary success. Supported by the Nevada legislation, this diploma is part of Nevada's strategic effort to ensure graduates possess the academic knowledge, technical skills, and employability traits needed to succeed in college, career training programs, or the workforce. Students who earn the CCR Diploma show that they are prepared to meet the demands of a competitive and rapidly changing global economy.

How does the CCR Diploma differ from Nevada's other high school diplomas?

In Nevada, students have the option of earning one of two general education diplomas—the Advance Diploma and the Standard Diploma, or the inclusive-adaptive diplomas for students requiring accommodations. The CCR Diploma demonstrates a higher level of rigor than the two general education diplomas, requiring the same credit units and GPA requirements as the Advance Diploma, plus additional advance coursework and endorsement requirements. Students can fulfill these additional requirements in a variety of ways, such as earning a Seal of Biliteracy or completing two or more credits in a specified course area, and by earning a college-ready endorsement or a career-ready endorsement.

Can students earn one of the other State Seals to fulfill a CCR Diploma requirement?

Only the Seal of Biliteracy fulfills a requirement to earn the Nevada CCR Diploma. Students, however, can choose to earn one or more of the other State Seals—Seal of Civics, Seal of Financial Literacy, Seal of STEM, and/or Seal of STEAM endorsements of high level of proficiency in a specific content area added to their diploma.

- 5 Nevada Revised Statute § 390.605. https://www.leg.state.nv.us/nrs/NRS-390.html
- 6 Nevada Revised Statute § 390.600. https://www.leg.state.nv.us/nrs/NRS-390.html
- 7 Nevada Department of Education. https://doe.nv.gov/offices/office-of-teaching-and-learning/high-school-graduation
- 8 Nevada Revised Statute § 390.605. https://www.leg.state.nv.us/nrs/NRS-390.html
- 9 Nevada Revised Statute § 388.5933 (Seal of Civics). https://www.leg.state.nv.us/NRs/NRS-388.html#NRS388Sec5933
- 10 Nevada Revised Statute § 388.596 (Seal of Financial Literacy) https://www.leg.state.nv.us/NRs/NRS-388. html#NRS388Sec596
- 11 Nevada Revised Statute § 388.594 (Seal of STEM) https://www.leg.state.nv.us/NRs/NRS-388.html#NRS388Sec594
- 12 Nevada Revised Statute § 388.597 (Seal of STEAM) https://www.leg.state.nv.us/NRs/NRS-388.html#NRS388Sec597

How will this guide assist counselors and educators with student supports relevant to high school graduation and college and career readiness?

This guide was developed to help Nevada counselors and CCR teams of educators prepare students for college and career readiness, as well as assist students and families in navigating the complexity of the CCR Diploma requirements. The guide attempts to address such needs and support counselors and CCR teams with a hub of information, recommended practices, and actionable tools, ensuring that every student receives the guidance needed for informed decision-making and action towards planning and future goals.

What information did NDE use to identify the strategies and activities offered in this guide?

NDE developed this guide with a strong focus on equipping Nevada students with both technical and durable skills (soft skills), in alignment with the principles of ONET's job classification system. The development process was guided by the understanding of how Nevada practitioners perceived the state's revised legislative diploma requirements and the role of college and career readiness (CCR) in preparing students for success in the workforce.

In Fall 2024, NDE partnered with WestEd to conduct a survey aimed at understanding the perspectives of over 300 education professionals, including counselors, school administrators, and CTE coordinators across 15 Local Education Agencies (LEAs). This survey was crucial for identifying the strategies and activities necessary to ensure that students and families understood the value of the CCR Diploma and how to attain it.

Survey findings revealed several key concerns and needs among educators. One of the main challenges identified was the complexity of the CCR Diploma requirements and the lack of understanding about its benefits. With these insights, NDE and WestEd collaborated to identify research-based strategies and resources that emphasize the development of both technical competencies and durable skills—key elements of ONET's job classifications. Durable skills (soft skills) such as communication, problem-solving, collaboration, and adaptability were identified as crucial for success in both education and the workforce. These soft skills are essential components of the activities and resources developed in the guide, ensuring that students are not only prepared academically but also equipped with the interpersonal and cognitive skills necessary for lifelong success.

Alignment with the Purpose of the CCR Counselor Guide

The Nevada CCR Diploma Counselor Guide is designed to provide flexible, comprehensive support to counselors as they guide students through their academic and career planning. To ensure clarity and effective implementation, the guide separates the middle school and high school grade bands, offering targeted recommendations for each stage of students' academic journeys. Each grade level may present specific needs, decision points, transition steps, and timely support that are crucial for a student's success.

However, recognizing that students' needs can vary, the toolkit allows for flexibility in how these steps and activities are implemented. Many of the recommended actions can be adapted to suit individual

grade levels, regional contexts, and local school environments. This flexibility also includes the ability to introduce key steps to students new to the school, ensuring they have the necessary support to "catch up" in their planning and preparation for the future.

Counselors and College and Career Readiness (CCR) teams are encouraged to tailor these elements to best serve the unique needs of their students and communities. They are also empowered to develop and share new tools, strategies, and resources as their work evolves. By offering this adaptability, the guide aims to foster an environment of continuous improvement and collaboration, ensuring that counselors can provide the most effective, personalized support for each student's success.

Crosscutting Approaches Across All Grades

To effectively prepare students for the CCR Diploma, evidence suggests that several cross-cutting approaches should be integrated across all grade levels. Research-based approaches, such as embedding college and career planning activities into

coursework¹³ and providing 1:1 advising to help students set goals and connect interim activities to reach those goals,¹⁴ can be scaffolded and delivered iteratively to reinforce meaningful connections between planning, engagement, and readiness.

¹³ Hughes, K. L., & Karp, M. J. M. (2004); Bridgstock, R., Grant-Imaru, M., & McAlpine, A. (2019).

¹⁴ Bettinger, E. P., & Baker, R. (2014); Perna, L. W., & Jones, A. P. (2013).

Key guiding questions counselors and CCR team members can ask for any grade band include:

- How are we integrating career and academic planning in our curriculum across all grade levels?
- What systems do we have in place to ensure that every student receives personalized advising?

Additionally, across grade levels schools can establish a strong and supportive culture of college and career readiness through strategies and practices such as:

- Incorporating reflective practices and tools
- Engaging with caregivers and community partners
- Professional development for staying current with labor market trends
- Regular transcript review and milestone tracking reflective practices

By establishing a robust framework for career and academic planning, schools can ensure that students' individual needs and interests are addressed holistically¹⁵. The steps and guidance that follow are organized into three key College and Career Ready strands:



The guide separates middle and high school grade bands to clearly outline recommended activities aligned with each stage of a student's academic and career development, in support of Nevada's CCR Diploma requirements. Within each grade level, students may face unique decision points, transition milestones, and needs for timely support. While certain activities are specific to each grade, many can be adapted to fit individual student readiness as well as regional, local, and school-specific contexts. Key CCR-related steps and experiences can also be introduced to new students to help them catch up in their academic and career planning. Counselors and CCR teams are encouraged to tailor the scope and sequence of these elements to meet the needs of their students and communities, while also innovating, integrating, and sharing new tools and resources that advance CCR Diploma outcomes.

MIDDLE SCHOOL COLLEGE AND CAREER READY

(GRADES 6-8)

Middle school is a crucial period for students to begin exploring their academic and career interests. College and career exploration in middle school has been shown to be effective in improving student motivation, academic achievement, career readiness, and long-term postsecondary success. The early exposure to career pathways and college planning helps students make informed decisions about their education and career goals. ¹⁶

Counselors and College and Career Ready team educators guide students in identifying potential pathways and developing essential skills through extracurricular and handson experiences. This phase emphasizes foundational academic planning and durable skills (soft skills) development, preparing students for informed decision-making as they approach high school.

Guiding Questions

- **1.** What subjects or activities spark your interest, and how might they connect to a future career?
- 2. Which skills would you like to develop in middle school?

MIDDLE SCHOOL CCR STRANDS	KEY STUDENT TOPICS		
ACADEMIC AND CAREER PLANNING	1	What's a CCR Diploma & Why Does It Matter for Your Future? 7 Review state graduation requirements and understand the importance of course credits and GPA	
PLANNING	2	Discover Your Dream Jobs: What Careers Match Your Interests? Take career interest and aptitude surveys and navigate career exploration platforms	
	3	High School Choices: Exploring Your Path to Success 7 Review high school course options and pathways and begin a 4-year plan	
SKILL DEVELOPMENT AND EXPERIENCE	1	Level Up Your Future—Fun Hobbies & Activities That Make a Difference A Access and participate in a range of hobbies and extracurricular activities	
	2	Boost Your Skills: Track Your Growth with Reflection & Journals 7 Practice and develop soft skills and self-assessment habits such as reflective journals and logs	
	3	Level Up Your Learning: Join Fun & Helpful Academic Programs 7 Exposure to/enrollment in academic support and enrichment programs	
POSTSECONDARY PREPARATION AND SUPPORT	1	Plan for Success—Exploring Your Future College & Career Pathways 7 Learn about the broad spectrum of postsecondary options and pathways	
	2	Ready, Set, High School! Exploring Your Next Big Adventure Explore opportunities at local high schools	
	3	Beyond the Classroom: Exploring Careers Through Industry Tours 7 Explore local industry/professional workplaces and businesses	





Academic and Career Planning Middle School (Grades 6-8)

This section focused on academic and career planning that occurs in middle school serves as a cornerstone for students' journeys toward becoming self-aware, goal-oriented, and prepared for the multifaceted challenges of college and career paths. By planning in middle school, students have the opportunity to engage in reflection and discovery about their academic and career interests while gaining a deep understanding of the opportunities and pathways available both in high school and beyond. Through these early academic and career planning activities, the toolkit encourages counselors to help students build a solid foundation for making informed decisions, setting realistic goals, and preparing for the transition into high school with confidence and clarity.

Middle school students should:

- Understand the CCR diploma, its requirements, benefits and opportunities.
 TOPIC 1
- Explore and identify interests related to potential career paths. TOPIC 2
- Be aware of high school options (courses, diplomas, pathways) and how to pursue them. TOPIC 3





What's a CCR Diploma & Why Does It Matter for Your Future?

Within this topic students review state CCR Diploma Graduation requirements, learn the importance of credits, and understand how GPA impacts their educational outcomes and future opportunities. This knowledge base is crucial for ensuring students meet graduation criteria and strategically plan their educational journey.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will communicate the intricacies of high school graduation requirements, electives, and CTE courses. By demonstrating the connection between these decisions and potential career outcomes, counselors foster informed decision-making among students.
- Students can be supported in this process via group workshops in classrooms or grade-level meetings, in 1:1 counseling sessions, as well as alongside their caregivers in family engagement events:
 - Lead informational sessions about graduation and CCR diploma requirements
 - Facilitate discussion and meaningmaking about key terms and requirements
 - Walkthrough and guide students to develop a personalized checklist and plan

Hands On Activity: Build Your CCR Pathway

This group activity provides an opportunity to learn at-a-glance information about the CCR diploma using the CCR Diploma Information Sheet, with details about the course of study and required credits and GPA, required assessments, diplomas, seals and endorsements pertaining to the CCR Diploma.

OBJECTIVE

Engage middle school students in understanding the Nevada College & Career Ready (CCR) Diploma by making the diploma requirements interactive and relatable.

