



NEVADA
Department of
Education



CCR DIPLOMA COUNSELOR GUIDE

Advancing Student Success
with the College and Career Ready Diploma



UPDATED JUNE 2025

CCR DIPLOMA COUNSELOR GUIDE

(Excerpt)

Suggested citation: Nevada Department of Education. (2025). *Advancing student success with the College and Career Ready Diploma: CCR Diploma counselor guide.*

© 2025 Nevada Department of Education

ACKNOWLEDGEMENTS

The Nevada Department of Education extends its sincere appreciation to Ingrid Cepeda, Marina McHatton, and Anna Reynolds for their leadership, expertise, and dedication to the development of this guide. We also wish to thank the many middle and high school counselors across Nevada whose thoughtful feedback and real-world insights informed and strengthened this resource. Special thanks to the project team at WestEd for their consultation and collaboration throughout this process. These collective efforts, grounded in a deep commitment to the success of every student, have helped create a guide that will empower learners to achieve their college and career goals.

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 grade-appropriate [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 research-based 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.

Association for Career and Technical Education (ACTE). (2018). *ACTE Quality CTE Program of Study Framework*.

Barr, A., & Castleman, B. (2021). *The bottom line on college advising: Large increases in degree attainment* (EdWorkingPaper: 21-481). Annenberg Institute at Brown University.

Bettinger, E. P., & Baker, R. B. (2014). The effects of student coaching: An evaluation of a randomized experiment in student advising. *Educational Evaluation and Policy Analysis*, 36(1), 3-19.

*Bishop, J. H., & Mane, F. (2004). The impacts of career-technical education on high school labor market success. *Economics of Education Review*, 23(4), 381-402.

Bridgstock, R., Grant-Iramu, M., & McAlpine, A. (2019). Integrating career development learning into the curriculum: Collaboration with the careers service for employability. *Journal of Teaching and Learning for Graduate Employability*, 10(1), 56-72.

Broderson, R. M., Gagnon, D., Liu, J., & Tedeschi, S. (2021). The impact of career and technical education on postsecondary outcomes in Nebraska and South Dakota. *National Center for Education Evaluation and Regional Assistance*.

*Curry, J. R., & Milsom, A. (2021). *Career and college readiness counseling in P-12 schools*. Springer Publishing Company.

Datnow, A., Park, V., Peurach, D. J., & Spillane, J. P. (2022). *Transforming education for holistic student development: Learning from education system (re)*

building around the world. Center for Universal Education at The Brookings Institution.

Detgen, A., Fernandez, F., McMahon, A., Johnson, L., & Dailey, C. R. (2021). Efficacy of a college and career readiness program: Bridge to employment. *The Career Development Quarterly*, 69(3), 231-247.

*Drotos, S. M., & Cilesiz, S. (2014). Shoes, dues, and other barriers to college attainment: Perspectives of students attending high-poverty, urban high schools. *Education and Urban Society*, 48(3), 221-244.

Falco, L. D., & Steen, S. (2018). Using school-based career development to support college and career readiness: An integrative review. *Journal of School-Based Counseling Policy and Evaluation*, 1(1), 51-67.

Hein, V., Smerdon, B., & Sambolt, M. (2013). *Predictors of postsecondary success*. College and Career Readiness and Success Center.

Hughes, K. L., & Karp, M. M. (2004). *School-based career development: A synthesis of the literature*. Institute on Education and the Economy, Columbia University.

Mobley, C., Sharp, J. L., Hammond, C., Withington, C., & Stipanovic, N. (2017). The influence of career-focused education on student career planning and development: A comparison of CTE and non-CTE students. *Career and Technical Education Research*, 42(1), 57-75.

Nevada Department of Education. (2023). *Guide to work-based learning: Policy and practice for secondary education*.

Perin, D. (2011). Facilitating student learning through contextualization: A review of evidence. *Community College Review*, 39(3), 268–295.

*Perna, L. W., & Jones, A. P. (Eds). (2013). *The state of college access and completion: Improving college success for students from underrepresented groups*. Routledge.

*Sampson, J. P., Hooley, T., & Marriot, J. (2011). *Fostering college and career readiness: How career development activities in schools impact on graduation rates and students' life success*. University of Derby.

*Schaefer, M. B., & Rivera, L. M. (2012). College and career readiness in the middle grades. *Middle Grades Research Journal*, 7(3), 51–66.

Stephan, J. L., & Rosenbaum, J. E. (2013). Can high schools reduce college enrollment gaps with a new counseling model?. *Educational Evaluation and Policy Analysis*, 35(2), 200–219.

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do*. IES Practice Guide. NCEE 2009-4066. Institute of Education Sciences and U.S. Department of Education.

Xing, X., Huerta, M., & Garza, T. (2019). College and career preparation activities and their influence on post-high school education and work attainment. *Journal of Career and Technical Education*, 34(1), 8–28.