Pennsylvania
K-12 Guidance Plan

Toolkit

Compiled by

Career Development Consultants

Betty Holmboe   Alice Justice
Aaron Slusser   Kathy Specht
Jeannette Carter

December 2020
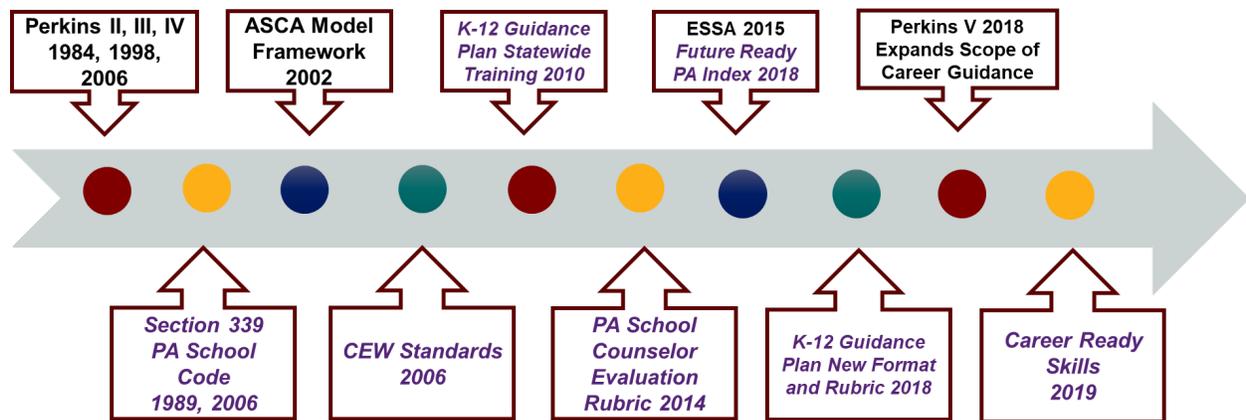
This document can be accessed at

http://tiny.cc/K-12Toolkit

or via

Contents

Introduction and Background

The K-12 Guidance Plan is a required document by the Commonwealth of Pennsylvania as part of 22 Pa. Code §339. Chapter 339 mandates that all school districts and career and technology centers (CTCs) produce evidence of a K-12 Guidance Plan. The Plan must include specific strategies for students, educators, and parents to become aware of their local CTC, its programs of study, and resources available. The Plan is to ensure that school districts and CTCs deliver the Academic Standards for Career Education and Work (CEW) across grade levels to help students make informed career decisions and prepare them for the workforce. The following diagram provides an overview of the history of federal and state laws and initiatives driving the Pennsylvania K-12 Guidance Plans.

Figure 1

History, Laws, and Initiatives
Driving the PA K-12 Guidance Plans

Perkins II, III, IV 1984, 1998, 2006	ASCA Model Framework 2002	*K-12 Guidance Plan Statewide Training 2010*	ESSA 2015 *Future Ready PA Index 2018*	Perkins V 2018 Expands Scope of Career Guidance

Section 339 PA School Code 1989, 2006	*CEW Standards 2006*	*PA School Counselor Evaluation Rubric 2014*	*K-12 Guidance Plan New Format and Rubric 2018*	*Career Ready Skills 2019*

Federal laws and national initiatives indicated in black; *PA laws and initiatives in purple italics*

Beginning in 2010, all Pennsylvania school districts and CTCs had the opportunity to be trained on developing a K-12 Guidance Plan which would create an effective, comprehensive guidance program focused on career development. In 2018, the implementation of the Future Ready PA Index and the Pennsylvania Department of Education (PDE) development of the K-12 School Guidance Plans PDE Quality Assurance Self-Assessment Rubric to assess the Plan resulted in a new format and organization of the Plan.

The background and history of trainings in Pennsylvania that occurred beginning in 2010 can be found in the following document.
00a – Background of Trainings in PA for the Creation of a K-12 Guidance Plan.docx

A comparison of the format and organization of the new (2018 and beyond) and the original Plans (pre-2018) follows.
00b – Original K-12 Plan Model vs New K-12 Plan Model.docx

The Research

The K-12 Guidance Plan framework is based on widely accepted career development theories. Super, Bandura, and Holland's work provide documentation of how systematic interventions help children and adults recognize their interests, strengths, weaknesses, and values and how these interventions interface with career decision-making. An overview, snapshot, and documentation of the most widely cited career development theories are provided here.
00c – Widely Accepted Career Development Theories.pdf

Also, the American School Counselor Association (ASCA) position on comprehensive school counseling programs served to inform the development of the framework.