DURATION

15-20 minutes

MATERIALS

• CCR Diploma Requirements Sheet

Step 1 BUILDING YOUR CCR DIPLOMA PUZZLE (10-12 MINUTES)



- **1.** Create requirement cards for each CCR Diploma requirement, such as:
 - Core subjects (English, Math, Science, Social Studies)
 - Advanced coursework options (AP, IB, CTE, Dual Enrollment, Work-Based Learning)
 - Endorsements (College-Ready, Career-Ready)
 - **GPA** requirement (3.25)
 - Assessments (ACT, Civics Test)
 - **State Seals** (Biliteracy, STEM, Financial Literacy, etc.)

Activity

- **1.** Divide students into small groups (2-4 students per group).
- **2.** Each group receives a set of CCR Diploma puzzle pieces (each piece represents a diploma requirement).
- **3.** Challenge: Their task is to correctly assemble the "CCR Diploma Puzzle" by placing the pieces in the right categories.
 - Example categories: Required Courses, Assessments, Advanced Coursework, Endorsements & Seals.
- **4.** Once completed, each group explains their reasoning, discussing which pieces were easy or difficult to place.

Step 2 REAL LIFE CONNECTIONS (5-8 MINUTES)

?

Facilitator Questions

- Which part of the diploma requirements surprised you the most?
- What part of the CCR diploma do you think would be the hardest to achieve? The easiest?
- How do you think earning this diploma could help you in college or a career?
- Connect to real-life examples of students who used CCR diploma endorsements to get scholarships, college credit, or jobs.



Reflection

- Ask students to design their "ideal high school path" using a blank roadmap template.
- They choose:
 - The classes they'd take
 - The endorsements they'd pursue
 - The skills they'd gain for their career

Why This Works for Middle Schoolers:

- ✓ Makes requirements interactive instead of just listing them.
- Encourages collaborative problem solving and critical thinking.
- Allows students to personalize their learning pathway while making real-world connections.



TOPIC

2

Discover Your Dream Jobs: What Careers Match Your Interests?

Within this topic, students engage in career interest and aptitude surveys assess their skills, interests, and preferences, matching them with careers that align with their strengths and goals. Surveys can provide valuable insights, helping students understand themselves better and explore how their choices connect to various career paths. To deepen their exploration, students should engage with online career exploration platforms to research a wide range of career opportunities and pathways.

Role of the Counselor and CCR Team

- Educators can support and guide students to access, navigate, and make meaning from the various survey tools and platforms in classroom and workshop settings.
- In addition team members can collaborate to develop and lead career days/fairs and guest speaker events during the school day as well as in family engagement spaces.
 Through their support, students can deeply engage with the material, enhancing their understanding and enthusiasm for future possibilities.

Hands On Activity:

Future You & Your Career Path

OBJECTIVE

Help middle school students envision their future careers and explore how their high school choices can support their goals using the My Next Move tool.

DURATION

15-20 minutes

MATERIALS

- Writing materials
- Sticky notes, index card or other medium

Step 1 **FUTURE YOU VISUALIZATION** (5-7 MINUTES)



Activity

- 1. Ask students to imagine themselves at high school graduation and think about their future.
- 2. Provide prompts:
 - What career or job interests you?
 - Where would you like to be living?
 - Do you see yourself going to college, learning a trade, or starting a business?
 - What skills do you think you'll need to be successful?



Engagement

1. Have students write or draw their ideal future self on a sticky note, index card or other medium.

Step 2 EXPLORE CAREER OPTIONS WITH MY NEXT MOVE (10 MINUTES)

Activity

- 1. Introduce My Next Move (https://www.mynextmove.org) an interactive career exploration tool.
- 2. Have students navigate to the website individually or in small groups to explore the 'Discover your interest' section of the website by clicking start ->.



3. You will find this screen (the O'Net interest profiler), click on Next button:



4. The O*NET Interest Profiler has 60 questions about work activities that some people do on their jobs. Read each question carefully and decide how you would feel about doing each type of work:



- **5.** Follow the prompts responding to all 60 kinds of things that people do at various jobs.
 - a. Once you finish, you will see your O*Net Interest Profiler. You can share or print your interest profiler which can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.
 - b. Check out the link for your top interest score (Realistic, Investigative, Articitis, Social, Enterprising, Conventional). Does that interest sound like you?
 If not, check out another top interest.



- c. Now move to the Job Zone by clicking Next to connect your interest to careers. To explore this next section, you will need to think about how much education, training and experience you will need.
- d. Consider the 'Future You' you were considering at the beginning of this conversation. Did you envision yourself going to college? Starting a job? Each O*NET career is in one of five Job Zones, which are groups of careers that need the same level of experience, education, and training.
- e. Different careers need different amounts of preparation. You will be asked to pick a Job Zone. Using your Job Zone and your interests, the Interest Profiler will help you identify and explore careers that might be right for you.

- **f.** When picking your Job Zone, you can choose your:
 - Current Job Zone—choose the Job Zone that matches the kind of experience, education, and training you have now OR
 - Future Job Zone—choose the Job
 Zone that matches the amount of
 experience, education, and training
 you plan to get in the future.
- g. In both cases, your Job Zone will include careers that you might like to do.
- h. Don't worry about making the wrong choice; you can explore a different Job Zone later. Explore and learn more about the experience, education and training needed by clicking on the links.



- **1.** Each student chooses one career that interests them and writes down:
 - A brief description of the career.
 - One required skill or qualification.
 - One high school class or experience that could help them prepare.

Step 3 CONNECTING THE DOTS DISCUSSION (5 MINUTES)



- 1. Students pair up and share their career choice and what they learned.
- 2. Facilitator asks:
 - What surprised you about your career choice?
 - Did you find a new career option you hadn't considered?
 - What high school courses or experiences do you think will help you prepare for this path?
- **3.** Conclude by emphasizing how high school diploma pathways, endorsements, and electives can support different career goals.



Bonus Reflection

1. Ask students to complete a career interest survey.

Why This Works for Middle Schoolers:

- Encourages self-reflection and future planning.
- ✓ Introduces real-world career exploration tools.
- Onnects career goals to high school preparation in a meaningful way.

Additional Ideas for career exploration:

• Middle School Career Conversations - this tool to be used to create or enhance career discussion in advisory, CTE or general coursework.





High School Choices: Exploring Your Path to Success

Within this topic, students connect their career interest with the programs of study available at their local high schools. By discovering what high schools offer, students can begin or strengthen their plans for their next step. To deepen understanding of opportunities, students could also explore higher education programs that match the amount of experience, education, and training you plan to get in the future from the Future Job Zone activity in Topic 2.

Role of the Counselor and CCR Team

Educators can support students to set goals and deepen their high school/college/career awareness.

Hands On Activity:

Jumpstart Your Future:

Exploring High School Pathways & the CCR Diploma

OBJECTIVE

Help middle school students explore how Nevada's College & Career Ready (CCR) Diploma and local programs of study can connect to their career interests and set them up for future success.

DURATION

15-20 minutes

MATERIALS

- Nevada CTE Course Catalog 25-26
- CCR Diploma Academic Plan **Template**

Step 1 CAREER CONNECTIONS RECAP (5-7 MINUTES)



Activity

- 1. Ask students to think back to their career. interest exploration (Topic 2).
- 2. Provide prompts:
 - What career stood out to you?
 - What skills does the career require?
 - Do you know what type of education or training is needed for the career?



Engagement

- 1. Have students write or draw their ideal. future self on a sticky note, index card or other medium.
 - **a.** Have students share one career they explored and one thing that surprised them about it.
 - **b.** If available, display a few local labor market statistics to show in-demand careers in Nevada.
 - **c.** Transition into high school preparation: "Now that you have an idea of careers that interest you, let's explore how high school programs and the CCR Diploma can help you get there!"

Step 2 DISCOVER LOCAL HIGH SCHOOL PROGRAMS (10 MINUTES)



- 1. Introduction to Local Programs: Explain that high schools offer Programs of Study that align with different careers, including:
 - Career & Technical Education (CTE) pathways (e.g., healthcare, business, IT, engineering, culinary arts).
 - **Advanced coursework** (e.g., AP, IB, dual-credit college courses).
 - Work-based learning opportunities (internships, apprenticeships).



- Provide the <u>NDE CTE course catalog</u> and also refer to **local high school course** catalogs (or direct students to a school district website).
- 2. Students match one of their career interests to a local high school CTE program that could help them prepare for that field.
- **3.** They write or discuss:
 - What program could help them?
 - What skills would they learn?
 - How might it help them after high school?

Step 3 BUILD YOUR CCR PATHWAY

(5-8 MINUTES)



- Reiterate the CCR Diploma: Share that the CCR Diploma gives students a head start by preparing them for college and careers. Requirements include:
 - Advanced coursework (AP, IB, dualcredit, or CTE).
 - College-ready or career-ready endorsements.
 - A 3.25 GPA.



- 1. Students map their career pathway.
 - Using the career from Topic 1 and Topic 2 (or another one), discover what courses you would take in high school to pursue this career:
 - What are the college-focused courses that you could take in high school? (AP/ IB/Dual Enrollment)
 - What are the career-focused courses that you could take in high school? (CTE, Work-Based Learning)
- **2.** Ask students to write down one question you have about pursuing a CCR Diploma.



- 1. Ask students:
 - What excites you about the CCR Diploma?
 - What questions do you have?
 - How do you think this could help your future?

Why This Works for Middle Schoolers:

- Onnects previous learning (careers) to actionable high school plans
- ✓ Makes diploma pathways and programs of study tangible
- ✓ Encourages students to take ownership of their future





Skill Development and ExposureMiddle School (Grades 6-8)

Engaging in extracurricular activities, clubs, and hands-on learning experiences during middle school plays a crucial role in shaping students' personal and academic growth. These experiences serve as a foundation for building essential skills, confidence, and real-world experience that will support their success in high school, college, and future careers. By participating in a variety of activities, students can explore their interests, develop soft skills such as communication and teamwork, and cultivate self-awareness through reflection and goal-setting. Additionally, access to academic support and enrichment programs enhances their learning, providing opportunities to challenge themselves and expand their knowledge. This section encourages students to take advantage of diverse opportunities that will help them discover their strengths, develop lifelong skills, and prepare for future success.

Middle school students should:

- Access and participate in a range of hobbies and extracurricular activities.
- Practice and develop soft skills and self-assessment habits such as reflective journals and logs.
- Have exposure to/enrollment in academic support and enrichment programs.

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Level Up Your Future—Fun Hobbies & Activities That Make a Difference

Engaging in extracurricular activities is essential for developing teamwork, leadership, and collaboration skills that support students' long-term success. By participating in community service projects, school clubs, and interest-based groups, students enhance their communication abilities and build meaningful connections. Additionally, publicizing local and school-based extracurricular opportunities ensures that students and caregivers are aware of various ways to get involved and strengthen their skills beyond the classroom.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will provide community service requirements and/ or opportunities to build teamwork and leadership skills, promote a variety of clubs, collaborative projects, and student interest groups during school hours and after school to foster skills in communication and collaboration and publicize extracurricular opportunities from the community and with various partners to students and caregivers
- Students can be supported in this process via group workshops in classrooms or grade-level meetings, in 1:1 counseling sessions, as well as alongside their caregivers in family engagement events:
 - Lead informational sessions about opportunities extracurricular activities, build soft skills and engage in academic and enrichment activities.
 - Facilitate discussion and meaningmaking about key terms and opportunities.

Hands On Activity:

Making a Difference Teamwork & Leadership in Action

This group activity helps middle school students explore ways to give back to their community while building teamwork and leadership skills. Through interactive brainstorming and problemsolving challenges, students will discover local service opportunities, collaborate on creative solutions, and reflect on what it means to be a leader. By the end of the activity, they'll leave with actionable steps to make a positive impact in their school and beyond!

OBJECTIVES

- Help students discover ways to engage in community service.
- Build teamwork and leadership skills through collaborative projects.
- Inform students and caregivers about extracurricular opportunities.

