



Guide for Educators

Kate Watts
Outreach Specialist
Tennessee Higher Education Commission
kate.watts@tn.gov
(615) 741-1318



Introduction:

COLLEGEFORTN Overview

What is COLLEGEFORTN?

COLLEGEFORTN is a web-based career and educational planning system. The tools found in COLLEGEFORTN will help students enhance self-awareness, build meaningful education and career plans, and prepare for their postsecondary education. The results of all activities are stored in an interactive portfolio that reflects students' personal and academic growth as well as their future plans.

Career Planning

The ***Career Planning*** section of COLLEGEFORTN helps students to discover who they are, to learn about careers, and to prepare for a job search. It supports both career exploration and career planning. Under *Learn About Yourself* multiple assessments allow students to explore their interests, values and skills. Students *Explore Careers* to increase career awareness while identifying career choices for their futures. *Get a Job* includes tools for resume writing and interview practice to help students prepare for the world of work.

High School Planning

The ***High School Planning*** section of COLLEGEFORTN allows students to develop a personalized *Plan of Study* and provides a *High School Planning Timeline*. The *Plan of Study* ensures that students are selecting courses that support their future career goals while meeting high school graduation and college admission requirements. The *High School Planning Timeline* helps students stay on track and have a successful high school experience.





College Planning

The **College Planning** section of COLLEGEFORTN assists students with their postsecondary preparations. Students *Prepare for College* with a College Planning Timeline and useful information to help them Get Ready for College. *Test Prep* ensures that students have the best test scores possible so that they are a competitive candidate for college admission and scholarship opportunities. Students *Explore Schools* to find an institution that is the perfect match for their economic, geographic, social, and academic needs. The *Explore Program and Major* tools assist students in finding a program or major that supports their future career goals. Students begin the college admission process using the tools in *Applications and Transcripts*.

Financial Aid Planning

The **Financial Aid Planning** section of COLLEGEFORTN provides students with the information and tools needed to develop a plan to successfully finance their postsecondary education. Students learn about financial aid basics with *Financial Aid 101*. The *Financial Aid Calculators* help students calculate how much they should be saving, their expected family contribution, and what it might cost to pay back their loans. Students are able to *Build a Financial Aid Plan* in seven easy steps and *Find Scholarships* that can be part of their financial aid plan.

Your Portfolio

The **Your Portfolio** section of COLLEGEFORTN stores all of the work that students complete in the other sections including assessment results, career and educational plans, saved careers, saved colleges, saved scholarships, and job search activities. Students can assess their achievement by evaluating their progress through *Planning Milestones*. *Your Profile* allows students to develop goals, track activities, self-reflect, and update personal information. To ensure that the portfolio is a full reflection of their personal and academic development students can attach documents including work samples, photographs, letters of recommendation, or other relevant items.





Professional Center

The ***Professional Center*** allows professional users, such as teachers, counselors and advisors, to manage student portfolios, reports and communications, and find helpful teaching tools. Professional users sign in to the Professional Center using their professional user name and password. New users can also create an account. The main sections of the Professional Center include: Students & Groups, Reports, Resources, Communication, Transcripts, and Administration

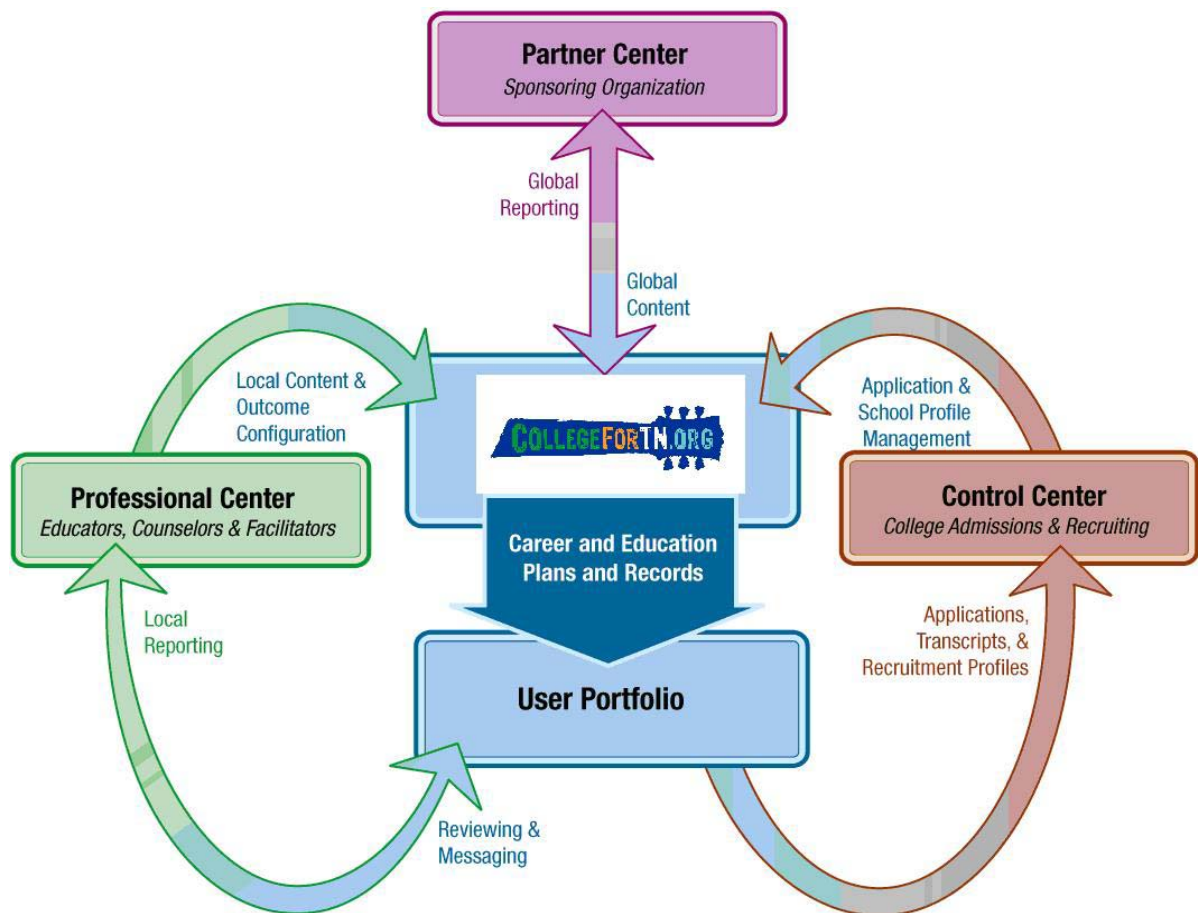




Introduction:

COLLEGEFORTN Structure:

COLLEGEFORTN can be used independently or as a resource that professionals implement with the end-user (students and clients). Student and client users access the tools and content on the main COLLEGEFORTN website, while professional users access one of the three other websites to perform their roles.





Getting Started:

CollegeforTN.org Vocabulary Sheet

Account Name - The username that students create to access their CollegeforTN.org account.

Administrative Code - This is the code given to professionals who will have access to the Administrative functions. This includes access to the professional accounts of other professionals in their building, site or region.

Annual Reflection - Located in the My Profile section of the portfolio, this activity asks students to reflect on what they have learned about themselves and their academic development over the past year.

ASVAB - ASVAB is short for the Armed Services Vocational Aptitude Battery. ASVAB Scores can be added into the Career Planning section of the Portfolio.