A review of the literature on comprehensive school counseling supports the need for a systematic program that begins in kindergarten and progresses through postsecondary education.
00d – Empirical Evidence on the Effectiveness of School Counseling Programming.pdf

The Call to Action: Benefits, Strategies, and Ownership

What are the benefits of the K-12 Guidance Plan for all stakeholders?
The K-12 Guidance Plan

- can be used as a roadmap to build a career development program to help ALL students transition to adult life.

- is the perfect vehicle to help students become a part of the well-educated and skilled workforce needed for the 21st century.

- can educate all stakeholders about workforce composition to better understand the job opportunities and the type of education and training that is required for those career areas.

- can show educators how their content area interfaces with postsecondary opportunities and how powerful their input is to students in making postsecondary decisions.

- can provide information for parents and guardians to help the student with their career decision-making process.

- can provide community and business partners with well-prepared future employees and community members.

- can provide postsecondary partners with focused, motivated students who enroll and graduate since they have made purposive career and program choices.

- serves as a springboard for regular review and update of programming, allowing the K-12 Guidance Plan team to review interventions, student transition patterns, and new initiatives.

What are strategies for developing an effective Plan that continues to evolve?

- Meet as a team. The K-12 counseling team must meet, including counselors at all levels, on a regular basis to develop this Plan, determining content and process. Working together is essential, as all counselors should be involved in career development programming for students.

- Spend time on the "why," understand the value of a K-12 career development plan for students, families, and the community. Watch Kevin Fleming's "Success in the New Economy" YouTube video to understand the bigger picture and share it with school staff, school board members, Advisory Council members, and parents.

- Engage all stakeholders and gather input from them. They can help the school district and CTC deliver the program and can offer new ideas and resources for interventions that will enhance the K-12 Guidance Plan and programming for students.

- Develop a process for regular review and updating of the Plan. This is easier when the counseling teams meets regularly. Review each concept of the Plan with a strong focus on interventions and their effectiveness.

- Use the Plan. Make it a living document and include new and innovative initiatives in it. Look at the Curriculum Action Plan (concept 7) and the Annual Program Goals (concept 8) for new ideas the team selects. Share Plan components, and the data that supports the program goals, with school staff, school board members, and Advisory Council members.

Who owns the K-12 Guidance Plan?

The K-12 Counseling team creates the Plan as an open-ended tool to be updated by counselors, with input from school staff and other stakeholders. Many teachers and administrators get confused and think that it is for "counselors" only. In fact, the Plan is for the entire school district or CTC and should be viewed as a system-wide plan. Career development is everyone's responsibility, and the entire school staff should assist with the delivery of the Plan curriculum and champion the process. It is just not the responsibility of the school counseling staff to implement a K-12 career development program for students.

How to Use this Toolkit

This Toolkit provides a brief overview of each component and concept of the Plan and program. The Toolkit divides the steps of Plan development and program implementation into manageable activities and processes.

Completed Plans Needing Revision: For a school district or CTC that has been working on its Plan for several years, the Toolkit should provide sufficient guidance for revising the Plan to the currently recommended structure and content. Not every document and link will need to be explored.

In Process Plan Development: For school districts or CTCs who partially completed the training series, this Toolkit will provide guidance for areas of the Plan that have not been addressed. Specifically, the counseling team should focus on the updating and sustainability sections of this Toolkit. One important step is to provide a showcase presentation for the school administration, CTC joint operating committee, and school board. The counseling team should be able to move forward and continue to work on the Plan with the information provided.

New Plan Development: For a school district or CTC that has not benefitted from training or is just beginning to create their K-12 Guidance Plan, going step-by-step through the components and concepts is essential. Working through each recommended exercise and attachment should provide the structure and content to allow the team to create a complete Plan. Start by downloading for blank format provided either in Microsoft Word or as a Google Document. Each of these formats provide an approach to organizing and collecting all the components and concepts of the K-12 Guidance Plan. Creating a comprehensive K-12 Guidance Plan and program takes, at a minimum, two years of planning and building. This process ensures that a strong K-12 team is created to lead this process, write a solid Plan, and create a sustainable program.