DURATION

15-20 minutes

MATERIALS

- Handout
- List of local volunteer opportunities (e.g., school-based clubs, city programs, or nonprofit partnerships).

Step 1 WHAT'S IN YOUR COMMUNITY? (15 MIN)



1. Warm-up (5 minutes) - Ask students to brainstorm and list places in the community where they or their families go often (e.g., libraries, parks, food banks, senior centers, animal shelters).

Discussion

- 1. Small Group Discussion (10 minutes)
 - Divide students into groups of 3-4 and assign each group a category (e.g., environment, helping others, education, arts).
 - Have them brainstorm one way they could help in that category (e.g., park clean-up, tutoring younger kids, making cards for seniors).
 - Groups share their ideas with the class.

Step 2 LEADERSHIP & TEAMWORK IN ACTION (20 MIN)



- 1. Scenario Challenge (10 minutes) -Provide each group with a real-world challenge that requires teamwork and leadership, such as:
 - Organizing a fundraiser for a local cause
 - Creating a campaign to reduce school waste
 - Planning a school event to help new students feel welcome
 - Assign roles (leader, communicator, problem solver, planner) and ask them to map out 3 steps to tackle the challenge.



Reflection

1. Class Share & Reflection (10 minutes) -Each group presents their plan, and the class discusses what makes a good leader and team player.

Step 3 (Optional/Homework) COMMUNITY ENGAGEMENT EXPLORATION

- Be aware of local volunteer opportunities and provide students with a list if available (e.g., school-based clubs, city programs, or nonprofit partnerships).
- Have them interview a family member or friend about a past community service experience and share takeaways in the next class.
- Wrap-Up: Encourage students to choose one action step they can take this month to get involved in their community.

Why This Works for Middle Schoolers:

- **Develops teamwork and leadership skills**—Encourages students to collaborate, problemsolve, and take on leadership roles in real-world scenarios.
- ✓ Makes community service meaningful and accessible—Helps students see how they can make a difference in their local community through small, impactful actions.
- Encourages self-reflection and personal growth—Guides students in recognizing their strengths, values, and the role they can play in shaping a better community.



TOPIC

Boost Your Skills: Track Your Growth with Reflection & Journals

Developing strong self-reflection skills and effective study habits is essential for academic and personal growth. Through engaging workshops, students will explore strategies to manage their time wisely, improve their learning techniques, and set personal goals for success. By fostering these skills, students will gain the confidence and tools needed to take ownership of their education and future.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will provide opportunities to develop self reflection skills that can support effective study habits and time management.
- Students can be supported in this process via group workshops in classrooms or grade-level meetings, in 1:1 counseling sessions, as well as alongside their caregivers in family engagement events:
 - Lead informational sessions about opportunities for extracurricular activities, build soft skills and engage in academic and enrichment activities.
 - Facilitate discussion and meaningmaking about key terms and opportunities.

Hands On Activity: Study Smarter: Self-Reflection & Study Skills for Success

This group activity is an interactive workshop designed to help middle school students develop self-awareness, improve study habits, and manage their time effectively. Through guided journaling, group discussions, and hands-on planning activities, students will reflect on their learning strengths, identify areas for improvement, and create a personalized study plan. By the end of the session, they will leave with practical strategies and a clear action plan to boost their academic success.

OBJECTIVES

- Help students develop selfreflection skills to assess their learning and personal growth.
- Provide practical strategies for effective study habits and time management.
- Encourage goal-setting and self-awareness to improve academic performance.

DURATION

25 minutes

MATERIALS

- Notebook or paper for journaling (Step 1)
- Whiteboard/chart paper & markers (Step 2)
- Handout (list of questions/prompts) (Step 1)
 - Self-Reflection Journal list of questions/prompts (Step 1)
 - Study Planner Template blank weekly schedule (Step 2)
 - Goal-Setting Worksheet space to write goals & accountability check-in) (Step 3)

Step 1 SELF-REFLECTION JOURNAL (15 MIN)



- 1. Warm-up (5 minutes)
 - Ask students:
 "Think about a time when you did really well on a school assignment.
 What helped you succeed?"
 - Have them share responses in pairs.



1. Journaling (10 minutes) - Provide a Self-

- Reflection Handout with prompts like:
 - What are my strengths as a student?
 - What challenges do I face in studying or managing my time?
 - What is one thing I can improve in my study habits?
- **2.** Students write their responses and discuss in small groups.

Step 2 STUDY HABITS & TIME MANAGEMENT STRATEGIES (20 MIN)



- 1. **Group Brainstorm** (10 minutes) -On a whiteboard or chart paper, create two columns: "Good Study Habits" and "Bad Study Habits."
 - Have students call out ideas and categorize them together.



- 1. **Time-Blocking Challenge** (10 minutes) Give students a Study Planner Template and ask them to plan out a study schedule for a big test next week. Encourage them to include:
 - Breaks
 - Review time
 - Fun activities
 - Sleep/rest time

Step 3 (Optional/Homework) GOAL-SETTING & ACTION PLAN



- **1.** Each student writes one personal study goal for the next two weeks.
- **2.** They choose an accountability partner to check in with.



- 1. Ask students:
 - What is one new study habit you will try this week?
 - How will you track their progress?

Why This Works for Middle Schoolers:

- ❷ Builds self-awareness and personal responsibility—Helps students reflect on their learning strengths, challenges, and areas for improvement.
- **▼ Teaches essential study and time management skills**—Provides practical strategies to help students organize their time, develop better habits, and prepare for academic success.
- ✓ Encourages goal-setting and accountability—Supports students in setting achievable goals, tracking their progress, and taking ownership of their learning journey.



ТОРІС

Level Up Your Learning: Join Fun & Helpful Academic Programs

Exploring academic support and enrichment programs like Upward Bound, AVID, and other regional opportunities can open doors to new learning experiences and future success. These programs provide valuable resources, mentorship, and skill-building activities to help students stay on track academically while preparing for high school and beyond. Through engaging presentations and handson application support, students will discover exciting ways to enhance their education and take charge of their future.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will provide opportunities to learn about academic and enrichment programs and activities.
- Students can be supported in this process via group workshops in classrooms or grade-level meetings, in 1:1 counseling sessions, as well as alongside their caregivers in family engagement events:
 - Lead informational sessions about academic and enrichment opportunities, and learn more about what is available and what students need.
 - Facilitate discussion and meaningmaking about key terms and opportunities.

Hands On Activity:

Find Your Fit - Discover Awesome Academic Programs

This group activity is an interactive workshop designed to introduce middle school students to enrichment opportunities like Upward Bound, AVID, and/or local/regional/state programs. Through engaging activities, students will match their academic needs with the right programs, discuss how these opportunities can support their goals, and receive guidance on how to apply. By the end of the session, students will have a clear understanding of available resources and a personal action plan to take the next step toward enrollment.

OBJECTIVES

- Introduce students to enrichment programs like Upward Bound, AVID, and other opportunities.
- Help students identify which programs align with their academic goals.
- Provide guidance on how to apply and enroll in these programs.

DURATION

30 minutes

MATERIALS

- Program Overview Handout (brief descriptions of programs, eligibility, and benefits). (Step 1)
- **Matching Cards** with student needs and program descriptions. (Step 2)
- Program Application Checklist Handout (steps to apply, key dates, required documents). (Step 3)

Step 1 WHAT'S OUT THERE? (10 MIN)



1. Warm-up Discussion (5 minutes) Ask students: "What helps you succeed in school? What kind of support would make learning easier or more fun?"



- Program Overview (5 minutes) Give a brief, engaging explanation of
 programs like Upward Bound, AVID, and
 other local/state opportunities (use a
 Program Overview Handout with short
 descriptions).
 - Ask study to share a highlight of key benefits like college prep, tutoring, mentorship, field trips, and scholarships.

Step 2 WHICH PROGRAM IS RIGHT FOR ME? (10 MIN)



- 1. Interactive Matching Game (5 minutes) Create cards with different student needs (e.g., "I want to go to college but don't know where to start" or "I need help staying organized in school").
 - Students match needs to the program that best fits.



1. **Small Group Discussion** (5 minutes) - Have students discuss which programs interest them and why.

Step 3 HOW DO I APPLY? (10 MIN)



- 1. Application Planning (5 minutes)
 - Walk through basic steps of applying (deadlines, forms, personal statements).
 - Distribute a Program Application Checklist Handout to help students get started.



1. Next Steps Reflection (5 minutes)
Students set one action step (e.g., talk to a counselor, visit a program website, or bring home an application for a caregiver to review).



- **1.** Ask students: What's one program you're excited about? What's your next step?
- **2.** Encourage students to bring home handouts and discuss with caregiver.

Why This Works for Middle Schoolers:

- Expands awareness of academic support opportunities—Helps students discover programs that provide tutoring, mentorship, and enrichment to support their learning.
- Connects students to real-world benefits of academic programs—Shows how programs like Upward Bound and AVID can help with college prep, scholarships, and skill-building.
- **Empowers students to take the next step**—Encourages students to reflect on their academic needs, match with the right programs, and start the application process with confidence.





Postsecondary Preparation and Support

Middle School (Grades 6-8)

Middle school is a critical time for students to start exploring postsecondary education and career pathways that align with their interests and goals. By learning about college options, career and technical education (CTE) programs, apprenticeships, and other training opportunities, students gain a deeper understanding of the steps needed to achieve their aspirations. Counselors will support students in navigating these choices through interactive workshops, guided discussions, and hands-on experiences such as visits to local high schools, colleges, and workplaces. Additionally, students will receive resources on academic preparation, financial aid, and career exploration to ensure they are ready to make informed decisions about their future. This early exposure empowers students to take charge of their postsecondary journey with confidence and clarity.

Middle school students should:

- Understand the broad spectrum of postsecondary options and pathways
- Have exposure to and increased understanding of programs and opportunities at local high schools and colleges
- ✓ Have exposure to a local industry/ professional workplaces and businesses with an increased understanding of the basic functions and careers associated with the workplace





Plan for Success—Exploring Your Future College & Career Pathways

Planning for the future starts early, and middle school is the perfect time for students and caregivers to explore academic and career pathways together. Information sessions will provide valuable insights on college options, career and technical education (CTE) programs, and the importance of academic planning to keep students on track for success. By understanding available opportunities and setting goals now, families can help students make informed decisions that open doors to a wide range of postsecondary possibilities.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will provide information sessions for caregivers and students on the importance of early academic and career planning.
- Students can be supported in this process via group workshops in classrooms or grade-level meetings, in 1:1 counseling sessions, as well as alongside their caregivers in family engagement events:
 - Lead informational sessions about opportunities about the importance of college and career planning.
 - Facilitate discussion and meaningmaking about key terms and opportunities.

Hands On Activity:

Be Future Ready - Explore Your Path to Success

This group activity helps middle school students through an interactive workshop designed to help middle school students discover the many postsecondary options available to them, including college, career and technical education (CTE), apprenticeships, and workforce opportunities. Through engaging activities, students will explore different career pathways, learn the importance of academic planning, and set personal goals to stay on track for future success. By the end of the session, they will have a clearer understanding of their options and practical steps to start preparing for their journey beyond high school. Students can explore ways to give back to their community while building teamwork and leadership skills. Through interactive brainstorming and problem-solving challenges, students will discover local service opportunities, collaborate on creative solutions, and reflect on what it means to be a leader. By the end of the activity, they'll leave with actionable steps to make a positive impact in their school and beyond!

OBJECTIVES

- Help students explore a variety of postsecondary options, including college, career and technical education (CTE), apprenticeships, and workforce opportunities.
- Introduce the importance of academic planning to stay on track for future goals.
- Encourage students to start thinking about their interests and how they connect to different career pathways.