Basic Skills Survey - This survey will help students assess their basic skills and match them to career options. The skills surveyed are based on the skills reported by the Secretary's Commission on Achieving Necessary Skills (SCANS): Reading Comprehension, Active Listening, Writing, Speaking, Mathematics, Science, Critical Thinking, Active Learning, Learning Strategies, and Monitoring.

Career Clusters - A career categorization system in which careers are grouped based on interests and skills. There are 16 national Career Clusters.

Career Cluster Survey - An assessment that matches a student's interests and personal qualities to Career Clusters in order to more effectively explore future options.

Career Finder - The Career Finder helps students narrow down hundreds of career options to only those matching the characteristics they have selecting using a list of 19 criteria.

Career Pathway - A subdivision of a Career Cluster into more specific categories. Each of the 16 clusters has between 2-7 pathways for a total of 81 pathways.





Career Plan - The Career Plan shows what type of work and learning will help a student create the kind of future life that he or she wants.

College Matching Assistant – Allows students to perform a quick search for schools using common items such as size, location and majors.

Compare Careers – Allows students to pick two careers that interest them and compare them side by side.

Compare Schools – Allows students to compare schools side-by-side to see how they differ.

Course Plan - The sequence of courses that a student plans to take in high school.

Demographics - Information about the student including Nationality, Military Service, and Citizenship Status.

Distance Search - Allows students to find the campus closest to any zip code.

Drop a student – Allows a professional to remove a student from an Advisory Group.

Duplicate accounts – Occurs when a student has created more than one account.

Early Skills - A student's best personal traits and work skills, including skills that they use in school and skills that they might use in sports, hobbies, or activities outside of school.

Estimated Family Contribution (EFC) - The amount a family is expected to contribute towards paying for college.

FAFSA - Free Application for Federal Student Aid. Filling out a FAFSA form is the first step in the financial aid process. To be eligible to receive federal financial aid, a student must complete a FAFSA.

Feature - Any tool or activity found within CollegeforTN.org.

General Workplace Skills - Practiced activities that help workers achieve success in various careers. Also applies to any abilities a student has developed at home, work and school.





Guideway - A tool within the program that guides students through a series of activities within the program.

Interest Profiler – A validated assessment that identifies students’ interests and matches them to careers.

Job Shadowing - When a student spends one or more days in the workplace observing someone on the job.

Learning Styles - Students preferences in how they acquire information.

Milestone - The benchmark that measures student progress on an indicator.

PAAK - Professional Account Access Key. This is the code most professionals are given to create a professional account.

Personality Type - Students preferences between introversion and extroversion, sensing and intuiting, thinking and feeling, and judging and perceiving.

Portfolio - The electronic storage system in which students can keep track of their career and educational plans, activities, assessment results, and other career development information.

Reconnect a student - To reassign a student to your school who was previously attached to your school. All work done by a student is stored in Xap’s servers, so when re-connected, all prior work returns with the student. Therefore, a student’s work is never lost.

School Finder – Allows students to search for schools that match their needs from a comprehensive list of school characteristics.

Tracked Outcome Report - A display showing progress toward milestone completion either by student or by milestone.

Transferable Skills – A survey that helps students evaluate which transferable skills they have now – or which ones they plan on developing – and then matches them to career options.

Withdraw a student - To remove a student from being attached to your school.





Work Values Sorter - Students evaluate what their top values are and review careers that connect to those values.

Your Plan of Study - The course plan which students create using the Career Clusters and pathways of interest to them.





SITE MAP:

Career Planning	Learning About Yourself	Interest Profiler
		Career Cluster Survey
		Basic Skills Survey
		Transferable Skills Checklist
		Work Values Sorter
		Do What You Are
		Learning Styles Inventory
		Ability Profiler
	Explore Careers	Search Careers
		Career Exploration Tools
		Browse Careers
	Get a Job	Resume Builder
		Cover Letter Creator
		Job Interview Practice
		Thank You Letter Builder
		Review Today's Job Market

	Need Help
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College Planning	Prepare for College	College Planning Timeline
		Getting Ready for College (articles)
	Test Prep	ACT
		SAT
		GRE
		Vocabulary Builder
	Explore Post-Secondary Schools	School Exploration Tools
		Browse Schools
	Explore Programs and Majors	Search Programs and Majors
		Browse Programs and Majors
	Applications	Apply to College and Track Your Applications
		Practice a College Application
		Be a Star – Get Recruited

High School Planning	Your Plan of Study	by Career Cluster or Pathway
		from Scratch
	High School Planning Timeline	Introduction
		7 th grade
		8 th grade
		9 th grade
		10 th grade
		11 th grade
		12 th grade
		College Freshman Year

Financial Aid Planning	Financial Aid 101 (all articles)	The Basics
		Determine Your Eligibility
		Apply! Apply! Apply!
		Consider Your Loan Options
		Enjoy College and Know Your Responsibilities
		Financial Aid Glossary
		Federal Grants Based on Need
		Federal Loans Programs
		Repaying Student Loans
	Financial Aid Calculators	Expected Family Contribution Calculator
		College Savings Calculator
		Student Loans Over Projected Earnings (SLOPE) Calculator
	Build Your Financial Plan	Financial Aid Planning Timeline
		Financial Aid Wizard
	Find Scholarships	Search for Scholarships
		Scholarship Finder

Global Links (accessible on all or most pages)	Search
	Spanish Version / En español cuando disponible
	Sign Out
	Talk to Us



SITE MAP:

Your Portfolio	Index	Plan by Year (static pages of completed activities by grade level)
		Messages (also on Home page)
		Event Calendar (also on Home page)
		Account Access Activity (hidden in Your Profile tab?)
		Advisor Comments (Summary)
		Guideways (also on each main planning tab)
		Parent/Guardian Access
		Import Choices Portfolio
	Career Planning	Career Plans
		Getting Ready for Work
		Work Experience
		Your Skills
		All About You
		How You See Yourself
		Career Planning Worksheets
		Your Career Planning Documents
	High School Planning	Planning for My Goals
		Your Plan of Study
		AP Exams
		Post-Secondary Learning Options
		Enrichment Courses and Workshops
		Extracurricular Activities
		High Schools Attended
		Middle Schools Attended
	College Planning	Post-Secondary Plans
		Test Scores
		Postsecondary Experiences
		Lifelong Education/Training Plans
		College Planning Worksheets
		Your College Planning Documents

Your Portfolio	Financial Aid Planning	FAFSA
		Components of My Financial Aid Plan
		Financial Aid Plan for My Colleges
		Scholarship Finder Searches
		Estimated Family Contribution
	Your Profile	The Basics
		Looking Ahead
		Experiences And Activities
		How You See Yourself
		Portfolio Reviews
		Worksheets
		Your Profile Documents
	Your Journal	Add a new journal entry
	Your Planning Milestones (list shown is default, but can vary by site)	Complete Career Clusters Survey
		Create a Plan in Career Plan Builder
		Complete Interest Profiler
		Documented Job Shadowing Experiences
		Identify Personal Values and Priorities
		Create Resume in Resume Builder
		Save Careers in Your Portfolio
		Select a Career Cluster or Pathway
		Document Work Experience
		Submit College Applications
		Document Your Intent to Register
		Save Colleges in Your Portfolio
		Save Programs/Majors in Your Portfolio
		FAFSA Submitted
		Created a Financial Aid Plan
		Search for Scholarships
		Create a High School Plan of Study
		Document Extracurricular Activities



SAMPLE FEATURE SHEET:

- Search Careers
- Extracurricular Activities
- Browse Careers by Cluster
- Job Interview Practice
- Post-Secondary Options – Article
- ACT Test Prep
- Search Programs and Majors
- Be a Star – Get Recruited
- Consider Your Loan Options – Article
- Scholarship Finder
- Guideways
- Transferable Skills
- Your Career Planning Documents
- Create Your Plan of Study
- Saved Careers
- Practice a College Application
- Career Cluster Survey
- Expected Family Contribution Calculator
- Postsecondary Experiences
- ACT Test Scores
- Components of My Financial Aid Plan
- Scholarship Finder Searches
- AP Exams
- 9th Grade Planning Timeline
- Your Planning Milestones
- Search
- Transferable Skills Checklist
- En Espanol
- Compare Post-Secondary Schools
- Review Today's Job Market
- Financial Aid Glossary
- Event Calendar
- Learning Styles Inventory
- Financial Aid Wizard



Getting Started:

How to Create a Student Account

Creating a Student Account:

1. Go to www.CollegeforTN.org
2. Click Create an Account.
3. Select your grade level or role by clicking Go.
4. Click Find and select your school.
5. Enter your personal information.
 - a. Write down your account name:
 - b. Write down your account password:
6. Click Create an Account.

Signing In to a Student Account:

1. Go to www.CollegeforTN.org
2. Enter the account name and password that you created.
3. Click Sign In.

***Account Creation Notes:**

1. When creating your student account name, choose something unique. Consider your e-mail address or first and last name plus birth date. This will increase the chances that your account name hasn't already been taken.
2. Anytime you create an account on the internet, be sure that you don't choose sensitive information for your password. (For example: credit card number, social security number, or the password that you use for all of your other accounts.)





Career Planning



Career Planning:

CAREER ASSESSMENTS OVERVIEW

Interest Profiler

The Interest Profiler is an assessment tool, which helps individuals identify their work related interests, gain self-knowledge about their vocational personality type, and develop career awareness of matching occupations. The Profiler is composed of 180 statements, each describing a work activity. The statements represent activities in a broad range of careers and training levels. Users are asked to choose one of three possible answers for each of the activities: Like, Not Sure, Dislike. At completion of the assessment, the user's top occupational interest areas are presented. These interest areas include realistic, investigative, artistic, social, enterprising and conventional. Results are then matched with a list of possible careers. The user's interest areas are ranked in a bar graph – from their highest interest to their lowest interest. Most participants can complete the Interest Profiler and print the results in 10 to 20 minutes.

Basic Skills Survey

The Basic Skills Survey is a tool designed to assess skills in core areas, and then match them to career options. Users are presented with a series of statements in a checklist format. These statements are concrete activities that illustrate advancing levels of achievement. Basic skills provide the foundation for acquiring new knowledge and skills. The basic skills in the survey fall into the following 10 core areas: reading comprehension, active listening, writing, speaking, mathematics, science, critical thinking, active learning, learning strategies and monitoring. In the Basic Skills Survey, users identify the tasks they feel they can successfully perform. As the tasks represent successively higher levels of each skill, their score will reflect the level, 1 to 7, for each of the 10 core skills. The user's basic skills are then ranked in a bar graph from their highest skill level to their lowest. The scores can be used in different ways. Users can review the careers presented to find occupations that most closely match their skill set. Or they can apply their results to perform a "gap analysis" between the skills they perceive they have today and the skills required to be successful in their chosen occupations. They can also import their results into the Career Finder and combine them with other factors in their search for occupations, to build a more specific list of results.





Work Values Sorter

The **Work Values Sorter** is an assessment of the values a person considers important in a work setting. It is intended to build students' self-awareness about their personal values, helping them gain a more complete picture of who they are, and helping them decide which career path promises them the best chance of success in the future. Users are presented with 20 work value statements. By electronically dragging the work value statements into a matrix, users can assign a level of importance to each statement. The score reflects the order of importance of six broad work values – achievement, independence, recognition, relationships, support and working conditions. The Work Values Sorter is automatically “scored” by the program, and the user’s top work values are presented. A chart ranks the user’s work values in order of importance. By clicking on a title, users can view a description of the work value, along with the associated careers. Users can then use their results to explore careers that reinforce their top work values by linking to matching occupations. Participants can generally work through the Work Values Sorter and obtain results in five to 15 minutes.

Career Cluster Survey

The **Career Cluster Survey** is a short quiz that can help users narrow down a cluster to further research. The survey asks users questions about themselves, and then gives them a list of clusters matching their criteria. The Career Cluster Survey does not replace validated tests like the Interest Profiler. However, it makes an excellent starting point for students who need help finding a general direction for their career exploration. During the quiz, students complete three checklists: an activities checklist, choosing the activities they are interested in, a personal qualities checklist, selecting the words that best describe themselves, and a school subjects checklist, indicating the school subjects that they enjoy most. The Career Cluster Survey then displays a list of career clusters matching the user’s selections. By clicking on a cluster heading, users can learn more about that particular group of careers. They can also view the careers, programs or high school course plan for a particular cluster.

Transferable Skills Checklist

The **Transferable Skills Checklist** helps users review their work history, and identify and assess their transferable work skills, and then matches the users’ skills to career options. The checklist is designed around 237 transferable work skill statements that describe the broad work activities generally present in a variety of occupations. The skill statements are grouped into 25 skill clusters based on similarities between the work activities. Users may then want to take more time to check out suggested careers. Participants can generally work through the 25 clusters in the Transferable Skills Checklist within 30 minutes.





Career Key

The ***Career Key*** is an assessment tool catering to middle school students. It helps individuals identify their work-related interests, gain self-knowledge about their vocational personality type, and develop career awareness or matching occupations. Similar to the Interest Profiler, the Career Key assesses Holland personality types which include conventional, social, enterprising, artistic, realistic and investigative. Results from the Career Key can be compared later to results from the Interest Profiler. Results from the Career Key assessment are automatically stored in the student's portfolio. The Career Key takes 10 to 15 minutes to complete.



High School Planning



High School Planning:

Creating 4-year Plans of Study Worksheet

Directions: Follow the steps in the sequence below to create a high school graduation plan that aligns to your goal.

Prepare:

1. Sign in to your CollegeforTN account.
2. Go to *Your Portfolio* and click on *Career Planning Portfolio* to locate the career you saved in your portfolio.
3. Click on *Career Plans* and scroll to the bottom of the page and locate the careers you have saved in your portfolio.
4. Select one career and locate the cluster and pathway that career is associated with.
5. If the career cluster sounds accurate, save it in your portfolio.

Application:

6. Go to the High School Planning tab on the CollegeforTN.org website.
7. Click on *Your Plan of Study*
8. Click on *Create Another Course Plan* located towards the bottom of the page
9. Click on one of the career clusters saved to your account and select *Build your Plan with this Program of Study*.





Customization:

10. Review the course plan that appears, then click 'Use this cluster for your high school course plan.
11. Rename the Plan of Study to personalize it or to align it with course plan names at your school. Ask your counselor if you aren't sure.
12. Analyze the courses listed in the grid on the screen. These courses align with your selected Career Cluster.
13. If any of the classes are not appropriate for you, click on that square in the grid and make any changes that are needed.
14. Continue this process until the plan is specifically aligned to your career choice.





Practical Application:

4 Models of Implementation

Most schools choose one or a combination of the four practical application models to deliver their career program to students. The following worksheet will help you to evaluate the pros and cons of each application to decide which one(s) would work the best in your school. Next to each of the four models, list the reasons why it would work effectively in your school in the Pros column. List the reasons why it would be a challenge to implement in the Cons column. In the column labeled Overcoming Obstacles, brainstorm any ideas that you have to overcome the challenges listed in the Cons column. When you're finished, you will have an understanding of how the models might work in your school.