K-12 Guidance Plan Components and Concepts

The K-12 Guidance Plan structure and organization is derived from the rubric created by the PDE "K-12 School Guidance Plans: PDE Quality Assurance Self-Assessment Rubric." The templates in the Appendix of this document and the materials that follow about content and organization of the Plan are aligned with this rubric. Appendix A of the PDE rubric provides essential guidance on developing the concepts of the Plan. It is critical that you download this rubric and use it as a guide as you work through Plan development and updating**.**

Component: Counselor

The first three concepts of the K-12 Guidance Plan relate directly to the role of the counselor. Research suggests that a clearly defined roles and appropriate student-to-counselor ratios are critical for the implementation of an effective, comprehensive guidance program. Completing these concepts ensures that counselors are functioning as intended and helps educate all stakeholders about the role of the counselor.

Concept 1: Counselor Names, Locations, and Ratios

This concept of the Plan is to be completed and updated yearly to reflect any changes. It should list the individual counselors' names at each level, the building names, and the specific student ratios for each counselor in the school district or CTC.
1 – Counselor Names Building Assignment, & Ratio.docx

Concept 2: Counselor Role

The counselor's role should provide a detailed explanation of how each counselor functions as a leader, advocate, collaborator, and systemic change agent. Update the evidence chart for all three levels (elementary, middle, and high school) every three years.
2 – Role of the School Counselor - ASCA.docx

Concept 3: Job Descriptions Linked to the Counselor Evaluation Process

The job description should be used to highlight counselor roles and responsibilities. It provides a detailed explanation for each counselor in the district and is linked to the four domains associated with the PDE School Counselor/Educator Effectiveness Rubric. Update the evidence chart for all three levels (elementary, middle, and high school) every three years.
3 – Job Descriptions Linked to the Counselor Evaluation Process.docx

Component: Program Delivery

Few people may understand what are appropriate and inappropriate school counseling duties. When that happens, school counselors can be utilized in ways that decrease their effectiveness. This component of the Plan ensures that all stakeholders understand the "what, when, and how" of what school counselors do. It documents the PA CEW Standards, ASCA Mindsets and Behaviors, and the PA Career Ready Skills that are being taught. Data is used to measure impact.

Concept 4: Mission Statement

A mission statement is a formal summary of the aims and values of a company, organization, or individual. Guiding principles for the K-12 program must be linked to the mission of the school district or CTC encompassing the career, academic, and social/emotional domains. The mission statement must engage the five stakeholder groups: students, staff, parents/guardians,

business/community, and postsecondary. It is vital to reference equity and access for all students. Update and review the K-12 Guidance Plan and district mission statements at least every three years.

The following document will help schools develop an effective mission statement that will satisfy the rubric's requirements and describe the K-12 Guidance program's purpose.
4 – Mission Statement.docx

Concept 5: Program Calendar

Concepts 5 and 6 represent the "what, when, and how" of the counseling program. Developing and updating a calendar for the program enables counselors to document their use of time and illustrates their activities to various stakeholders. ASCA provides a list of appropriate and inappropriate activities for the use of counselors' time.

The program calendar must include all levels, annual time allotment, and specific monthly and ongoing items aligned to the three domains (career, academic, and social/emotional). Revisit and update calendar items at the end of each year. See further directions under concept 6.
5 – Counselor Time and Task Analysis Form.docx

Concept 6: Program Delivery Style (direct vs. indirect service)

The Delivery System represents the style of interventions used with students and others and reveals how the program functions directly and indirectly. Items in the delivery system include levels and tiers of delivery. The system should reflect both the direct and indirect delivery of the program. Counselors should spend eighty percent of their time in direct and indirect service to students and no more than twenty percent in non-student service-related tasks. Annually update and revisit "how" calendar items are delivered. Code the tasks in the proper delivery column. The following document will help schools and CTCs develop a useful calendar and tiered delivery system to satisfy the rubric requirements.
6a - Directions for Concepts 5 and 6 – Calendar and Delivery Chart.docx

The following document is an excerpt from a completed K-12 Guidance Plan. This detailed example is an excellent resource for those updating their Plans. Use this illustration to assist in developing a calendar and delivery chart that fit the school district's or CTC's specific situation. Plans differ based on factors such as counselor-to-student ratios, demographics, and assigned counselor duties.
6b - Plum Borough SD Guidance Plan Concepts 5 & 6.pdf