DURATION

30 minutes

MATERIALS

- Middle School Academic Planner Handout
 - Postsecondary Pathways Handout simple descriptions of each pathway with examples of related careers (Step 1)
 - Career Match-Up Cards cards with different careers and pathways for matching (Step 2)
 - Middle School Academic Planner Handout
 space for goal setting and academic
 planning tips (Step 2)

Step 1 WHAT ARE MY OPTIONS? (10 MIN)



1. Warm-up Discussion (5 minutes) -Ask students: "What do you want to do after high school? What careers or jobs interest you?"



- Postsecondary Pathways Overview
 (5 minutes) Provide a Pathways Handout that includes:
 - Four-Year College/University
 - Community College & Transfer Programs
 - Career & Technical Education (CTE)
 Programs
 - Apprenticeships & Workforce Training
 - Military & Public Service
 - Briefly explain how each option can lead to different careers and opportunities.

Step 2 MAPPING MY PATH (15 MIN)



- 1. Career Match-Up Game (5 minutes)
 - Write different careers on index cards and different postsecondary pathways on the board (or hand out separate sheets).
 - Have students match the career to the best pathway(s) (e.g., "Electrician" → Apprenticeship or CTE program).
 - Discuss how some careers have multiple paths.



- 1. Career Match-Up Game (5 minutes) -Introduce a Middle School Academic Planner Handout that highlights:
 - Why grades & study habits matter now
 - Key courses that help prepare for high school success
 - Setting goals for high school and beyond
 - Students complete one short-term goal (something they can do this year) and one long-term goal (something they want to achieve after high school).

Step 3 NEXT STEPS & TAKEAWAYS (5 MIN)



- 1. Class Discussion: Ask students:
 - "What is one thing you learned today that you didn't know before?"
 - "What is one step you can take now to start preparing for your future?"
- **2.** Encourage students to share their goals with a caregiver and revisit their academic plan throughout middle and high school.



 Encourage students to choose one action step they can take this month to get involved in their community.

Why This Works for Middle Schoolers:

- Introduces students to a variety of future pathways—Helps them explore options beyond high school, including college, CTE, apprenticeships, and workforce opportunities.
- Makes academic planning meaningful and relevant—Shows students how their grades, study habits, and course choices impact their future goals.
- Encourages goal-setting and proactive decision-making—Empowers students to take ownership of their career exploration and start planning for success early.



ТОРІС

Ready, Set, High School! Exploring Your Next Big Adventure

Transitioning from middle school to high school—and eventually to college—can feel overwhelming, but early exposure to these environments helps students feel more confident and prepared. Coordinated visits to local high schools and colleges give students a firsthand look at academic expectations, campus life, and available support services. These experiences help demystify the transition process, allowing students to envision their future pathways and take proactive steps toward their educational goals.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will coordinate visits to local high schools or colleges to demystify the transition process.
- Students can be supported in this process via group workshops in classrooms or grade-level meetings, in 1:1 counseling sessions, as well as alongside their caregivers in family engagement events:
 - Lead informational sessions about opportunities in local high school programs, and support students and caregivers in understanding the preparation for high school.
 - Facilitate discussion and meaningmaking about key terms and opportunities.

Hands On Activity:

Next Stop: High School! Your Guide to a Smooth Transition

This group activity is an interactive workshop designed to help middle school students feel confident and prepared for their transition to high school or college. Through engaging activities, students will explore what to expect, ask questions, and create a personal transition plan to set themselves up for success. By the end of the session, they will have a clearer understanding of their next steps and feel more excited about their academic journey ahead.

OBJECTIVES

- Help students understand what to expect in high school and college.
- Reduce anxiety and build confidence about transitioning to new academic environments.
- Provide tools and resources to help students prepare for a smooth transition.

DURATION

30 minutes

MATERIALS

- Expectation vs. Reality Worksheet (space for students to write what they think vs. what is actually true). (Step 1)
- Campus Tour Video, Slides and/or Peer
 Ambassador (optional, if available). (Step 2)

Step 1 WHAT DO YOU EXPECT (10 MIN)

Activity

- 1. Warm-up (5 minutes) Ask students:
 - What are you most excited about when it comes to high school or college?
 - What are you most nervous about?
- 2. Write responses on the board.

Activity

1. Expectation vs. Reality (5 minutes) Hand out an Expectation vs. Reality
Worksheet, where students list what they
think high school/college will be like and
then compare it with real facts provided
by the counselor.

Step 2 EXPLORE YOUR FUTURE SCHOOL (15 MIN)



- 1. Virtual or Guided Tour (10 minutes)
 - Show a short video or slideshow of a local high school or college campus, highlighting classrooms, extracurricular activities, and support services.
 - If possible, invite a high school student or college ambassador to share their experience.



- 1. Transition Questions (5 minutes)
 - Ask students to write down a remaining question they have about high school/ college.
 - Collect and answer some as a group or assign as a follow-up activity.

Step 3 MY TRANSITION PLAN (5 MIN)



- 1. Students revisit the Middle School
 Academic Planner Handout, adding a new goal to strengthen the one they wrote in the last activity. Ask students to identify one action step that could start them on their goal that supports their preparation for high school or college.
- 2. Share responses in pairs or small groups.

Wrap-U

- Ask students: "What's one thing you learned today that made you feel more prepared?"
- **2.** Encourage students to share the handouts with caregivers and visit school websites for more information.

Why This Works for Middle Schoolers:

- ✓ Reduces anxiety and builds confidence—Helps students feel more comfortable with the transition to high school by addressing concerns and providing clear expectations.
- Makes the high school experience feel real and accessible—Gives students a preview of what to expect through interactive discussions, virtual tours, and peer insights.
- **✓ Encourages proactive planning for success**—Guides students in setting personal goals and identifying action steps to start their high school journey with confidence.



ТОРІС

3

Beyond the Classroom: Exploring Careers Through Industry Tours

Industry tours provide students with a valuable opportunity to see real-world workplaces, connect classroom learning to career possibilities, and gain insight into different industries. By engaging in these experiences, students can explore career interests, understand workplace expectations, and start envisioning their future paths. To ensure a meaningful experience, both students and hosts will be guided on what to expect, how to ask thoughtful questions, and how to engage professionally during the tour.

Role of the Counselor and CCR Team

- To support this endeavor, counselors and CCR team members will coordinate an in-person or virtual tour to a local business or workplace. In advance, they will have developed an understanding of related careers to the site and associated education or training required.
- Students can be supported in this process
 via group workshops in classrooms or
 grade-level meetings to prepare for the
 visit. Caregivers should be appropriately
 notified that students are leaving campus.
 - Lead informational sessions about the purpose and impact of industry site visits.
 - Facilitate discussion and meaningmaking about key terms and opportunities.

Hands On Activity:

Your Future at Work: Preparing for an Industry Tour

This group activity is an interactive workshop designed to help middle school students make the most of their workplace visits. Through engaging discussions, guided note-taking activities, and reflection exercises, students will learn how to observe, ask meaningful questions, and connect what they see to potential career paths. By the end of the session, they will feel confident and prepared to explore real-world workplaces and gain valuable insights into different career opportunities.

OBJECTIVES

- Help students prepare for an industry tour by understanding workplace expectations and how to engage professionally.
- Provide a structured way for students to take notes and reflect on what they learn during the visit.
- Facilitate post-tour discussions to reinforce key takeaways and career insights.

DURATION

30 minutes

MATERIALS

- Handout
 - Workplace Etiquette & Questions Guide list of expectations & sample questions (Step 1)
 - Tour Observation Notes Sheet space for students to write key takeaways (Step 2)
 - Reflection Worksheet space for students to write what they learned and what careers interested them (Step 3)

Step 1 WHAT TO EXPECT & HOW TO ENGAGE (10 MIN)



1. Warm-up Discussion (5 minutes) Ask students: "What do you think a
workplace looks like? What do professionals
do all day?" List responses on the board.



- Industry Tour Do's & Don'ts (5 minutes)
 - **a.** Discuss workplace expectations (e.g., being respectful, asking thoughtful questions, dressing appropriately).
 - **b.** Hand out a "Workplace Etiquette & Ouestions Guide" with:
 - Examples of professional behaviors during the tour.
 - A list of 5-10 sample questions they can ask employees.

Step 2 TAKING NOTES LIKE A PRO (10 MIN)



- 1. Industry Tour Note-Taking Challenge (10 minutes)
 - a. Provide students with a TourObservation Notes Sheet that includes:
 - What do you notice? (Describe the work environment)
 - What careers do you see?
 (List job titles and roles observed)
 - What skills are important? (What skills do employees use?)
 - One question I want to ask is...

- **b.** Encourage students to bring this sheet on the tour and use it to record observations.
- **c.** Challenge students to have all of the questions answered by the end of the visit.

Step 3 REFLECT & DISCUSS (10 MIN)



- **1. Small Group Reflection** (5 minutes) After the tour, students pair up and discuss:
 - "What surprised you the most?"
 - "What job or career seemed the most interesting to you?"
 - "What skills do you think you need for that job?"
- 2. Class Share & Takeaways (5 minutes) Write key student reflections on the board and discuss how this tour changed their perspective on careers.



1. Wrap-Up & Takeaways:

- Encourage students to take home their notes and reflections to discuss with caregivers.
- Highlight that career exploration is ongoing—this is just the first step toward finding a path that excites them!

Why This Works for Middle Schoolers:

- ✓ Connects classroom learning to real-world careers—Helps students see how the skills they learn in school apply to actual jobs and industries.
- ✓ Makes career pathways feel real and accessible—Provides first hand exposure to different workplaces, showing students the steps needed to pursue various career options.
- ✓ Encourages students to take ownership of their future—Inspires students to think about their interests, set goals, and explore career pathways that align with their strengths.

HIGH SCHOOL COLLEGE AND CAREER READY

(GRADES 9-12)

High school students recognize that their next phase of life is on the horizon. However, making a decision about what comes next—trade school, college, the military, or the workplace—feels like a lot of pressure for a teenager.

Adolescents are developmentally prime for reflecting about themselves, exploring and analyzing possibilities, and learning to plan incrementally towards a goal. They are ready to understand the need to obtain career skills as the foundation for their postsecondary education or training.¹⁸ High school students are also keenly aware that the cost of attending college, especially with loans, may be a barrier, whether real or perceived. 19 High school counselors and CCR teams of educators can lean into those adolescent traits to help students prepare very intentionally about this next phase. Counselors and CCR teams can support students in identifying

their academic and personal strengths, exploring career pathways aligned with Nevada's CCR Diploma requirements, and understanding the skills and credentials needed for success in today's workforce. They can help students make connections between postsecondary education and long-term career opportunities, encourage the development of new competencies through rigorous coursework and work-based learning experiences, and guide them in creating a personalized four-year academic and career plan that aligns with their interests, goals, and the expectations for earning the CCR diploma.²⁰

¹⁸ Falco, L. D., & Steen, S. (2018).

¹⁹ Drotos, S. M., & Cilesiz, S. (2014).

²⁰ Xing, X., Huerta, M., & Garza, T. (2019).

High School CCR Strands and Outcomes



ACADEMIC AND CAREER PLANNING

Students gain a comprehensive understanding of the CCR Diploma requirements, including education pathways and programs, Nevada state seals and endorsements and college-going assessments, to create and revisit annually an academic plan for attaining their education and career goals.²¹ Students complete interest surveys and self-assessments, and explore career pathways aligned with their strengths and interests that inform and reinforce their postsecondary future.²²



SKILL DEVELOPMENT AND EXPERIENCE

Students build employability and technical skills through coursework,²³ extracurriculars, and grade-appropriate work-based learning from the Nevada WBL Continuum,²⁴ with decreasing scaffolding over time.²⁵ They also begin and continually update a CCR portfolio to showcase skills, achievements, and experiences.



