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CAREER DEVELOPMENT MODELS: INITIAL THOUGHTS

In order to structure discussions regarding comprehensive career development in Illinois, the Task Force examined state and national career development standards. These standards were expected to guide recommendations for career development interventions. What are we trying to teach youth to do? How might these interventions work? What might success look like for various student groups? Four standards documents provided a foundation for discussions, including:

- The original *National Career Development Guidelines* (NCDGs) created by the National Occupational Information Coordinating Committee in 1996
- The *Illinois Career Development K-12 Competencies and Indicators*, a version of the 1996 NCDGs that is specifically tailored to Illinois. (Available online at http://www.isbe.net/career/pdf/career_competencies.pdf)
- The revised *National Career Development Guidelines* (NCDGs) presented by America's Career Resource Network in 2004. (Available online at http://www.acrnetwork.org/ncdg/ncdg_framework.aspx)
- The American School Counselor Association's *National Standards for Students: Competencies and Indicators*, created in 2003.

Overlap in these documents provides terminology and ideas on which the Task Force can build to create a strategy that is uniquely tailored to the needs of Illinois youth and interest groups. Brief descriptions of these models are provided here.

1996 National Career Development Guidelines and the Illinois Career Development K-12 Competencies and Indicators

Both the 1996 *National Career Development Guidelines* and the *Illinois Career Development K-12 Competencies and Indicators* follow the same organizational structure. Competencies are divided into three distinct areas, with individuals expected to progress along the lines of self-knowledge, educational and occupational exploration, and career planning. Specific indicators and definitions are presented for each of these areas. A unique contribution of these models is that indicators are presented for four target groups, including elementary students, middle/junior high school students, high school students, and adults.

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2004 National Career Development Guidelines

In 2003 and 2004, the National Career Development Guidelines were revised to reflect a more dynamic workplace that calls for individuals to seek lifelong learning and continuous improvement opportunities. The updated guidelines were expected to: (a) possess greater alignment with the goals of *No Child Left Behind*; (b) expand target audiences to reach not only individual youth and adult career seekers, but to also address the roles of families, teachers, counselors, and administrators; and (c) to broaden the scope of environments in which the guidelines could be applied. The resulting NCDGs are organized into the three domains of Personal Social Development, Educational Achievement and Lifelong Learning, and Career Management. Each domain is accompanied by a set of indicators defined in three stages, moving career seekers from Knowledge Acquisition, to Application, to Reflection.

American School Counselor Association's National Standards for Students: Competencies and Indicators

The 2003 American School Counselor Association's *National Standards for Students: Competencies and indicators* are designed as a framework for establishing, managing, and demonstrating the outcomes of a comprehensive school guidance program that proactively meets students' developmental needs. Career development is included as one of three key standards areas for K-12 school counseling programs. The career development standards call for schools to assist students in: (a) investigating the world of work in relation to knowledge of their own abilities, skills, interests and motivations; (b) employing successful strategies to gather career information and identify career goals; and (c) understanding the relationship between personal qualities, education, training, and the world of work.