Concept 7: K-12 Curriculum Scope and Sequence to include Career and Technical Education (CTE): Curriculum Action Plan

This concept of the K-12 Guidance Plan is the K-12 curriculum of the school counseling program. Initially, this curriculum plan is the most time consuming to create and implement. It is updated annually by each counselor at their grade level(s), ensuring that only items that are being delivered are included. Counselors should work in teams to complete the curriculum plan

so that all team members are aware of the activity occurring at all grade levels. CTE curriculum interventions should be included.

The curriculum action plan (or curriculum intervention plan) represents a snapshot of all the interventions that students receive during the program's delivery including those received from all stakeholders. The Plan should take all lessons or program content items listed in the first column of the program calendar (concept 5) and insert them into the grade level K-12 scope and sequence charts that can be found in the blank template available in Appendix A of this Toolkit . When updating annually, all current items should be in black font and any new curriculum items should be identified in red font.

Concept 7 should include a brief description of the program or activity, the specific competency linked to standards (ASCA Mindsets & Behaviors, PA Career Ready Skills, and PA CEW Standards), a list of materials and resources needed, how the interventions are being assessed, the facilitator, and the school counselor contact. On the curriculum action plan chart, identify who is teaching or facilitating each activity. The curriculum is the opportunity to use other stakeholders to help deliver the program, e.g., parents, guardians, school and CTE staff, postsecondary representatives, and business partners. It is not just the counseling staff who should be responsible for delivering curriculum activities. Other stakeholders can offer information and resources that are new and motivating for students.

The following document includes directions that will help the team develop an effective curriculum action plan that will address the rubric requirements.
7a - Directions for Concept 7 – Curriculum Action Plan.docx

The following document provides an excellent example of concept 7.
7b – Hempfield Area School District K-12 Plan – Concept 7.pdf

It is common for middle and high school counselors to engage multiple stakeholders in the delivery of the counseling curriculum. Secondary counselors have content-specific staff members and community members that can be utilized at those levels. Elementary counselors should consider involving these stakeholders at the elementary level also. The following document provides an example connecting lesson plans with the curriculum action plan, including the rationale and delivery. Page four is a direct example of what should be included in the K-12 Guidance Plan. The remainder of the example connects the "why" and "how" of delivery.
7c – 2nd Grade Curriculum Action Plan and Career Lessons.pdf

Concept 8: Annual Program Goals
Program goals provide a specific guide for program direction and accountability. The annual program goals should be specific to each grade level (elementary, middle, and high school), measurable (SMART), and listed by the appropriate domain (academic, career, and social/emotional). Update program goals annually in all three domains, using the SMART

formula. The following document provides guidance and worksheets to assist counselors in planning and developing program goals.
8a – Setting Annual Program Goals.docx

This excerpt illustrates program goals from a completed Plan.
8b – Harbor Creek Annual Program Goals.pdf

Concept 9: Academic and Career Plan and Portfolio Process

All students deserve a comprehensive career development program with developmentally appropriate resources and experiences that will assist students and parents with the career decision-making process, through the elementary, middle, and high school levels and beyond high school.

The Student Academic and Career Plan describes the career readiness activities aligned to standards. It is a written description of how and when activities and interventions occur for a student and documents the decisions they will be making. It is a process and not just a document. The portfolio development is the process that integrates all the Plan activities for that student into a decision-making process and engages parents, guardians, school, and CTC staff with the student.

Counselors should revisit the "must-have" portions of the Plan and portfolio every three years. Continually build on student ownership of the Plan with parent, guardian, and school staff engagement and increased curriculum integration of the PA CEW Standards.

The following documents will assist in developing academic and career plans and portfolios for students.
9a – Academic and Career Plan and Portfolio Process.docx
9b – Portfolio Template Sample.docx

This document provides an example of an online career plan that illustrates concept 9.
9c – North Allegheny Example Online Career Plan.pdf

Component: Stakeholder Engagement

Career Development is Everyone's Business! This K-12 Guidance Plan component highlights the significance of counselors partnering with students, educators, administrators, parents, business, community, and postsecondary stakeholder groups. The K-12 counseling team facilitates the career development process. The stakeholder groups benefit from the K-12 career development program and help deliver it, thus supporting the counselors in implementing the career development program for all students.