4 Models of Implementation

Self-Directed/One-on-One

Guidance Lesson

Dedicated Course

Curriculum Integration



	Pros	Cons	Overcoming Obstacles
Self-Directed/One-on-One: Counselors guide students through the process during individual counseling appointments. Students are primarily self-directed as they work through the program.			
Guidance Lesson: Counselors guide the students through components of the program through guidance lessons.			
Dedicated Course: The program is delivered through a career class or seminar class. Alternatively, the program may be a regularly scheduled component of another course (ie: computer class).			
Curriculum Integration: Features of the program are embedded into the curriculum of a variety of classes in the school.			

CollegeforTN's Features Correlation with ASCA Career Development Standards

At a glance, discover how you can help students meet the career development standards of the American School Counselors Association (ASCA) using the correlating features found in CollegeforTN.

ASCA STANDARDS	PORTFOLIO*	FEATURES
ACADEMIC STANDARDS		
STANDARD A		
IMPROVE ACADEMIC SELF-CONCEPT		
Articulate feelings of competence and confidence as a learner	Your Profile: How You See Yourself > Annual Reflection	
Display a positive interest in learning	High School Planning: Your Plan of Study	Your Plan of Study, Test Prep
Take pride in work and in achievement	Your Profile: Experiences and Activities	
Accept mistakes as essential to the learning process	Your Profile: How You See Yourself > Self Knowledge	
Identify attitudes and behaviors which lead to successful learning	Your Profile: How You See Yourself > Self Knowledge	High School Timeline, College Planning Timeline, Getting Ready for College: College Skills and Tips
ACQUIRE SKILLS FOR IMPROVING LEARNING		
Apply time management and task management skills	High School Planning: Your Plan of Study, College Planning: Postsecondary Plans, Financial Aid Planning	Your Plan of Study, High School Timeline, College Planning Timeline, Financial Aid Timeline, Getting Ready For College: Know the Steps/College Skills and Tips, Time Management 101 (Article)
Demonstrate how effort and persistence positively effect learning		Getting Ready for College: College Skills and Tips, Test Prep
Use communication skills to know when and how to ask for help when needed		Financial Aid 101
Apply knowledge of learning styles to positively influence school performance	Career Planning: All About You > Learning Style Inventory**	
ACHIEVE SCHOOL SUCCESS		
Take responsibility for their actions	Your Profile: Looking Ahead/How You See Yourself	Your Plan of Study, High School Timeline, College Planning Timeline
Demonstrate the ability to work independently as well as the ability to work cooperatively with other students	Note 1	Note 1
Develop a broad range of interests and abilities	Career Planning: Work Experiences, High School Planning: Extracurricular Activities, Your Profile: Experiences and Activities	Interest Profiler, Basic Skills Survey, Transferable Skills Checklist, Test Prep
Demonstrate dependability, productivity and initiative	High School Planning > Your Plan of Study, Your Profile: Looking Ahead/How You See Yourself	Your Plan of Study
Share knowledge	Note 2	Note 2

ASCA STANDARDS	PORTFOLIO*	FEATURES
STANDARD B		
IMPROVE LEARNING		
Demonstrate the motivation to achieve individual potential	High School Planning, College Planning: Postsecondary Plans, Your Profile: Looking Ahead	Your Plan of Study, High School Planning Timeline, College Planning Timeline
Learn and apply critical thinking skills		Compare Careers, Compare Colleges, Your Plan of Study, ACT Explore, Test Prep, Getting Ready for College: College Skills and Tips
Apply the study skills necessary for academic success at each level		High School Timeline, Getting Ready for College: College Skills and Tips, Successful Study Techniques (Article), Test Prep
Seek information and support from faculty, staff, family and peers	Your Profile: Portfolio Reviews, Index: Invite a Parent or Guardian	
Organize and apply academic information from a variety of sources	Your Profile: Experiences and Activities > Projects	Note 3
Use knowledge of learning styles to positively influence school performance	Career Planning: All About You > Learning Style Inventory**	
Become self-directed and independent learners	High School Planning > Your Plan of Study, Your Profile: Looking Ahead/How You See Yourself	Your Plan of Study, Test Prep
PLAN TO ACHIEVE GOALS		
Establish challenging academic goals in elementary, middle/junior high, and high school	High School Planning > Your Plan of Study/ Secondary/Post-Secondary Learning Options/ Enrichment Courses and Workshops	Your Plan of Study
Use assessment results in educational planning	High School Planning > Your Plan of Study	Interest Profiler/Career Cluster Survey+Your Plan of Study
Develop and implement an annual plan of study to maximize academic ability and achievement	High School Planning > Your Plan of Study	Your Plan of Study
Apply knowledge of aptitudes and interests to goal setting	Career Planning: Your Skills/All About You/Career Plans, High School Planning, College Planning: Postsecondary Planning/Test Scores	Interest Profiler/Career Cluster Survey/Basic Skill Survey/Transferable Skills Checklist > Career Profile > Add to Your Portfolio, School Finder > School Profile > Add to Your Portfolio, Career Plan Builder, Your Plan of Study
Use problem solving and decision making skills to assess progress toward educational goals	High School Planning, College Planning: Postsecondary Planning, My Profile: How You See Yourself	Your Plan of Study > College Requirements Checkup, High School Planning Timeline, College Planning Timeline, Financial Aid Timeline
Understand the relationship between classroom performance and success in school	Your Profile : Looking Ahead : Goals + Goals Into Action	
Identify post-secondary options consistent with interests, achievement, aptitude and abilities	College Planning: Post-Secondary Planning	Search for Programs and Majors, Browse Programs and Majors, School Finder, College Matching Assistant, Compare Schools, Interest Profiler/Career Cluster Survey/Basic Skills Survey/Transferable Skills Checklist/Career Clusters > Career Profile > What to Learn, Getting Ready for College: College Choice/Insight on Programs/Post-Secondary Options

ASCA STANDARDS	PORTFOLIO*	FEATURES
STANDARD C		
RELATE SCHOOL TO LIFE EXPERIENCES		
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	Career Planning: Work Experiences, High School Planning; Extracurricular Activities, Your Profile: Looking Ahead/Experiences and Activities	
Seek co-curricular and community experiences to enhance the school experience	Career Planning: Work Experiences, High School Planning; Extracurricular Activities, Your Profile: Experiences and Activities	
Understand the relationship between learning and work		Career Plan Builder, Career Clusters, Career Finder > Educational Level/Post-Secondary Programs, Career Profile, Your Plan of Study
Demonstrate an understanding of the value of life long learning as essential to seeking, obtaining, and maintaining life goals	College Planning: Lifelong Education/Training Plans	Career Plan Builder
Understand that school success is the preparation to make the transition from student to community member	Your Profile: Looking Ahead	Career Clusters, College Planning Timeline
Understand how school success and academic achievement enhance future career and vocational opportunities		Career Clusters, Career Finder > Your Educational Level/Aptitudes, Your Plan of Study