POSTSECONDARY PREPARATION AND SUPPORT

Students learn about options after high school, including postsecondary institutions and the relevant degrees or certificates offered, as related to their career goals. Students visit colleges, trade schools, and workplace settings of different industries. Students prepare applications, personal essays, and financial aid forms in preparation for postsecondary plans.

The following chart provides structured overviews of the CCR strands, categorized by grade level, that outline key student topics from grades 9 through 12. The grade level sections and materials that follow include specific topics aligned with CCR requirements, accompanied by a comprehensive student checklist and a series of portfolio artifacts that students will develop throughout their high school journey. Counselors and CCR team members can track and support student progress, ensuring that students are consistently engaged in activities that enhance their academic planning, skill development, and career readiness effectively guiding students in constructing their personalized academic and career pathways, ensuring a well-rounded preparation for post-secondary success.

- 21 Detgen, A., Fernandez, F., McMahon, A., Johnson, L., & Dailey, C. R. (2021); Mobley, C., Sharp, J. L., Hammond, C., Withington, C., & Stipanovic, N. (2017); Hein, V., Smerdon, B., & Sambolt, M. (2013).
- 22 Detgen, A., Fernandez, F., McMahon, A., Johnson, L., & Dailey, C. R. (2021).
- 23 Perin, D. (2011); Broderson, R. M., Gagnon, D., Liu, J., & Tedeschi, S. (2021).
- 24 NDE's Guide to Work-Based Learning (2023).
- 25 ACTE Quality CTE Program of Study Framework (2018); Bishop, J. H., & Mane, F. (2004).

GRADE LEVEL	HS CCR STRANDS	KEY STUDENT TOPICS
9	121	TOPIC 9.1 Your Journey Starts Now! CCR Diploma & Work-Based Learning Opportunities ↗
	₽	TOPIC 9.2 Career Exploration and Extracurricular Engagement ✓
	Ä	Topic 9.3 Thinking Ahead: Options After High School ↗
10	121	TOPIC 10.1 Weighing the Options: Advanced and Specialized Coursework ↗
	<i>\$</i>	TOPIC 10.2 Building a CCR Portfolio
	Ä	TOPIC 10.3 Going on Tour—College and Career Visits ↗
11	181	TOPIC 11.1 College and Career Endorsements 7
	₽	TOPIC 11.2 Mock Interview & Networking Skills ↗
	ii	TOPIC 11.3 Identify "Safety," "Target," and "Reach" Schools ↗
12	181	TOPIC 12.1 Completing Applications and Certifications 7
	ي ع	TOPIC 12.2 Work-Based Learning and Resume Building ↗
	Ä	Topic 12.3 The Personal Essay 7



Grade 9

Students embarking on the College and Career Ready (CCR) Diploma path should actively engage in creating personalized high school academic plans that align with graduation and CCR Diploma requirements. By understanding GPA calculations and course selection strategies, students can explore various high school career pathways, such as Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE), and dual credit opportunities. Participation in career speaker events, networking through Career Technical Student Organizations (CTSOs), and engaging in extracurricular activities help students develop 21st-century skills and document achievements for future resumes and portfolios. Awareness of CCR Diploma requirements, including the Nevada Seal of Biliteracy, and maintaining an up-to-date CCR Academic Plan with counselor support, form a crucial part of their academic journey. Additionally, students gain essential insights into postsecondary planning through college and career fairs and early financial aid awareness.

Counselor and CCR Team Supports

Counselors and CCR Team members play an essential role in guiding Grade 9 students towards postsecondary success by offering strategic support and resources. Facilitate freshman overview presentations to introduce CCR Diploma requirements, work-based learning, and career exploration tools, followed by personalized 1:1 counseling sessions to assist in developing four-year academic plans. Encourage student participation in CTSOs, organize panels, and invite professionals from in-demand industries to deliver insights through speaker events. Collaborate with teams to ensure career-embedded learning, assist students in tracking extracurricular achievements, and provide sessions on financial planning related to postsecondary education. All of these efforts will help prepare students to make informed decisions about education pathways and opportunities.

HS CCR STRAND - GRADE 9	KEY STUDENT TOPICS	STUDENT CHECKLIST	CCR PORTFOLIO ARTIFACTS
	Your Journey Starts Now! CCR Diploma & Work-Based Learning Opportunities	 Develop a personalized high school academic plan aligned with the CCR Diploma. Learn about GPA calculation, graduation requirements, and the importance of course selection. Identify high school career pathways, dual credit, AP, IB, and CTE options. Learn about workbased learning and what opportunities exist through each year of high school 	□ Academic Planning Template
مکی	Career Exploration and Extracurricular Engagement	 Join at least one club, sport, or extracurricular activity to build soft skills. Attend career speaker events to learn about industries of interest. Begin documenting activities, awards, and volunteer work for future resumes. 	☐ Extracurricular activity(ies) description and reflection
i i	TOPIC 9.3 Thinking Ahead: Options After High School 7	 Attend a college and career fair hosted by the school or district. Learn about different types of postsecondary institutions and training programs. Participate in early financial literacy sessions to understand college costs. 	□ Top post-high school options (research colleges, trade schools, military, careers)



Your Journey Starts Now! CCR Diploma & Work-Based Learning Opportunities

OBJECTIVE

Students will gain a comprehensive understanding of the College and Career Ready (CCR) Diploma requirements and explore work-based learning opportunities available throughout high school.

DURATION

30 minutes

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- CCR Academic Plan Template
- CCR Diploma Requirements Sheet

Activities

- **1. Overview Presentation** (30 minutes) Offer a succinct yet informative presentation covering key elements of the CCR Diploma and work-based learning options.
 - **a.** Provide a detailed presentation on CCR Diploma requirements:
 - Core subject credits in English, Math, Science, and Social Studies
 - Advanced/specialized coursework options: AP, IB, CTE, Dual Credit
 - GPA and assessment requirements
 - Endorsements and seals: College-Ready, Career-Ready, Work-Based Learning, State Seals (Biliteracy, STEM, Financial Literacy)

- **b.** Provide a detailed overview of workbased learning:
 - Apprenticeship programs, internships, job shadowing, and industry tours
 - Benefits of work-based learning in applying academic learning to real-world settings and developing career-related skills

- 2. **Follow-up Activities** These planning and reflection activities can be facilitated by a classroom teacher, by CCR team members in workshop spaces during or after school, or assigned to students to engage in on their own time.
 - a. Planning Work Session (15-30 minutes)
 - Ideas for interactive activities to deepen students' connection to the information presented.
 - Students pair up or form small groups.
 - Review and develop personalized high school academic plans using the template provided.
 - Compare notes with partners, ensuring alignment with CCR requirements and career goals.

- Reflective Discussion (10 minutes) Lead a reflective conversation or have students write journal entries guided by the following questions:
 - How do the diploma requirements and your current course selections align with your interests?
 - Which aspect of the diploma requirements do you find most intriguing or challenging?
 - Which work-based learning opportunities are you interested in exploring?
 - How could earning this diploma benefit your college or career aspirations?

Why This Works for Grade 9 Students:

- Introduces key graduation requirements and opportunities early.
- Links academic planning with real-world learning experiences.
- Encourages proactive engagement in career exploration.

TOPIC

Career Exploration and Extracurricular Engagement

OBJECTIVE

Students will explore career pathways aligned with their interests and identify extracurricular activities that support skill development.

DURATION

30 minutes

MATERIALS

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- Handout
- Career exploration websites (e.g., <u>My Next Move</u>, <u>Nevada</u> <u>Career Explorer</u>)
- Lists of school-based extracurricular activities, clubs, and Nevada Career Technical Student Organizations (CTSOs)



1. Career Interest Reflection (10 minutes)

- **a.** Students complete a brief career interest survey (e.g., O*NET Interest Profiler).
- **b.** Facilitator guides a short discussion on how interests connect to career options.

2. Exploring Career Pathways (10 minutes)

- **a.** Students research at least two career options using an online tool.
- **b.** Each student records:
 - Job description and responsibilities
 - Education and skills required
 - High school courses or extracurricular activities that support this career

3. Connecting Careers to Extracurricular Activities (10 minutes)

- **a.** Students review a list of CTSOs, clubs, and electives available at their school.
- **b.** They select at least one activity that aligns with their career interests and write a short statement about how participation can help develop relevant skills.



Facilitator Questions

- What surprised you about your career interest results?
- Which extracurricular activities align with your career interests? Why?
- How can these activities help you build skills for the future?



Students write a short paragraph outlining one career interest and the steps they will take in high school to explore it further.

Why This Works for Grade 9 Students:

- Encourages self-reflection and goal setting early in high school.
- Helps students see the connection between school activities and career pathways.
- Supports informed decision-making about extracurricular engagement.





Different Types of Institutions and Training Programs

In this activity, grade 9 students build a connection between different occupations within the same field, related required degrees or certificates, and the types of institutions that award those degrees and certificates. Students work in pairs or trios to discuss and match occupations, degrees/certificates, and institution type, and engage in whole group discussions to clarify misconceptions.

OBJECTIVE

Expose students
 to postsecondary
 options after high
 school and provide an
 opportunity to compare
 how education
 pathways differ with
 consideration to career
 and education goals.

DURATION

30 minutes

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- Handout 1 Thinking Ahead Options After High School
- Handout 2 Card Sets

Printed sets of matching cards $(8.5" \times 11" \text{ paper cut into strips})$ for each student pair/trio:

- Card set 1 Types of Degrees and Certificates
- Card set 2a Careers in Health*
- Card set 2b Careers in Construction and Engineering*
- Card set 3 Types of Colleges, Institutions, and Training Programs
- * One half of class uses card set 2a, while the other half uses card set 2b.

Activities

1. Understanding Different Types of Postsecondary Degrees or Certificates (10 minutes)

- a. Introduce the activity as an opportunity to learn about the different degrees and certificates that students can earn after their high school diploma, depending on their career goals.
- b. Distribute card set 1 to each student pair or trio. Each card lists a type of degree or certificate. Ask students to lay out the cards, and for a few minutes, discuss with their partners what they understand about the differences between them—How do you earn a degree or certificate? Where do you go to earn a degree or certificate?

Which degree or certificate is necessary to pursue a particular career you're considering? [Card set 1 - Types of Degrees and Certificates]

Facilitation Questions (whole group):

- What differences do you understand between the different types of degrees and certificates?
- What is confusing? What questions do you have?
- c. Clarify student questions. Inform students that choosing the degree or certificate type depends on their career goals, education goals, and financial goals.

2. Matching Career Goals to Education Goals (10 minutes)

a. Distribute either card set 2a or 2b to each student group. Students will focus on either "Careers in Health" or "Careers in Construction and Engineering." Ask student groups to discuss the occupations in their card set, and match the occupation to the type of degree or certification required. [Card set 2a— Careers in Health, Card set 2b—Careers in Construction and Engineering]

Facilitation Questions (whole group):

- What do you notice?
- What are different education pathways to pursue a particular career in health?
- What are different education pathways to pursue different careers in construction or engineering?
- (If time) Do you know someone who works in one of these careers? And what do you know about their education or training?

3. Knowing Your Options after High School (10 minutes)

a. Ask students to return to their matched sets of cards between occupations and degrees/certificates. With the last set of cards "Options after High School," ask students to match the type of postsecondary institution where students can earn each of the different degrees or certificates. Inform students that some postsecondary institutions award multiple types of degrees or certificates. [Card set 3—Types of Colleges, Institutions, and Training Programs]

Facilitation Questions (whole group):

- What do you realize?
- What surprises you?