Concept 10: Stakeholders

Learning to engage with the stakeholder groups in new and workable ways is critical. Various stakeholders bring unique and essential perspectives and resources to a program. Using the "Inside-Outside Approach" for stakeholder engagement is vital for their involvement and support. Connecting with school staff, students, and parents inside the school walls and then business, community, and postsecondary representatives outside the school walls will help counselors build a strong program and support balanced program delivery. Reaching out to stakeholders enriches the development of relevant curriculum and experiences and helps students see the relevancy of their education.

Stakeholders should be involved in a wide variety of activities and program components. The Advisory Council is only one of many ways that outside stakeholders can be involved. Some stakeholders will participate only in program delivery (e.g. senior interviews or career lunches) while others will participate on the Advisory Council. The broader and more varied the participation with program elements, the stronger the career development program will become.

The following diagram illustrates the "Inside-Outside Approach" to Stakeholder Engagement 10a – Inside-Outside Approach – Stakeholder Engagement.pdf. As the diagram shows, students are the central focus for all the stakeholder groups. Often, counselor teams are comfortable engaging with the educator and parent stakeholder groups represented on the diagram's vertical axis. But counselors sometimes overlook the need for more interaction with the business, community, and postsecondary groups. These are the groups shown in the diagram on the horizontal axis. Understanding the bigger picture and involving all stakeholder groups will help build a more innovative and comprehensive program

Concept 10 includes stakeholder engagement charts which should be completed by writing two paragraphs for each stakeholder describing how the stakeholder benefits from the K-12 career development program and how they assist in delivering the program. Also included is a chart for each stakeholder group (except students) identifying new ways in which the counselor team can increase engagement with each stakeholder group to build the career development program and how that will be accomplished. Taking these specific steps with stakeholder engagement will be valuable to the program. These charts should be updated at least every three years or as new ideas are developed. Use new ideas to enhance the career development program. See the blank templates in the Appendix A of this Toolkit for these formats.

The following provides an example of stakeholder charts that are comprehensive and reflect program development.
10b – Plum Borough SD Guidance Plan Excerpts Concept 10.pdf

For more ideas regarding increased engagement with two stakeholder groups that impact student career decision-making see the following documents:
10c – How and Why to Connect.docx
10d -Strategies for Engaging Parents & Guardians in the Career Development Process. docx

School staff is essential in helping students with this process and in helping counselors deliver the career development program. Locate the program champions, those staff members who are already interested in career development and understand the value of connecting outside and building a network. Then, work together to educate other staff and administrators on the power and importance of using K-12 career development to transition students to life through a curriculum based on relevance and experiences. Periodic professional development that emphasizes the reality of the labor market, the rising cost of postsecondary education, and the role educators play in helping students make informed decisions will ensure staff buy-in and support of the program. In working with school staff, try discussing the document "Education and Community Connection" to ensure they understand all the "community connection" possibilities and the value in making those connections. This document includes questions that may be used to lead the discussion with the school staff.
10e – Education and Community Connection.docx

Concept 11: Advisory Council

Building a K-12 Advisory Council is an essential and meaningful part of the K-12 Guidance Plan and program. It engages all five stakeholder groups in a systemic way, can make a measurable impact on student success, and becomes a natural communication link between the career development program and the stakeholder groups. The Advisory Council is designed to offer positive support to the K-12 counseling team and assists with annual program goals. When the Council is energized, the members become committed and work collaboratively to keep the career development program moving and growing. In turn, the K-12 counseling team can become more innovative and build a comprehensive network of program interventions. The Advisory Council then becomes a strong advocate for the sustainability of the program.

In developing Advisory Council membership, select "outside and inside" stakeholders in a balanced manner, three to five from each group. Ensure that the make-up reflects the demographics of the school and the community. Invite just as many business, community, and postsecondary representatives as educators, parents, and students to maximize input and ideas. Always include students and a supportive school board member or joint operating board member.

In the K-12 Guidance Plan, list each member of each stakeholder group, two scheduled meeting dates, and meetings that have occurred or will do so in the coming year. The Advisory Council should meet a minimum of twice per year, and members should be provided with meeting dates when initially invited. Advisory Council membership should be updated annually. The K-12 counseling team should occasionally communicate with Advisory Council members in between meetings to maintain a connection.