CAREER DEVELOPMENT STANDARDS

STANDARD A		
DEVELOP CAREER AWARENESS		
Develop skills to locate, evaluate, and interpret career information		Search Career, Career finder, Compare Careers, Career Clusters, Review Today's Job Market
Learn about the variety of traditional and nontraditional occupations		Search Careers, Browse Careers, Career Clusters, Career Finder > Career by Gender
Develop an awareness of personal abilities, skills, interests, and motivations	Career Planning: Your Skills/All About You/How You See Yourself, Your Profile: Looking Ahead/How You See Yourself	Interest Profiler, Career Cluster Survey, Work Values Sorter, Basic Skills Survey, Transferable Skills Checklist, ACT Explore, Test Prep
Learn how to interact and work cooperatively in teams	Note 3	Note 3
Learn to make decisions	Career Planning: Career Plans, High School Planning, College Planning: Post-Secondary Plans/Lifelong Education/Training Plans, Financial Aid Planning	Career Plan Builder Your Plan of Study, Career Finder, Your Profile: Looking Ahead, How You See Yourself
Learn how to set goals	Career Planning: Career Plans, High School Planning, College Planning: Postsecondary Plans/ Lifelong Education/Training Plans, Financial Aid Planning, Your Profile: Looking Ahead/How You See Yourself	Career Plan Builder, Your Plan of Study, EFC Calculator, College Savings Calculator, SLOPE Calculator
Understand the importance of planning	Career Planning: Career Plans, High School Planning, College Planning: Postsecondary Plans, Financial Aid Planning, Your Profile: Looking Ahead/ How You See Yourself	Career Plan Builder, Your Plan of Study, High School Timeline, College Planning Timeline, Financial Aid Timeline, Financial Aid Wizard, EFC Calculator, College Savings Calculator, SLOPE Calculator

ASCA STANDARDS	PORTFOLIO*	FEATURES
Pursue and develop competency in areas of interest	Career Planning: Work Experiences, High School Planning: Extra-Curricular Activities/Your High School Plan, Your Profile: Looking Ahead	Your Plan of Study, Test Prep
Develop hobbies and vocational interests	Career Planning: Work Experiences, Your Profile: Experiences and Activities, High School Planning: Extra-Curricular Activities	
Balance between work and leisure time	Career Planning: Work Experiences, High School Planning: Extracurricular Activities, Your Profile: Experiences and Activities	
DEVELOP EMPLOYMENT READINESS		
Acquire employability skills such as working on a team, problem solving and organizational skills	Career Planning: Your Skills, Your Profile: Experiences and Activities	Your Plan of Study, Time Management 101 (Article)
Apply job readiness skills to seek employment opportunities	Career Planning: Getting Ready for Work	Resume Builder, Job Interview Practice, Cover Letter Creator, Thank You Letter Builder, Review Today's Job Market
Demonstrate knowledge about the changing work place		Career Finder > Outlook+Journal, Getting Ready for College: Insight on Programs
Learn about the rights and responsibilities of employers and employees		
Learn to respect individual uniqueness in the work place	Career Planning: Your Skills: General Workplace Skills: Social Skills	
Learn how to write a resume	Career Planning: Getting Ready for Work > Resume Builder	Resume Builder
Develop a positive attitude toward work and learning	High School Planning: Your Plan of Study	Career Plan Builder, Your Plan of Study
Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the work place	Career Planning: Your Skills: General Workplace Skills: Social Skills	
Utilize time and task management skills	High School Planning, College Planning: Post-Secondary Plans, Financial Aid Planning, Your Profile: Looking Ahead	Your Plan of Study, High School Timeline, College Planning Timeline, Financial Aid Timeline, Time Management 101 (Article)
STANDARD B		
ACQUIRE CAREER INFORMATION		
Apply decision making skills to career planning, course selection and career transitions	Career Planning: Career Plans, High School Planning, College Planning: Postsecondary Plans	Career Plan Builder, Your Plan of Study
Identify personal skills, interests, and abilities and relate them to current career choices	Career Planning: Your Skills/All About You/Career Plans	Interest Profiler/ Career Cluster Survey/ Basic Skills Survey/ Transferable Skills Checklist > Career Profile > Add to Portfolio, Career Finder > Skills/My Characteristics/Career Facts
Demonstrate knowledge of the career planning process	Career Planning: Career Plans	Career Plan Builder, Your Plan of Study, High School Timeline, College Planning Timeline
Know the various ways which occupations can be classified	Career Planning: Career Plans	Career Clusters, Career Finder

ASCA STANDARDS	PORTFOLIO*	FEATURES
Use research and information resources to obtain career information		Career Profile > Connections, Today's Job Market
Learn to use the internet to access career planning information		Transitions
Describe traditional and nontraditional occupations and how these relate to career choice		Career Finder > Careers by Gender+Journal
Understand how changing economic and societal needs influence employment trends and future training		Career Profile, Today's Job Market, Career Finder > Outlook, Getting Ready for College: Insight on Programs
IDENTIFY CAREER GOALS		
Demonstrate awareness of the education and training needed to achieve career goals	High School Planning, College Planning: Postsecondary Plans, Your Profile: Looking Ahead	Career Finder > Educational Level, Career Plan Builder, Your Plan of Study, High School Timeline, College Planning Timeline
Assess and modify their educational plan to support career goals	High School Planning > Your Plan of Study	Career Plan Builder, Your Plan of Study
Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences	Career Planning: Work Experiences	
Select course work that is related to career interests	High School Planning > Your Plan of Study	Career Plan Builder, Your Plan of Study
Maintain a career planning portfolio	Portfolio	Portfolio
STANDARD C		
ACQUIRE KNOWLEDGE TO ACHIEVE CAREER GOALS		
Understand the relationship between educational achievement and career success		Career Clusters, Career Finder
Explain how work can help to achieve personal success and satisfaction	Your Profile: Looking Ahead/How You See Yourself	
Identify personal preferences and interests that influence career choices and success	Career Planning: All About You/How You See Yourself	Interest Profiler, Career Cluster Survey, Work Values Sorter
Understand that the changing workplace requires lifelong learning and acquiring new skills	College Planning: Lifelong Education/Training Plans	
Describe the effect of work on life styles	Career Planning: How You See Yourself > Life Roles	Career Plan Builder+Journal, Career Finder+Journal, Work Values Sorter+Journal
Understand the importance of equity and access in career choice		[Gender Stereotyping Article]
Understand that work is an important and satisfying means of personal expression	Your Profile: Looking Ahead/How You See Yourself	

ASCA STANDARDS	PORTFOLIO*	FEATURES
APPLY SKILLS TO ACHIEVE CAREER GOALS		
Demonstrate how interests, abilities and achievement relate to achieving academic, career and personal/social goals		Career Plan Builder, Your Plan of Study
Learn how to use conflict management skills with peers and adults	Career Planning: Your Skills: General Workplace Skills: Social Skills	
Learn to work cooperatively with others as a team member	Note 3	Note 3
Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and for mentoring experiences	Career Planning: Work Experience	