- 1. Add to a journal of running reflections in the CCR Portfolio:
 - Why is it important to understand the specific types of institutions that offer different degrees and certificates?
 - What is a possible career for you? What degree or certificate do you need? Where could you go to attain your degree or certificate?



Grade 10

In Grade 10, students advance their academic and career journey by refining and focusing their goals based on prior experiences. They reassess and further develop their personalized academic pathways, exploring courses like dual credit, Advanced Placement (AP), International Baccalaureate (IB), and Career and Technical Education (CTE) to enhance academic rigor and potential for college credits. Engaging in the PSAT, and preparing for future ACT and SAT tests, students work on college readiness. Participation in job shadowing and work-based learning activities, including career days and industry speaker events, facilitates real-world exposure. Students actively engage in clubs, sports, and Career Technical Student Organizations (CTSOs) to cultivate leadership skills while updating their resumes and building digital portfolios with achievements and experiences. They weigh the options between Standard and CCR Diplomas to align their education plans with potential achievements like the Nevada Seal of Biliteracy.

Counselor and CCR Team Supports

As key supporters, counselors and CCR Teams guide Grade 10 students through critical planning and decision-making processes. Regular check-ins help refine students' career and academic goals, while support for standardized test preparations equips students with strategies for success. Information sessions on enrolling in CTE and dual credit courses provide insights into the benefits and logistics of these programs. Partnering with businesses to offer job shadowing and developing digital portfolio training are vital to students' work-based learning experiences. Leadership development workshops and panels with CSTOs leverage the experiences of current and former students. Informational sessions on diploma options, Seals of Achievement, and financial aid literacy empower students and caregivers with knowledge for informed decision-making. Campus tours and scholarship research workshops further students' readiness for postsecondary opportunities, ensuring a confident progression on their college and career paths.

HS CCR STRAND - GRADE 10	KEY STUDENT TOPICS	STUDENT CHECKLIST	CCR PORTFOLIO ARTIFACTS
	Weighing the Options: Advanced and Specialized Coursework 7	 Refine academic and career goals based on 9th-grade exploration. Take the PSAT and learn about ACT/SAT testing strategies. Research and plan enrollment in dual credit, AP, IB, or CTE courses. Begin considering workbased learning options such as job shadowing. 	□ Academic Planning Template (revisit and update)□ PSAT Scores and reflection
\$ ∙	TOPIC 10.2 Building a CCR Portfolio ✓	 Participate in a job shadowing experience or career day. Continue involvement in extracurriculars and leadership roles. Build a portfolio highlighting academic and work-based experiences. 	CCR Portfolio draftExtracurricular activities (revisit and update)
ΪÌ	Going on Tour—College and Career Visits	 Attend at least one college campus and/or industry tour/job shadow. Research financial aid and scholarship options. Review sample college applications and personal statements. 	College/career tour description and reflection

10 1

Weighing the Options: Advanced and Specialized Coursework

OBJECTIVE

Students will explore various specialized coursework options available in high school, including Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE), Biliteracy, Workbased Learning (WBL), and World Languages courses. The activity aims to help students understand these options and develop a plan for pursuing courses that align with their academic and career goals.

DURATION

20-35 minutes

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- Handout
- Descriptions and brochures for each program: Dual Credit, AP, IB, CTE, Biliteracy, WBL, World Languages
- Sample course schedules and pathways
- Computers or tablets with internet access for research
- Personal Coursework Planning worksheets

Activities

Introduction to Specialized Coursework Options (15 minutes)

- a. Provide an overview of each specialized option, highlighting the key benefits and differences of Dual Credit, AP, IB, CTE, Biliteracy, Work-based Learning, and World Languages courses.
- **b.** Discuss how these programs can enhance college readiness, career preparation, and global competencies.

2. Exploring Coursework Benefits and Requirements (20 minutes)

- **a.** Break students into small groups to review detailed descriptions and brochures of each program.
- **b.** Each group presents their findings

- on one program, covering benefits, requirements, application processes, and potential challenges.
- 3. Follow-up Activities These planning and reflection activities can be facilitated by a classroom teacher, by CCR team members in workshop spaces during or after school, or assigned to students to engage in on their own time.

a. Coursework Alignment and Planning (30-35 minutes)

- Guide students in analyzing how each specialized program aligns with their interests, strengths, and career aspirations.
- Use sample course schedules and pathways to illustrate possible

sequences for each program.

b. Hands-On Research and Decision-Making (30 minutes)

- Allocate time for students to research specific programs at their school or nearby institutions, using computers to gather more information.
- Have students complete the Personal Coursework Planning worksheet to outline the specialized courses they are interested in pursuing.

c. **Personal Coursework Plan** (20-25 minutes)

- Distribute the Personal Coursework
 Planning worksheet for students
 to document the specialized
 coursework options they wish to
 pursue.
- Facilitate a discussion where students share their plans and receive feedback or advice from peers or a school counselor.

Facilitator Questions

- Which specialized coursework options align with your academic interests and career goals?
- How might courses like Work-based Learning and World Languages enhance your future educational and career opportunities?
- What resources or support will you need to successfully enroll in and complete these programs?



Students write down one step they will take to further explore or prepare for their chosen specialized coursework, such as meeting with a counselor, attending an informative session, or discussing plans with a mentor or family member.

Why This Works for Grade 10 Students:

- Gives students the opportunity to thoughtfully plan their high school course trajectory, ensuring they can meet prerequisites and take advantage of opportunities that align with their interests.
- Encourages students to make informed decisions about the pathways that will best support their academic and career goals.
- Promotes the development of research and planning skills, which are essential for academic success and future career readiness.
- Sparks interest and motivation by exposing students to a variety of educational and career options, helping them to see the relevance of their high school education in their future lives.

TOPIC Building a **CCR Portfolio**

OBJECTIVE

Students will begin constructing a CCR portfolio showcasing their skills, achievements, and experiences.

DURATION

30 minutes

SETUP/RESOURCES

- Projector or smartboard for
 Handout presentations
- CCR Team Facilitation Guide
- Presentation slides
- If digital, access to digital portfolio tools (Google Sites, Canva, or an LMS portfolio feature)

Activities

- 1. Introduction to CCR Portfolios (10 minutes)
 - a. Facilitator explains the purpose of a CCR portfolio and shares examples.
 - **b.** Students discuss how a portfolio can be useful for college applications, scholarships, or job opportunities.
- 2. Portfolio Planning (15 minutes)
 - a. Students brainstorm content for their portfolio, including:
 - Resume and academic achievements
 - Extracurricular and leadership experiences
 - Career-related projects or workbased learning experiences
 - Personal statement or career goals

- 3. Follow-up Activities These planning and reflection activities can be facilitated by a classroom teacher, by CCR team members in workshop spaces during or after school, or assigned to students to engage in on their own time.
 - a. Creating the First Draft (20 minutes)
 - Students begin adding content to their portfolio template.
 - · Peer review: Students pair up and provide constructive feedback on each other's portfolios.
 - b. Reflective Discussion (10 minutes) -Lead a reflective conversation or have students write journal entries guided by the following questions:
 - What makes a strong digital portfolio?
 - How can a portfolio help you achieve your career goals?
 - What content will you continue to add over time?

Why This Works for Grade 10 Students:

- Encourages documentation of achievements early in high school.
- Develops digital literacy and self-presentation skills.
- Supports future applications for jobs, internships, or college programs.



Going on Tour— College and Career Visits

OBJECTIVE

Students will explore a variety of college campuses and career organizations through both physical and virtual visits. This will help them explore and identify paths that align with their interests and goals.

DURATION

Ongoing activity with multiple sessions (each session 20-35 minutes)

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- Handout
- Schedule of upcoming campus and career organization visits
- · Access to virtual tour platforms (e.g., YouVisit, CampusReel)
- Computers or tablets with internet access
- Headphones for virtual tours
- Transportation arrangements for physical visits

Activities

- 1. Orientation Session (20 minutes)
 - a. Introduce the "College and Career Ready (CCR) Diploma," outlining the requirements and benefits like opportunities for scholarships and readiness for advanced coursework.
 - b. Provide an overview of the plan for virtual and actual visits to colleges and career organizations. Discuss how these visits help shape students' future plans.

- 2. Virtual Exploration (25 minutes)
 - a. Guide students on using virtual tour platforms to explore college campuses and career environments globally.
 - b. Discuss key aspects to focus on during virtual tours, including program offerings and campus culture.

3. On-site Campus and Career Visits

(45-60 minutes per visit)

- a. Organize visits to local colleges, universities, and career organizations and businesses/employers close to your location.
- **b.** Prepare students for each visit by discussing the itinerary and goals, encouraging them to ask questions during tours.
- c. Arrange for presentations or Q&A sessions during visits with admissions counselors, faculty, or professionals in the field.

4. Post-Visit Reflection and Discussion

(20-25 minutes per session)

- a. After each visit (virtual or on-site),
 engage students in a reflection session
 to discuss observations and insights.
- b. Have students complete a written reflection on their experiences and how they relate to career goals and the CCR Diploma. Prompts may include:

Compare and Contrast Experiences: What were the most striking similarities and differences between the virtual and actual visits? How did each type of visit contribute to your understanding of potential colleges and career paths?

Personal Connection and Goals: Reflect on a specific moment or piece of information from the visits that resonated with you personally. How does this experience align with your career goals and the benefits of the CCR Diploma?

• Future Planning: Based on what you learned during the visits, what steps can you take now to better prepare for your college or career path?

Consider academic, extracurricular, and personal development aspects.

5. Presentation on Findings (25-30 minutes)

- **a.** Have students present their findings from both virtual and on-site visits to classmates, facilitating a discussion on the diverse opportunities available.
- **b.** Encourage students to relate how their interests and academic plans align with the CCR Diploma benefits.



Facilitator Questions

- What aspects of the campuses or career organizations you visited aligned most closely with your personal and educational goals?
- How did the virtual and in-person visits influence your perception of the next steps after high school?
- What additional information do you need to make informed decisions about your postsecondary education or career path?



Students write down one action step they will take to further explore their college or career options, such as scheduling a campus visit, reaching out to college admissions counselors, or shadowing a professional in a field of interest.

Why This Works for Grade 10 Students:

- Provides a balanced mixture of virtual and real-world experiences, enriching students' college and career exploration activities.
- Supports students in connecting academic interests to potential career paths, highlighting the real-world application of their learning.
- Encourages proactive engagement and comprehensive planning, aligning activities with the CCR Diploma requirements.



Grade 11

In Grade 11, students concentrate on aligning their educational efforts with their postsecondary goals while meeting the College and Career Ready (CCR) Diploma requirements. Key actions include taking the ACT/SAT and ASVAB, which help define their academic standing and future paths. Engaging in advanced coursework aligned with CCR Diploma criteria ensures they're on track for graduation. Students should seize opportunities for internships, apprenticeships, or work-based learning experiences to gain practical insights and real-world application of classroom learning. They should actively participate in leadership roles within clubs, sports, or CTSOs, bolstering their resumes with leadership experiences, volunteer work, and achievements. Career readiness workshops, mock interviews, and networking events provide further preparation, as students refine their college and career choices, draft personal statements, and secure letters of recommendation. Monitoring progress towards their chosen diploma and considering Nevada Seals of Achievement enrich their educational and career trajectories.