The following document illustrates the composition of an Advisory Council in a completed Plan.
11a – Harbor Creek SD Advisory Council K-12 Plan Excerpt.pdf

Component: Career Pathways Awareness

This component of the K-12 Guidance Plan is designed so that all students develop an awareness of career pathways and clusters, including CTE and the range of postsecondary options available. Starting in elementary grades, students plan, with "the end in mind," using an initial career path or cluster, and then eventually determine a postsecondary choice that will help them achieve their career goals. The following is a diagram of how decisions are made in a different order and with different knowledge when the Plan is developed with "the end in mind."

12a – Flipping the College Decision Making Paradigm.pdf

Concept 12: Career and Postsecondary Resources

Career and postsecondary stakeholders play an essential role in implementing an effective K-12 Guidance Plan. The counselor team systematically identifies a variety of resources (including online resources) and the range of postsecondary options available to students. When completing this concept of the K-12 Guidance Plan, make sure resources are available for all 16 Career Clusters. Build an ongoing network of resources that includes all career clusters, sharing it with Advisory Council members for suggestions. Update resources and databases on an ongoing basis to build the resource network.

12b – Range of Options for Postsecondary Training.docx

A listing of online resources provided as a starting point for building a database.

12c – Online Resources – Career and Postsecondary Exploration.docx

Use this organizing document to ensure that the resource network is linked to the 16 career clusters.

12d – Career and Postsecondary Resources Linked to Clusters.docx

Concept 13: Career and Technical Education Strategies (Pathways)

Concept 13 features the meaningful ongoing connection of the sending school districts to the local CTC. Activities are designed to promote greater student awareness and engagement with the local CTC, beginning in at least fifth grade. The activities should provide students with opportunities for analyzing their interests, values, preferences, and passions as they interact with the different career clusters, pathways, and work environments supported by programs at their CTC. These activities open doors for students as they learn and experience CTC program opportunities. In the Plan, strategies are to be developed for increased awareness of the opportunities available at the CTC among school staff, parents, and students.

Students must be introduced to the reality of the current job market and understand the essential role that CTE has in meeting that market's needs. School districts and CTCs should ensure that students (and parents) recognize that indispensable role. Parents and students must understand that the "university for all" mentality contributes to the skills gap in the job market and the student loan debt crisis. The following document assists districts in identifying

and organizing Career and Technology Center Strategies to accomplish this end. Review and update annually to add new interventions.
13a – Career and Technology Center Strategies.docx

A straightforward strategy for introducing students to their local CTC is a virtual scavenger hunt.
13b – Career and Technology Center Scavenger Hunt.docx

The following document shows how one school district developed a CTC strategy.
13c – Hempfield ASD Career and Technology Center Strategies Excerpts.pdf

K-12 Guidance Plan Update and Sustainability

Updating the Plan

The K-12 Guidance Plan is a roadmap for the career development program. If it "sits idle," then what is a school district offering to students? Developing a comprehensive and effective K-12 Guidance Plan is an enormous undertaking. To guarantee that the team's hard work remains relevant and useful, understand that writing the Plan is never over. For the Plan to evolve and impact programming, a process for regularly reviewing, evaluating, and updating the Plan must be utilized. Each counselor on the team is responsible for developing the Plan and delivering a powerful program for ALL students, using the Plan as a guide. The counseling team must develop a timeline for updating the Plan and the career development process as the first critical step in achieving sustainability.

The following documents provide direction in updating the K-12 Guidance Plan, one that describes purpose and strategies. The other is a checklist for the Plan's 13 concepts, with columns for indicating whether each concept has been updated.
14a – K-12 Guidance Plan Annual Update.docx
14b – Strategies for Updating the K-12 Guidance Plan.docx

Sustaining the Program

Updating and sustaining the Plan are partners. Updating the Plan keeps it current and vital. By updating the Plan, it continually grows and enhances the career development program delivery for all K-12 students. The result is effective sustainability and integration into the culture of the school district and a strong relationship with the CTC.