PERSONAL/SOCIAL DEVELOPMENT STANDARDS

STANDARD A		
ACQUIRE SELF-KNOWLEDGE		
Develop positive attitudes toward self as a unique and worthy person	Career Planning: How You See Yourself/All About You, Your Profile (Entire Section)	Interest Profiler, Work Values Sorter, Career Cluster Survey, Transferable Skills Checklist, Basic Skills Survey, Do What You Are***
Identify values, attitudes and beliefs	Career Planning: How You See Yourself/All About You, Your Profile: How You See Yourself	Work Values Sorter, Cluster Finder, Career Finder
Learn the goal-setting process	Career Planning: Career Plans, High School Planning, College Planning: Post-Secondary Plans, Financial Aid Planning: Components of My Financial Aid Plan/Financial Aid Planning for My Colleges, Your Profile: Looking Ahead	Career Plan Builder, Your Plan of Study, College Planning Timeline, High School Planning Timeline, Build Your Financial Aid Plan
Understand change is a part of growth	Your Profile: How You See Yourself > Annual Reflection	
Identify and express feelings	Your Profile: How You See Yourself > Personal Statement, Your Journal	
Distinguish between appropriate and inappropriate behavior	Journal (Note 4)	
Recognize personal boundaries, rights and privacy needs	Journal (Note 4)	
Understand the need for self-control and how to practice it	Journal (Note 4)	
Demonstrate cooperative behavior in groups	Note 3	
Identify personal strengths and assets	Career Planning: All About You/Your Skills/Work Experiences, College Planning: Test Scores/ Postsecondary Experiences, Your Profile: Personal Experiences/How You See Yourself	Basic Skills Survey, Transferable Skills Checklist, Resume Builder
Identify and discuss changing personal and social roles	Career Planning: How You See Yourself > Life Roles, Your Profile: How You See Yourself > Personal/ Social Goals	
Identify and recognize changing family roles	Career Planning: How You See Yourself > Life Roles	

ASCA STANDARDS	PORTFOLIO*	FEATURES
ACQUIRE INTERPERSONAL SKILLS		
Recognize that everyone has rights and responsibilities	Your Journal (Note 4)	
Respect alternative points of view	Your Journal (Note 4)	
Recognize, accept and appreciate ethnic and cultural diversity	Your Journal (Note 4)	
Recognize and respect differences in various family configurations	Your Journal (Note 4)	
Use effective communication skills	Career Planning: Getting Ready to work, College Planning: Postsecondary Plans > My Personal Statement, Your Profile: How You See Yourself > Personal Statement, Journal	Resume Builder, Cover Letter Creator, Thank You Letter Builder, Job Interview Practice
Know that communication involves speaking, listening and nonverbal behavior	Your Journal (Note 4)	
Learn how to make and keep friends	Your Journal (Note 4)	
STANDARD B		
SELF-KNOWLEDGE APPLICATION		
Use a decision-making and problem-solving model	Career Planning: Career Plans, High School Planning, College Planning: Postsecondary Plans/Lifelong Education/Training Plans, Financial Aid Planning: Components of My Financial Aid Plan/Financial Aid Plan for My Colleges, Your Profile: Looking Ahead	Career Plan Builder, Your Plan of Study, Build Your Financial Aid Plan
Understand consequences of decisions and choices	Career Planning: Career Plans > Career Plan Builder, High School Planning > Your Plan of Study	Career Plan Builder, Your Plan of Study, Financial Fitness
Identify alternative solutions to a problem	Career Planning: Career Plans > Career Plan Builder, High School Planning > Your Plan of Study	Your Plan of Study, Career Plan Builder, Build Your Financial Aid Plan
Develop effective coping skills for dealing with problems	Journal (Note 4)	
Demonstrate when, where and how to seek help for solving problems and making decisions	Journal (Note 4)	
Know how to apply conflict resolution skills	Journal (Note 4)	
Demonstrate a respect and appreciation for individual and cultural differences	Journal (Note 4)	
Know when peer pressure is influencing a decision	Journal (Note 4)	
Identify long- and short-term goals	Career Planning: Career Plans > Career Plan Builder, High School Planning > Your Plan of Study, College Planning: Postsecondary Plans/Lifelong Education Plans, You Profile: Looking Ahead	Career Plan Builder, Your Plan of Study, Build Your Financial Aid Plan, High School Planning Timeline, College Planning Timeline
Identify alternative ways of achieving goals	Career Planning: Career Plans > Career Plan Builder, High School Planning > Your Plan of Study	Career Plan Builder, Your Plan of Study, Build Your Financial Aid Plan

ASCA STANDARDS	PORTFOLIO*	FEATURES
Use persistence and perseverance in acquiring knowledge and skills	High School Planning > Your Plan of Study	Your Plan of Study
Develop an action plan to set and achieve realistic goals	Career Planning: Career Plans > Career Plan Builder, High School Planning > Your Plan of Study, Financial Aid Planning: Components of My Financial Plan, Your Profile: Looking Ahead	Career Plan Builder, Your Plan of Study, Build Your Financial Aid Plan
STANDARD C		
ACQUIRE PERSONAL SAFETY SKILLS		
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	Your Profile: The Basics	
Learn about the relationship between rules, laws, safety and the protection of rights of the individual	Journal (Note 4)	
Learn about the relationship between rules, laws, safety and the protection of rights of the individual	Journal (Note 4)	
Learn about the differences between appropriate and inappropriate physical contact	Journal (Note 4)	
Demonstrate the ability to set boundaries, rights, and personal privacy	Journal (Note 4)	
Differentiate between situations requiring peer support and situations requiring adult professional help	Journal (Note 4)	
Identify resource people in the school and community, and how to seek their help	Your Profile: Experiences and Activities > Networking	
Apply effective problem-solving and decision-making skills to make safe and healthy choices	Journal (Note 4)	
Learn about the emotional and physical dangers of substance use and abuse	Journal (Note 4)	
Learn how to cope with peer pressure	Journal (Note 4)	
Learn techniques for managing stress and conflict	Journal (Note 4)	
Learn coping skills for managing life events	Journal (Note 4)	

ADDITIONAL INFORMATION AND SYMBOL KEY

KEY
When features are separated by a comma (work values sorter, interest profiler) then either of the features will achieve the standard.
When features are separated by a colon (Career Planning: All About You) the second feature listed is a sub-category of the first
When features are joined by an arrow (Career Finder > Outlook) the second item is a specific item found within the larger feature
When features are joined by a plus sign (Career Finder + Journal) completing both features will achieve the standard
When features are separated by a slash (Interest Profiler/Career Cluster Survey + Your Plan of study), it means that either activity can be used as part of the larger sequence of listed activities
Square Brackets [] Parent Career Planning article - available to parent accounts
INFORMATION AND NOTES
*The name of the related portfolio category and subcategory appear if: 1. The subcategory stores the information that meets the objective of the standard (ex. The standard: "Develop an awareness of personal abilities, skills, interests, and motivations" is met by the information stored on the Career Planning; Your Skills and/or the Career Planning: All About You pages) or 2. The completion of the majority of activities within the subcategory meets the objective of the standard (ex. The standard: "Demonstrate the motivation to achieve individual potential" is met by completing all or most of the activities in College Planning: Post-Secondary Plans). If a specific activity name follows the Category and Subcategory name, then that specific activity meets the standard (ex. The standard "Learn how to write a resume" is met by the Resume Builder on the Getting Ready to Work Page of the Career planning section).
**Schools must have access to the Learning Style Inventory
Note 1: By completing various activities within the portfolio independently or as a part of a team, students will have achieved this standard.
Note 2: By sharing aspects of their portfolio with parents, educators, and counselors or as part of a year end or graduation project, students will have achieved this standard.
Note 3: By completing some activities from the portfolio as a team activity, students will have achieved this standard
Note 4: Program features may not meet this standard, but the journal can be used to record student development in or understanding of this area.



Practical Application:

Features Grid

This grid will allow you to develop several sequences of activities drawn from the features in CollegeforTN. The Grid headings could be labeled with grade levels (9th, 10th, 11th, and 12th grades), Classes (Language Arts, Social Studies, Math, Science), or scenarios (student beginning career planning, students selecting a college, etc.).

The following example is divided by grade levels. The sequences of activities are intended to be completed by a student in that grade. This is just an example, as every school will choose their own headings and sequence of activities.