Counselor and CCR Team Supports

Counselors and CCR teams provide crucial guidance as Grade 11 students prepare for their future. Facilitate preparation and registration for college entrance exams and support students in applying for internships and work-based learning opportunities. Assist with advanced course selection for senior year, ensuring alignment with students' aspirations. Collaborate to integrate public speaking and leadership opportunities in the curriculum, and offer workshops for resume building and interview preparation. Organize networking events with local community and industry professionals. Host information sessions on diploma options and Nevada Seals of Achievement, emphasizing the Seal of Biliteracy. Offer individualized advising sessions to refine students' postsecondary plans and conduct college essay workshops, guiding students in crafting compelling personal statements. Your comprehensive support ensures students make informed, confident decisions as they approach their postsecondary applications.

HS CCR STRAND - GRADE 11	KEY STUDENT TOPICS	STUDENT CHECKLIST	CCR PORTFOLIO ARTIFACTS
· S	TOPIC 11.1 College and Career Endorsements 7	 □ Take the ACT/SAT and ASVAB and refine postsecondary goals. □ Enroll in advanced coursework to meet CCR Diploma criteria. □ Apply for internships, apprenticeships, or workbased learning experiences. □ Explore interests and career pathways using career inventories and aptitude assessments. 	 □ Academic Planning Template (revisit and update) □ Career inventories results □ Internship/Career Preparation experience description and reflection
£	Mock Interview & Networking Skills ⊅	 Take on leadership roles in clubs and organizations. Finalize a resume and begin networking with professionals. Participate in mock interviews and career readiness workshops. 	□ Resume□ Mock interview scores and feedback
i il	Identify "Safety," "Target," and "Reach" Schools	 Finalize a shortlist of colleges, trade schools, or career programs. Begin drafting personal statements and securing letters of recommendation. Apply for early decision programs where applicable. Engage in financial literacy learning and research. 	 Personal statement Letters of recommendation Top post-high school options (revisit and update)

College and Career 11.1 Endorsements

OBJECTIVE

Students will learn about the importance of College and Career Endorsements, understand the requirements for earning these endorsements, and develop a personalized plan to pursue and attain them.

DURATION

20-35 minutes per session

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- <u>Handout</u> Requirements Handout + Personal Endorsement Plan worksheet
- Sample test questions and preparation materials
- Computers or tablets with internet access



Introduction to Endorsements (20 minutes)

- a. Provide an overview of College-Ready and Career-Ready Endorsements, explaining their significance in enhancing a student's postsecondary and career opportunities.
- b. Discuss the benefits of obtaining endorsements, including increased college admission chances, scholarship opportunities, and career readiness.

2. Review of Requirements (25 minutes)

- **a.** Present the specific requirements for each endorsement:
 - College-Ready Endorsement: ACT, SAT, and SBAC score thresholds.
 - Career-Ready Endorsement: ACT NCRC, ASVAB scores, and industryrecognized credentials.
- b. Use a handout or interactive presentation to help students understand what each requirement entails.

3. Planning and Preparation

(30-35 minutes)

- **a.** Guide students in accessing sample test questions and preparation materials for the relevant assessments (ACT, SAT, SBAC, ASVAB).
- **b.** Introduce resources for identifying and obtaining industry-recognized credentials, such as local community colleges or accredited online programs.

4. Personal Endorsement Plan

(20-25 minutes)

- **a.** Distribute the Personal Endorsement Plan worksheet and have students outline their goals for pursuing the endorsements.
- **b.** Prompt students to include specific actions they need to take, timelines, and resources they will use in their plans.
- c. Facilitate a discussion where students can share their plans and receive feedback or suggestions from their peers.

Facilitator Questions

- What specific steps will you take to meet the score requirements for your College-Ready and Career-Ready Endorsements?
- How can obtaining these endorsements benefit your future educational and career opportunities?
- What challenges do you foresee in reaching your endorsement goals, and how can you overcome them?



Students write down one actionable step they will take to advance toward obtaining at least one endorsement, such as scheduling a study session, registering for a test preparation course, or researching industry-recognized credential programs available in their area.

Why This Works for Grade 11 Students:

- Provides clear insights into endorsement requirements, encouraging students to set attainable goals.
- Supports proactive planning for both college and career pathways, enhancing students' future readiness.
- Encourages students to take charge of their academic and career development, fostering a sense of ownership and motivation.

ТОРІС

Mock Interview & Networking Skills

OBJECTIVE

Students will practice professional communication skills through mock interviews and networking exercises.

DURATION

30 minutes for each session

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides

- Handout
- Guest speakers (if available) or peer interview partners

ctivities

SESSION 1

- 1. Introduction to Interviewing (10 minutes)
 - **a.** Facilitator discusses professional communication, first impressions, and key interview skills.
- 2. Mock Interview Practice (20 minutes)
 - **a.** Students pair up and take turns being the interviewer and interviewee.
 - **b.** They ask each other pre-selected questions and provide feedback using the rubric.

SESSION 2

- 3. Networking Exercise and Reflection (30 minutes)
 - **a.** Students practice introducing themselves professionally to a peer or guest speaker.
 - **b.** They exchange career interests and discuss ways to build professional connections.
 - **c.** Share takeaways from the networking exercise with one another.



Facilitator Questions

- What was the most challenging part of the interview process?
- How can you improve your responses for real-world interviews?
- What steps can you take to expand your professional network?



Students write one key takeaway and an action step to improve their interview or networking skills.

Why This Works for Grade 11 Students:

- Prepares students for college and job interviews.
- Oevelops confidence in professional communication.
- Encourages career readiness through real-world skill-building.

TOPIC

Identify "Safety," "Target," and "Reach" Schools

OBJECTIVE

Students will review their transcripts, track their extra-curricular involvement, and reflect on their career goals to identify the postsecondary options that they are eligible for, and those that are most aligned with their goals.

DURATION

30 minutes, followed by independent student work session

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- Handout 1 High School Brag Sheet
- Handout 2 Creating Your College List
- Work-based learning database (internships, apprenticeships, etc.)

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Activities

- 1. Overview Presentation (30 minutes) Provide an overview of what it means
 for students to apply broadly to "Safety",
 "Target", and "Reach" schools to increase
 their likelihood of being accepted by a
 school of their choice.
- **a.** Provide a detailed overview of the eligibility and application requirements for all NSHE institutions.
 - Minimum GPA
 - Required entrance exams
 - Required high school coursework
 - Personal statement essays
 - Letters of recommendation

b. Provide a tool/resource for students to research the eligibility and application requirements for private colleges and universities in Nevada and out-of-state institutions.

₹ Follow-Up Activities

- 2. Independent Student Work Session (45-60 minutes) Prompt students to review their academic standing, and identify the institutions that are "Safety," "Target," and "Reach".
 - **a.** Prompt students to review their transcripts for their academic GPA and completed coursework.
 - b. Provide students with the High School Brag Sheet worksheet to track their extra-curricular activities, volunteer experiences, and leadership involvement.
- c. Have students research the admission rate, average SAT/ACT scores, and average GPAs of students admitted to each college they're interested in attending. Compare their GPAs and test scores (if available) to identify whether the school is a "Safety", "Target", or "Reach" school.
 - Students should select 3-4 schools in each category, for a total of 9-12 options.
- d. Remind students that each college and university has different degree options, and to consider which institutions offer their intended major when creating their list.

Why This Works for Grade 11 Students:

- Introduces college entrance requirements with the opportunity for students to improve their grades and test scores if needed.
- ✓ Links academic planning with postsecondary options.
- Encourages proactive engagement in college exploration.



Grade 12

In Grade 12, students focus on solidifying their postsecondary plans and completing essential tasks for a successful transition. They complete applications for colleges, trade schools, or job opportunities, ensuring all graduation requirements are satisfied for a seamless post-graduation transition. Students finalize work-based learning credits and obtain industry certifications to showcase their skills and readiness for future educational institutions or employers. Leadership roles in clubs, sports, or CTSOs are taken on or continued, enhancing resumes with valuable experiences. Participation in career readiness workshops, mock interviews, and networking events prepares them for career conversations and future opportunities. Students monitor their progress toward completing a Standard or CCR Diploma and consider earning Nevada Seals of Achievement, such as the Seal of Biliteracy. Solidifying financial aid packages and celebrating significant achievements like college acceptances or career placements sets the stage for their next life phase.

Counselor and CCR Team Supports

Counselors and CCR Teams play an essential role in guiding Grade 12 students through their pivotal final year. Support the application process with transcript reviews and ensure accurate documentation is submitted for colleges or employers. Host financial aid workshops and assist with FAFSA to help students access resources for continued education. Collaborate with cross-role teams to provide grade-specific work-based learning experiences, and maintain an internship and apprenticeship opportunity database. Embed leadership roles into schoolwide programs and clubs, facilitating growth and engagement. Offer resume building, review, and interview preparation workshops, alongside networking events connecting students with industry professionals. Host information sessions covering diploma options and Seals of Achievement to inform students and caregivers. Celebrate and honor varied student pathways post-graduation. This comprehensive support ensures students are prepared, confident, and positioned for success as they transition beyond high school.

HS CCR STRAND - GRADE 12	KEY STUDENT TOPICS	STUDENT CHECKLIST	CCR PORTFOLIO ARTIFACTS
ışı	TOPIC 12.1 Completing Applications and Certifications	 Complete college, trade school, or job applications. Finalize work-based learning credits or industry certifications. Ensure all graduation requirements are met. 	 Academic Planning Template (revisit and update) Post-high school acceptances and reflection Certifications and seals earned and reflection
J	TOPIC 12.2 Work-Based Learning and Resume Building 7	 Participate in senior-year internships Conduct final resume reviews and interview preparations. Attend career transition workshops. 	Resume (revisit and update)Internships/Career Training (revisit and update)
	TOPIC 12.3 The Personal Essay 7	 Confirm postsecondary plans and financial aid packages. Celebrate postsecondary placements and plans for all students (college acceptances, career placements, military, apprenticeships, etc.) Prepare for the transition to postsecondary life. 	 FAFSA completion and reflection Transcript and reflection CCR Diploma and final CCR Portfolio

12.1 Completing Applications

OBJECTIVE

Students will engage in the process of completing applications for colleges and postsecondary options, as well as any certifications or industry-recognized credentials they planned to pursue and attain in high school. This activity aims to help students understand and effectively navigate application processes, ensuring they meet deadlines and requirements.

DURATION

20-30 minutes per session

SETUP/RESOURCES

- Projector or smartboard for presentations
- · CCR Team Facilitation Guide
- Presentation slides
- Handout
- Application checklists for colleges and certifications
- Computers or tablets with internet access for online applications
- Sample application forms (colleges, scholarships, certifications)
- Personal Application and Certification Plan worksheet
- Access to a printer for necessary documents



1. Overview of Applications and Certifications (20 minutes)

- a. Provide an overview of the various types of applications and certifications students will need to complete (e.g., college applications, industry certifications).
- b. Discuss the importance of meeting deadlines, submitting accurate information, and highlighting achievements and endorsements in applications.

2. Understanding Application Components (25 minutes)

- a. Break down the components of a typical application, such as personal information, educational history, personal statements, and recommendation letters.
- **b.** Review sample application forms, emphasizing sections that often require attention and detail.

3. Hands-On Application Session (30 minutes)

a. Allocate time for students to begin filling out actual applications or drafts

for colleges and certifications using computers or paper forms.

b. Encourage students to draft any required essays or personal statements and gather necessary documents like transcripts and recommendation letters.

4. Personal Application and Certification Plan (20-25 minutes)

- a. Distribute the Personal Application and Certification Plan worksheet for students to outline their steps for completing applications, including deadlines and required materials.
- **b.** Facilitate a discussion where students share their plans and receive advice or tips from peers or advisors.



- What skills or experiences can you highlight in your personal statement or resume?
- How do you prioritize which applications to complete first, and what factors influence your decision?
- What resources or support do you need to ensure your applications are completed accurately and on time?