The career development program can be sustained and show impact by:
- updating the Plan regularly
- meeting regularly as a K-12 counseling team to evaluate and plan
- using a consistent "inside and outside the school walls stakeholder" approach
- building an ongoing network of outside resources for student interventions
- maintaining the K-12 Advisory Council and gaining energy through their participation
- asking the hard questions and being innovative
- practicing ongoing collaboration with staff and administration
- ensuring that all stakeholders understand the value of the local CTC

The following document will provide more in-depth strategies for sustaining the K-12 Guidance Plan and program.
15a – Strategies for Sustaining the K-12 Guidance Plan.docx

As the team works together on sustainability, the following document can be used to guide that vital discussion.
15b – Guiding Questions and Checklist for Sustaining the Program.docx

The following document can be helpful in building and sustaining the program. It is a tool for teams to use to assess their status as a team.
15c – K-12 Guidance Plan Program Survey.docx

Sustainability is also developed by ensuring a alignment between PDE School Counselor/ Educator Effectiveness Rubric and the counselors' work on the K-12 Guidance Plan. The following provides a guide to aligning these activities.
15d – Counselor Evaluation Domains Linked to the K-12 Plan.docx

Summary

The previous information provides an essential guide for completing the K-12 Guidance Plan in the format to meet the K-12 Guidance Plans PDE Quality Assurance Self-Assessment Rubric requirements

Upon completion of the Plan, the K-12 Guidance Plan should be approved by the school board or the joint operating committee. A copy of the board approved Plan must be shared with the local CTC.

Building a comprehensive Plan and career development program takes time and work by many individuals both inside and outside the school buildings. Do not be discouraged that the process takes longer than expected. Students that participate in a comprehensive career development program and experience both the outside labor market and a CTE program, and who choose a career before selecting their postsecondary plans, are enhanced by the experience, as is the local community. Students, parents, the local community, and society all benefit when students make informed career choices leading to planned postsecondary pathways. The K-12 Guidance Plan and program is worth the time and energy spent creating and sustaining a vibrant career development program.

> **Dedicated to**
> **Michael D. Thompson**
> **1950 - 2020**

Appendix A: K-12 Plan Blank Templates

Below are templates that can be used to create a K-12 Guidance Plan that follows the currently required format of the Plan. Schools should feel free to make modifications to the templates for the ease of presenting their Plan. However, all 13 concepts should be addressed in an orderly fashion for the Plan to be complete.

K-12 Guidance Plan Blank Templates: Word or Google Docs

Use the links or the QR codes to download a blank template of the K-12 Guidance Plan.

Microsoft Word:
[16 – K-12 Guidance Plan Blank Template-Word.docx](#)

Google Document:
[17 - Google docs template](#)

Appendix B: Summary of Links to Documents and Resources

This chart provides a summary of links to the documents that support the creation of the K-12 Guidance Plan. The chart begins by listing all the documents in the order that they appear in this Toolkit. These are followed by the critical links to online resources that are maintained by the PDE and ASCA.

Listing of Toolkit Documents and Links

Doc No.	Document Name	Shortened Google Drive Link
000	PA K-12 Guidance Plan Toolkit.docx *Link to This Toolkit*	http://tiny.cc/K-12Toolkit
00a	Background of Trainings in PA for the Creation of a K-12 Guidance Plan.docx	http://tiny.cc/00aTrainingHistory
00b	Original K-12 Plan Model vs New K-12 Plan Model.docx	http://tiny.cc/00bOriginalvsNew
00c	Widely Accepted Career Development Theories.pdf	http://tiny.cc/00cCDTheories
00d	Empirical Evidence on the Effectiveness of School Counseling Programming.pdf	http://tiny.cc/00dEmpiricalEvidence
1	Counselor Names, Building Assignment, & Ratios.docx	http://tiny.cc/1CounselorNames
2	The Role of the School Counselor - ASCA.docx	http://tiny.cc/2Role
3	Job Descriptions Linked to the Counselor Evaluation Process.docx	http://tiny.cc/3JobDescriptions
4	Mission Statement.docx	http://tiny.cc/4Mission
5	Counselor Time and Task Analysis Form.docx	http://tiny.cc/5TimeTask