	Freshmen	Sophomores	Juniors	Seniors
Career Planning: Learn About Yourself				
Interest Profiler				
Cluster Finder				
Work Values Sorter				
Basic Skills Survey				
Transferable Skills Checklist				
Career Planning: Explore Careers				
Browse Careers by Cluster				
Career Finder				
Compare Careers				



Career Plan Builder				
Career Planning: Get a Job				
Resume Builder				
Job Interview Practice				
Cover Letter Creator				
Thank You Letter Builder				
Review Today's Job Market				
High School Planning				
Your Plan of Study				
High School Planning Timeline				
College Planning: Prepare for College				
College Planning Timeline				
Getting Ready for College				
College Planning: Test Prep				
Test Prep				
College Planning: Explore Schools				
School Finder				
College Matching Assistant				
Distance Search				
Compare Schools				



Browse Schools				
College Planning: Explore Programs and Majors				
Search for Programs and Majors				
Browse Programs and Majors				
College Planning: Applications and Transcripts				
Apply to College and Track Your Applications				
Practice a College Application				
Be a Star – Get Recruited				
Financial Aid Planning: Financial Aid 101				
The Basics				
Determine Your Eligibility				
Apply! Apply! Apply!				
Financial Aid Planning: Financial Aid Calculators				
Expected Family Contribution Calculator				
College Savings Calculator				
Student Loans Over Projected Earnings Calculator				
Financial Aid Planning: Build Your Financial Plan				



Financial Aid Planning Timeline				
Financial Aid Wizard				
Financial Aid Planning: Find Scholarships				
Browse for Scholarships				
Search for Scholarships				

This grid will allow you to develop several sequences of activities drawn from the activities in CollegeforTN. The grid headings could be labeled with grade levels (9th, 10th, 11th, and 12th grades), Classes (Language Arts, Social Studies, Math, Science), or scenarios (student beginning career planning, student selecting a college, etc.).

Career Planning: Learn About Yourself				
Interest Profiler				
Cluster Finder				
Work Values Sorter				
Basic Skills Survey				
Transferable Skills Checklist				
Career Planning: Explore Careers				
Browse Careers by Cluster				
Career Finder				
Compare Careers				
Career Plan Builder				



Career Planning: Get a Job				
Resume Builder				
Job Interview Practice				
Cover Letter Creator				
Thank You Letter Builder				
Review Today's Job Market				
High School Planning				
Your Plan of Study				
High School Planning Timeline				
College Planning: Prepare for College				
College Planning Timeline				
Getting Ready for College				
College Planning: Test Prep				
Test Prep				
College Planning: Explore Schools				
School Finder				
College Matching Assistance				
Distance Search				
Compare Schools				
Browse Schools				
College Planning: Explore				



Programs and Majors				
Search for Programs and Majors				
Browse Programs and Majors				
College Planning: Applications and Transcripts				
Apply to College and Track Your Applications				
Practice a College Application				
Be a Star – Get Recruited				
Financial Aid Planning: Financial Aid 101				
The Basics				
Determine Your Eligibility				
Apply! Apply! Apply!				
Financial Aid Planning: Financial Aid Calculators				
Expected Family Contribution Calculator				
College Savings Calculator				
Student Loans Over Projected Earnings Calculator				
Financial Aid Planning: Build Your Financial Plan				
Financial Aid Planning Timeline				
Financial Aid Wizard				



Financial Aid Planning: Find Scholarships				
Browse for Scholarships				
Search for Scholarships				



Practical Application:

Connecting the Work Values Sorter to Language Arts

Directions: Read over the following sample lesson plan. You will not have time to complete the entire lesson now, but you will have time to complete the Work Values Sorter. Once you've finished reading the lesson plan, use the student worksheet and follow the directions for Part 2. This will guide you to the Work Values Sorter in CollegeforTN

Sample Lesson Plan:

Connecting the Work Values Sorter to Language Arts

Objective: Students will develop an understanding of their own values. Students will compare their own values with the values of a character from *To Kill a Mockingbird*.

ASCA Standard: Learn and apply critical thinking skills; Develop an awareness of personal abilities, skills, interests, and motivations; Learn to make decisions.

Grade Level: 9th Grade

Delivery Time: 20 minutes

Materials: Computer, Access to Transitions

Summary: The characters in the novel, *To Kill a Mockingbird*, by Harper Lee, make career and life decisions based on their value systems.

In this lesson, students will complete the Work Values assessment in order to discover their personal values. Students will then write an essay comparing and contrasting their own values with those of a character from *To Kill a Mockingbird*. *(Feel free to choose any novel that is part of your curriculum. This is intended as an example of a novel that ninth grade students might be reading.)*



Introduction: Give the students an example of a time in your own life that you made a decision based on your personal values, and compare or contrast that with a decision made by a character in Harper Lee's novel, *To Kill a Mockingbird*. Ask the students to reflect on a character from the novel and consider what his or her values might be and how those values are reflected in a decision that he or she makes in the novel.

Assignment/Activity:

Part 1:

1. Reflect on a character from *To Kill a Mockingbird*.
2. List some of the values of the character that you selected.
3. Identify a decision made by the character.
4. Describe how the character's values influenced his or her decision.

Part 2:

5. Log in to CollegeforTN.
6. Complete the Work Values Sorter.
7. List your own top values.
8. Identify an important decision that you have made or are planning to make.
9. Explain how your values influenced your decision.

Part 3 (Optional):

10. Write an essay comparing your values and decisions with the values and decisions of the character that you selected.

Closure: Ask students to attach the work that they have completed to their portfolio so that they can review it in the future.



Practical Application:

Student Case Studies

Practice Case Study: Getting Ready to Work

Julie is a Junior in high school. Besides her core classes, she has completed two years of Spanish, Computer Class, Marketing, and several Art classes. She usually gets A's and B's as her final grades. She believes that she could earn even higher scores, but she is often distracted by her extra-curricular activities. Julie participates in the Drama Club and Class Congress in school. Outside of school, Julie is involved in her community's Recycling Program.

Julie has had some work experience. Last summer, she worked at a Dairy Queen serving ice cream. During the school year, she works one afternoon and one day on the weekend as an usher at a nearby movie theater.

Julie would like to find a job this summer that allows her to use and develop more of her skills. She would also like to find out which future career options relate to the skills that she is developing. Which tools and features within CollegeforTN would be *most* useful to Julie right now?

Instructions: Explore CollegeforTN.org and list any features that would be helpful to Julie in the first column. After you've finished listing the features, use the second column to rank the features. Rank the feature that you would have Julie complete first (1), second (2) and so forth. You may not use all of the lines in the grid – simply choose as many features as you feel appropriate.



Feature	Rank
Basic Skills Survey	
Resume Builder	
Transferable Skills Checklist	
Career Finder	
Early Skills	
General Workplace Skills	

Case Study: Choosing a College

Liam has just started his Senior year of high school and he's eager to start his search for a college. He has already selected a major – he wants to become a Construction Manager. This will require a bachelor's degree. Liam is hoping to go directly into a four-year college, but he would consider starting out at a two-year college in order to save money.

Liam is trying to stay within a budget of no more than \$14,000 a year. He would like to live on campus, but hopes to live no more than 120 miles from home, so that he does not have to budget for plane tickets in order to return home on the holidays.

Liam is part of his high school baseball team and hopes to find a college that will allow him to continue with that activity. He also wants to find a college with an active social scene and a place where he feels comfortable.