Students write down one action step they will take to enhance their applications, such as seeking feedback on their personal statement, attending a resume workshop, or setting a timeline to meet application deadlines.

Why This Works for Grade 12 Students:

- Provides a structured, supportive environment for completing critical applications, reducing stress and confusion.
- Ensures students are aware of and meet necessary requirements and deadlines, enhancing their chances of success.
- Encourages focus on personal branding and articulation of achievements, empowering students in their postsecondary pursuits.

Work-Based Learning and Resume Building

OBJECTIVE

Students will refine their resumes and explore workbased learning opportunities aligned with their career goals.

DURATION

30 minutes per session

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team Facilitation Guide
- Presentation slides
- Handout Student Resume Template and Example + Peer Review Checklist: Resume Feedback
- Work-based learning database (internships, apprenticeships, etc.)



- 1. Resume Refinement (20 minutes)
 - a. Students review sample resumes and update their own.
 - b. Peer review: Students exchange resumes and provide feedback.
- 2. Exploring Work-Based Learning (10 minutes)
 - a. Students research internships, apprenticeships, or work-based learning opportunities.
 - **b.** They identify at least one opportunity to pursue and outline the next steps.
- 3. Application Preparation (30 minutes)
 - a. Students draft a professional email or cover letter expressing interest in a work-based learning opportunity.

Facilitator Questions

- What skills or experiences can you highlight on your resume?
- How do you plan to gain additional work experience before graduation?
- What are the benefits of work-based learning for your career goals?



Students write down one action step they will take to secure a work-based learning opportunity.

Why This Works for Grade 12 Students:

- Helps students prepare for post-high school employment or internships.
- Enhances professional communication and application skills.
- Encourages proactive career planning before graduation.



Objective

Students will understand whether their college of interest (or scholarship) requires an essay, and brainstorm and identify one personal experience to write about.

Role of the Counselor and CCR Team

- Provide clear information to students and caregivers about some colleges and college applications (i.e., Common App) that require one or more essays, as well as which colleges do not
- Students can be supported in the essay-writing process via a series of workshops in classrooms or evening meetings alongside caregivers:
 - Lead an informational session to help students research whether their colleges of interest require an essay as part of the college application
 - Provide sample essay prompts from commonly applied to colleges, Common App, and scholarship opportunities
 - Facilitate activity for students to brainstorm and consider personal experiences to write about
- Coordinate with English teachers to incorporate a reflective writing assignment that provides all students with an opportunity to develop a personal essay for a potential college application or scholarship application

Hands On Activity:

Telling Your Story to College Admissions (or Organizations for Scholarships)

This group activity introduces grade 12 high school students to the personal essay, a requirement for some college and scholarship applications. While not all students will need an essay, a CCR team could decide that it's important for all students to develop one and incorporate it into an English course as an assignment. Designed for a 45-minute workshop session, counselors will help students understand that their colleges of interest may or may not require an essay, review possible essay prompts, and brainstorm personal experiences that may become the focus of their essay.

OBJECTIVE

Students will understand whether a personal essay will be useful to them for college admissions and/or scholarships and brainstorm topics that may become the focus of their essay.

DURATION

30 minutes per session

SETUP/RESOURCES

- Projector or smartboard for presentations
- CCR Team
 Facilitation Guide
- Presentation slides
- Handouts When a Personal Essay Matters, What Do Colleges Want to Know about Me?, Brainstorming Topics for the Personal Essay



SESSION 1 (30 MINUTES)

- 1. Do I Need A Personal Essay? (10 minutes)
 - **a.** Provide a brief introduction to the personal essay
 - What is a personal essay?
 - Why do I need one? How important is it?
- b. Using the handout, "When a Personal Statement Matters," review an array of sample colleges, institutions, and scholarships that may or may not require an essay.
 - Nevada four-year colleges and universities
 - Nevada community colleges
 - Out-of-state Western Undergraduate Exchange (WUE) colleges
 - Colleges from student's short list
 - Scholarship opportunities

- c. Invite students to engage with the handout, circling the colleges and institutions they are considering attending, plus, adding the names of any colleges from their short list. A few examples of scholarship opportunities are included as examples of those requiring an essay.

 Facilitation question: What do you notice? How might developing a personal essay be useful for you?
- d. Convey the message that many but not all students will benefit from developing a personal essay for multiple uses—college applications and scholarship applications and recommenders, who write letters of recommendation.

2. What Do Colleges Want to Know about Me? (10 minutes)

- a. Using the handout, "What Do Colleges Want to Know about Me?" to introduce possible topics, sample essay prompts, and components of a personal essay.
- **b.** Use the essay to tell a personal story that demonstrates:
 - a challenge and how you addressed it or overcame it
 - an achievement and the effort you put forth to attain it
 - a failure and the lesson you learned
 - a meaningful person in your life
 - an incident that reflects a character trait you want others to know
 - a passion you have and how you pursue it
- **c.** Review sample prompts most recently used by the Common App.

- **d.** Review components that a personal essay might include.
- Remind students that good stories are unique to them and show a process of growth or how they arrived to a realization.

3. Brainstorming Topics for the Personal Essay (10 minutes)

- a. Facilitate students through a brainstorming activity using the handout, "Brainstorming Topics for the Personal Essay."
 - Using the brainstorming handout in the information packet (or replicate as a PPT slide), model the brainstorming activity by choosing three essay topics and recalling life experiences related to each topic.
 - Invite students to use the same handout to identify three topics, writing each in a circle. It's ok to have fewer than three, and it's ok to change their mind later. For each topic, brainstorm experiences from their life and connect them by a line to the relevant circle.
- b. Student partners will have a chance to share an experience they are comfortable sharing. For four minutes, partner A will share one life experience from their brainstorming sheet. The listening partner's job is to engage by listening carefully and asking questions that get the storytelling student to provide more information. At the four minute mark, the storytelling student spends one minute writing down the questions they were asked. At the five minute mark, they switch roles and repeat the process.



- Encourage students to begin writing their draft personal essay, knowing that it takes time to improve it. Encourage students to share with peers, teachers, or other adults for feedback.
- Encourage English teachers to incorporate the personal essay, including descriptive and reflective writing, as a class assignment.

SESSION 2 (30 MINUTES)

- Encourage students to begin drafting a personal essay from their brainstorm
- Suggest they share their ideas or early drafts with peers or trusted adults for feedback
- Encourage integration of the essay into English assignments where possible

Why this works for grade 12 High School students:

- Information about the personal essay is relevant to most grade 12 students, including students whose college-going plans may not include institutions requiring a personal essay. Students can use their personal essay to apply for scholarships.
- The opportunity to develop a personal essay requires all students to reflect about an aspect of themselves.

RESOURCES AND TOOLS

Counselor Knowledge Building about Career Exploration

Counselors and College and Career Readiness (CCR) team members play a vital role in communicating with high school students and their caregivers about the importance of each student's career development journey, which supports the goals of the Nevada CCR Diploma. This journey includes career exploration, development of 21st-century and employability skills, leadership opportunities, and participation in WBL experiences aligned with Nevada's CCR Diploma requirements. To ensure consistent and effective messaging, counselors and CCR team members continuously expand their knowledge of career development best practices, Nevada's WBL guidelines, and student perspectives on educational and career pathways. Cross-role teams—comprising counselors, faculty, WBL coordinators, and leads of extracurricular activities—self-assess their school's career readiness program, collaborate, and create a plan to ensure that students experience scaffolded career development activities throughout the high school grades.

Role of the Counselor in Career Development

The School Counselor and Career Development-American School Counselor Association (ASCA)

Understand the research-based rationale for why school counselors are essential in delivering effective career development to middle and high school students, particularly in alignment with the Nevada College and Career Ready (CCR) Diploma requirements. Counselors play a critical role in helping students explore career interests, develop college and career awareness, and engage in academic planning that includes advanced coursework and work-based learning experiences. By implementing targeted practices with students and collaborating with educators, school counselors can enhance career development efforts and support students in meeting the expectations of the CCR Diploma pathway.

National Career Clusters Framework

(Advance CTE)

Within the Nevada College and Career Readiness (CCR) framework, school counselors play a pivotal role in guiding students through career exploration by introducing them to career clusters and pathways that reflect the demands of the modern workforce. Counselors support students in aligning their academic and career plans with local secondary and postsecondary opportunities, ensuring a smooth transition from high school to college or career training. Additionally, counselors help implement gradeappropriate WBL experiences—such as job shadowing, internships, and career fairs—that allow students to gain real-world insight and build essential skills, all while meeting the experiential components required for the CCR Diploma.

Question the Quo (ECMC Group)
Gain a deeper understanding about how teens are planning for life after high school and the education pathways they are taking through a collection of student voice videos, which can also be shared with students to spark discussion. Explore the educator resources to learn what students are thinking based on a set of national student surveys, and incorporate the student-facing resources into workshops for strengthening their connection between career and college.

Work-Based Learning Guide and Data Collection Toolkit

- Guide to Work-Based Learning (Nevada Department of Education) Reference the guide for state guidance about work-based learning implementation, including requirements, processes, and definitions
- Work-Based Learning Data Collection
 Toolkit (Education Development Center)
 Apply the tools and processes offered in this toolkit to collect and utilize WBL data for monitoring progress and informing modifications where WBL access and participation gaps among students emerge

School- or District-level Self Assessment

Self-Study Guide for Career Readiness in Secondary Schools

(Institute of Education Sciences)
Use this research-based guide to engage in a school-based, self-assessment about the career readiness provided to students through the collaborative and coordinated efforts of high school counselors, teachers, and staff

ACTE Quality CTE Program of Study Framework (ACTE)

As a cross-role team, use the researchbased framework to self-assess a school or district's career technical education program for alignment, sequence, staff preparation, engaging instruction, and more

Resource Matrix by CCR Strand

CCR RESOURCE

ACADEMIC AND CAREER PLANNING

Career Clusters - Advance CTE

Career One Stop

ConnectEd Day at Work Videos

CTE Course Catalog (NDE)

In-Demand Occupations - OWINN

My Next Move

Nevada Career Explorer

Nevada Office of Workforce Innovations

Nevada Target Industries

Nevada Workforce Connections

O*NET OnLine

STEM Works PBS Reno

CCR DIPLOMA

ACT WorkKeys National Career Readiness Certificate (NCRC)

Advanced Placement (AP) & International Baccalaureate (IB) (NDE)

ASVAB Career Exploration Program

CCR Academic Plan Template

CCR Diploma Requirements Sheet

Governor Guinn Millennium Scholarship Program

Industry Recognized Credentials - OWINN

Nevada Department of Education, Career and Technical Education (CTE)

Nevada Department of Education, Dual-credit

Nevada Department of Education, Seal Programs

Nevada's College Savings Plans

POSTSECONDARY PREPARATION AND SUPPORT

ACT College and Career Readiness

Federal Student Aid Resources

NRS: Chapter 390 - Testing of Pupils and Graduation

Nevada College Kickstart

Nevada GEARUP

Nevada System of Higher Education

SAT Suite of Assessments

U.S. Department of Education, College Scorecard

SKILL DEVELOPMENT AND EXPERIENCE

4-H Youth Development

Career Technical Student Organizations (CTSOs)

EmployNV

Nevada Department of Education, Work Based Learning

Nevada FCCLA

Nevada HOSA

Nevada Registered Apprenticeship Programs

Nevada Technology Student Association

Vegas PBS, Workforce Training and Economic Development

Reference List

Link to folder of publicly available articles and research reports.

*References not compiled in the folder are searchable but not publicly available and may require institutional/organization accounts or fees.

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