6a	Directions for Concepts 5 and 6 – Calendar and Delivery Chart.docx	http://tiny.cc/6aCalendar
6b	Plum Borough SD Guidance Plan Concepts 5 & 6.pdf	http://tiny.cc/6bPlumSDCalendar56
7a	Directions for Concept 7 – Curriculum Action Plan.docx	http://tiny.cc/7aCurriculum
7b	Hempfield Area School District K-12 Plan – Concept 7.pdf	http://tiny.cc/7bHempfieldCurriculum
7c	2nd Grade Curriculum Action Plan and Career Lessons.pdf	http://tiny.cc/7c2ndGradeCurriculum
8a	Setting Annual Program Goals.docx	http://tiny.cc/8aProgramGoals
8b	Harbor Creek Annual Program Goals.pdf	http://tiny.cc/8bHarborCreekGoals
9a	Academic and Career Plan and Portfolio Process.docx	http://tiny.cc/9aPlanPortfolioProcess
9b	Portfolio Template Sample.docx	http://tiny.cc/9bPortfolioTemplate
9c	North Allegheny Example Online Career Plan.pdf	http://tiny.cc/9cNAlleghenyOnlinePlan
10a	Inside-Outside Approach – Stakeholder Engagement.pdf	http://tiny.cc/10aInsideOutside
10b	Plum Borough SD Guidance Plan Excerpts Concept 10.pdf	http://tiny.cc/10bPlumStakeholderCharts
10c	How and Why to Connect.docx	http://tiny.cc/10cHowWhyConnect
10d	Strategies for Engaging Parents & Guardians in the Career Development Process.docx	http://tiny.cc/10dEngagingParents

10e	Education and Community Connection.docx	http://tiny.cc/10eEducCommunity
11a	Harbor Creek SD Advisory Council K-12 Plan Excerpt.pdf	http://tiny.cc/11aHarborCreekAdvisory
12a	Flipping the College Decision Making Paradigm.pdf	http://tiny.cc/12aFlippingParadigm
12b	Range of Options for Postsecondary Training.docx	http://tiny.cc/12bPostsecTraining
12c	Online Resources – Career and Postsecondary Exploration.docx	http://tiny.cc/12cOnlineCareerExplore
12d	Career and Postsecondary Resources linked to Clusters.docx	http://tiny.cc/12dResourcesClusters
13a	Career and Technology Center Strategies.docx	http://tiny.cc/13aCTCStrategies
13b	Career and Technology Center Scavenger Hunt.docx	http://tiny.cc/13bCTCScavenger
13c	Hempfield ASD Career and Technology Center Strategies Excerpt.pdf	http://tiny.cc/13cHempfieldCTCStrategies
14a	K-12 Guidance Plan Annual Update.docx	http://tiny.cc/14aAnnualUpdate
14b	Strategies for Updating the K-12 Guidance Plan.docx	http://tiny.cc/14bUpdatingStrategies
15a	Strategies for Sustaining the K-12 Guidance Plan.docx	http://tiny.cc/15aSustainingStrategies
15b	Guiding Questions and Checklist for Sustaining the Program.docx	http://tiny.cc/15bGuidingQuestions
15c	K-12 Guidance Plan Program Survey.docx	http://tiny.cc/15cProgramSurvey

15d	Counselor Evaluation Domains Linked to the K-12 Plan.docx	http://tiny.cc/15dEvalDomainsLinked
16	K-12 Guidance Plan Blank Template – Word.docx	http://tiny.cc/16BlankTemplateWord
17	K-12 Guidance Plan Blank Template – Google docs	http://tiny.cc/17BlankTemplateDocs

Listing of Toolkit Resources & Links Maintained by Others

PENNSYLVANIA DEPARTMENT OF EDUCATION (PDE)	
PDE K-12 School Guidance Plan PDE Quality Assurance Self-Assessment Rubric	http://tiny.cc/PDEK-12PlanRubric
PDE School Counselor Educator Effectiveness Rubric	http://tiny.cc/PDECounselorRubric
Standards – PA Career Education and Work (CEW)	http://tiny.cc/StandardsCEW
Standards – PA Career Ready Skills	http://tiny.cc/PACareerReadySkills
AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)	
Standards – ASCA Mindsets and Behaviors	http://tiny.cc/StandardsASCA
ASCA Position on Comprehensive School Counseling Programs	http://tiny.cc/ASCACompSCPrgms
ASCA Effectiveness of School Counseling Programs	http://tiny.cc/ASCASCEffectiveness
ASCA Role of the Counselor	http://tiny.cc/ASCACounselorRole
ASCA Appropriate Activities for Counselors	http://tiny.cc/ASCAAppropriateActivities