



NEVADA
Department of
Education



CCR DIPLOMA COUNSELOR GUIDE

Advancing Student Success
with the College and Career Ready Diploma



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CCR DIPLOMA COUNSELOR GUIDE

(Excerpt)

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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		TOPIC 9.1 Your Journey Starts Now! CCR Diploma & Work-Based Learning Opportunities ↗
		TOPIC 9.2 Career Exploration and Extracurricular Engagement ↗
		TOPIC 9.3 Thinking Ahead: Options After High School ↗
10		TOPIC 10.1 Weighing the Options: Advanced and Specialized Coursework ↗
		TOPIC 10.2 Building a CCR Portfolio ↗
		TOPIC 10.3 Going on Tour—College and Career Visits ↗
11		TOPIC 11.1 College and Career Endorsements ↗
		TOPIC 11.2 Mock Interview & Networking Skills ↗
		TOPIC 11.3 Identify “Safety,” “Target,” and “Reach” Schools ↗
12		TOPIC 12.1 Completing Applications and Certifications ↗
		TOPIC 12.2 Work-Based Learning and Resume Building ↗
		TOPIC 12.3 The Personal Essay ↗



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
	TOPIC 9.1 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 work-based learning and what opportunities exist through each year of high school	☐ Academic Planning Template
	TOPIC 9.2 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
	TOPIC 9.3 Thinking Ahead: Options After High School ↗	☐ 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 work-based 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.

b. 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.

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., [My Next Move](#), [Nevada Career Explorer](#))
- Lists of school-based extracurricular activities, clubs, and [Nevada Career Technical Student Organizations \(CTSOs\)](#)



Activities

1. Career Interest Reflection (10 minutes)

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

2. Exploring Career Pathways (10 minutes)

- Students research at least two career options using an online tool.
- 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)

- Students review a list of CTSOs, clubs, and electives available at their school.
- 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?*



Reflection

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.

TOPIC

9.3

Thinking Ahead: Options After High School



Hands On Activity:

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" x 11" 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.*



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

- 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.
- 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?*



Reflection Questions

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
	TOPIC 10.1 Weighing the Options: Advanced and Specialized Coursework ↗	☐ 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 work-based 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 draft ☐ Extracurricular activities (revisit and update)
	TOPIC 10.3 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

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, Work-based 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

1. Introduction to Specialized Coursework Options (15 minutes)

- 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.
- Discuss how these programs can enhance college readiness, career preparation, and global competencies.

2. Exploring Coursework Benefits and Requirements (20 minutes)

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

on one program, covering benefits, requirements, application processes, and potential challenges.

- 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.

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.



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?*



Reflection:

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.

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



Activities

1. Introduction to CCR Portfolios

(10 minutes)

- Facilitator explains the purpose of a CCR portfolio and shares examples.
- Students discuss how a portfolio can be useful for college applications, scholarships, or job opportunities.

2. Portfolio Planning (15 minutes)

- Students brainstorm content for their portfolio, including:
 - Resume and academic achievements
 - Extracurricular and leadership experiences
 - Career-related projects or work-based 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.

TOPIC

10.3

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)

- Introduce the “College and Career Ready (CCR) Diploma,” outlining the requirements and benefits like opportunities for scholarships and readiness for advanced coursework.
- 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)

- Guide students on using virtual tour platforms to explore college campuses and career environments globally.
- 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?*

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.



Reflection

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.



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
	TOPIC 11.1 College and Career Endorsements ↗	☐ Take the ACT/SAT and ASVAB and refine postsecondary goals. ☐ Enroll in advanced coursework to meet CCR Diploma criteria. ☐ Apply for internships, apprenticeships, or work-based 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
	TOPIC 11.2 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
	TOPIC 11.3 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 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](#)
- [Handout](#) - Requirements Handout + Personal Endorsement Plan worksheet
- Sample test questions and preparation materials
- Computers or tablets with internet access



Activities

1. Introduction to Endorsements

(20 minutes)

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

2. Review of Requirements (25 minutes)

- Present the specific requirements for each endorsement:
 - College-Ready Endorsement: ACT, SAT, and SBAC score thresholds.
 - Career-Ready Endorsement: ACT NCRC, ASVAB scores, and industry-recognized credentials.
- 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?*



Reflection

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.

TOPIC

11.2

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



Activities

SESSION 1

1. Introduction to Interviewing (10 minutes)

- Facilitator discusses professional communication, first impressions, and key interview skills.

2. Mock Interview Practice (20 minutes)

- Students pair up and take turns being the interviewer and interviewee.
- They ask each other pre-selected questions and provide feedback using the rubric.

SESSION 2

3. Networking Exercise and Reflection (30 minutes)

- Students practice introducing themselves professionally to a peer or guest speaker.
- They exchange career interests and discuss ways to build professional connections.
- 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?*



Reflection

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.
- ✓ Develops confidence in professional communication.
- ✓ Encourages career readiness through real-world skill-building.

TOPIC

11.3

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.)



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
	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
	TOPIC 12.2 Work-Based Learning and Resume Building ↗	☐ 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 ↗	☐ 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

Completing Applications and Certifications

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

**Activities****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.



Facilitator Questions

- *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?*



Reflection

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 work-based 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.)



Activities

- 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.

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.



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?*



Reflection

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

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](#)



Activities

SESSION 1 (30 MINUTES)

1. Do I Need A Personal Essay? (10 minutes)

- Provide a brief introduction to the personal essay
 - *What is a personal essay?*
 - *Why do I need one? How important is it?*

- 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.



Wrap-Up

- 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.