Instructions: Explore CollegeforTN.org and list any features that would help Liam to choose the best school in the first column. After you've finished listing the features, use the second column to rank the features. Rank the feature that you would have Liam complete first (1), second (2) and so forth. You may not use all of the lines in the grid – simply choose as many features as you feel are appropriate.



Feature	Rank
Distance Search	
College Visits	
School Finder	
Browse Schools	
Compare Schools	



Professional Center:

PROFESSIONAL CENTER OVERVIEW

Students & Groups

This section allows professional users to search for students, find and define groups of students, and manage student accounts. Here, users can review, assess and organize student portfolios. To find student portfolios, they can search for students by first or last name, student number, class, alphabetical list, or by using the Student Finder, which searches for students based on specific search criteria. The **Student Finder** tool allows professional users to search for students based on specific characteristics, such as their graduation year, age or gender. Users can also search for students based on specific portfolio content, such as saved careers or colleges, education goals or colleges applied to. The **Reviewer** tool enables professional users to track the student portfolios they have reviewed or still need to review. It is a productivity tool that works just like the paper class list that would be used to keep track of reviews. The **Group Builder** tool allows professional users to create custom groups of student accounts based on specific characteristics. These groups can then be used for reporting or communicating with many students at once. The **Manage Student Accounts** section allows professional users to merge accounts, create a batch of accounts and release student accounts. While students can create their own system accounts, some professional users may prefer to create the accounts themselves.

Reports

This section allows professional users to create reports showing site usage, progress on specific milestones, Guideways, assessment results, career plans, college application tracking, focus career clusters, the most popular career, program or college choices, and more. Usage reports give professional users insight into how the system is being used at their site. When examined over time, patterns of usage can be defined and analyzed. Reports showing the most popular careers or programs, as well as students' focus career clusters, provide useful insight to guidance counselors, enabling them to better support their students and school programs. The application tracking reports give counselors a complete picture of applications submitted, schools to which students applied, applications in progress and students who have not submitted applications. It gives counselors the opportunity to check up on students' progress and follow up with those who are behind.





Resources

In this section users can find lesson plans, user guides, training options and support. To help educators make the best use of the system, a library of lesson plans is available. This allows educators to integrate career and education planning into their courses without having to create lesson plans or activities from scratch. This section also houses documentation on using the system. This documentation is useful for new users, as well as existing users looking for detailed answers to questions or content for papers.

Communication

This section allows professional users to manage the events calendar and send and review messages. Using the **Events Calendar** feature, professional users can add events that will appear in the calendars of individual students and groups. They can also send a notification message to students about the event. Users can view events in a daily, weekly or monthly calendar format. Using the **Messages** feature, users can send messages to individuals or groups of students. Communication is two-way, so students can also communicate with their counselors, teachers or advisors.

Transcripts

The Transcripts feature is only available to schools with a Transcript license. If a school is licensed for transcripts, administrators can set user accounts as “professional advisor with transcripts.” Using the Transcripts Exchange, “professional advisors with transcripts” can process transcript requests, upload transcripts, and release transcripts to postsecondary schools and scholarship programs. Advisors can choose to receive e-mail confirmation when a transcript upload is complete. They can also receive e-mail notifications when students submit new transcript requests. Three transcript template formats are provided: detailed, basic and basic with scholarship information. The system logs all transcript uploads that occur at a school. Professional advisors can check the log by clicking View History Log on the Transcripts section page. Each time an upload occurs, the history log is updated. In the Transcripts section of the Professional Center on the Release Transcripts – Find and Select Transcripts page and the Fulfill Student Transcript Requests page, a warning icon appears next to a transcript set to expire in seven days or less. Counselors should not release transcripts that are near their scheduled expiration date, since the recipients may not download them in time. Instead, the counselor should upload a fresh transcript, and then release it to the required recipients.





Administration

In this section of the Professional Center, users with administrative privileges can manage high school courses, change access codes, manage professional accounts, customize planning milestones, edit the local scholarships database if one exists, and define a customized page for students' portfolios. In the system's High School Planning section, using Your Plan of Study, students can create plans of study using templates aligned with specific career clusters and pathways. These templates offer a starting point for students developing their own course plans. While national or state defaults for these templates are provided as part of the system, the process is more effective if the templates are localized to reflect the high school courses and graduation requirements at the specific schools.



Professional Center:

How to Create a Professional Center Account

Creating a Professional Account:

1. Go to <http://procenter.CollegeforTN.org>
2. Click Create a Professional Center Account.
3. Choose the appropriate role and click Go.
4. Click 'Find' and select your school.
5. Enter your Professional Account Access Key (PAAK) or Administrator Code
6. Enter your personal information.
 - a. Write down your account name:
 - b. Write down your account password:
7. Click Create an Account.

Signing in to a Professional Center Account:

1. Go to <http://procenter.CollegeforTN.org>
2. Enter the account name and password that you created.
3. Click Sign In.

***Account Creation Notes:**

1. When creating your student account name, choose something unique. Consider your e-mail address or first and last name plus birth date. This will increase the chances that your account name hasn't already been taken.
2. Anytime you create an account on the internet, be sure that you don't choose sensitive information for your password. (For example: credit card number, social security number, or the password that you use for all of your other accounts.)





Professional Center:

How to Search for Students

Searching for Students:

1. Sign in to your Professional Center Account.
2. Click Students and Groups.

-Method 1-

3. Under the Section titled Students, find the area labeled Browse by Class.
4. Click on a grade level.
5. Review the students listed for that grade level.
6. On the left side of the page, you'll see all grade levels listed. Click on another grade level to see a new list of students.
7. Click on student name to review his or her portfolio.

-Method 2-

3. Under the section titled Students, find the area labeled Browse by Last Name.
4. Click on a letter.
5. Review the students who have a last name starting with that letter.
6. On the left side of the page, you'll see the entire alphabet listed. Click on another letter to see a new list of students.
7. Click on any student name to review his or her portfolio.

-Method 3-

3. Under the section titled Students, find the area titled Search.
4. Type in the name or student number that you are searching for and click Go.
5. Click on the name of the student to review his or her portfolio.





Professional Center:

Guided Practice Worksheet

How to Build a Group

1. Click Students & Groups in the top navigation.
2. Click Group Builder.
3. Give your group a name and check the advisory group option. Click Continue.
4. Use the Find Students tools to locate the students you would like to add to the group. Click "S".
5. Select individual students and add them to the group.
6. Click View Group Profile to see the group.
7. Click Students & Groups in the top navigation.
8. Click Group Builder.
9. Give your group a name and check the advisory group option. Click Continue.
10. Use the Find Students tools to locate the students you would like to add to the group. Click "S".
11. Select individual students and add them to the group.
12. Click View Group Profile to see the group.
13. Click Students & Groups in the top navigation.
14. Click Group Builder.
15. Give your group a name and check the advisory group option. Click Continue.





16. Use the Find Students tools to locate the students you would like to add to the group. Click "S".
17. Select individual students and add them to the group.
18. Click View Group Profile to see the group.

How to Add a Student to an Existing Group

1. Click Students & Groups in the top navigation.
2. Using the Find Students tools, locate the students to add. Click "S".
3. Check the boxes to the left of the student names.
4. In the drop down box above the list, select which group you would like to add the selected students, and click Add.

How to Remove a Student from a Group

1. Click Students & Groups in the top navigation.
2. Under Groups, click the group you would like to edit.
3. Select the student(s) you would like to remove and click Remove from group.
4. Click Yes in the confirmation dialog box.

How to Send a Message to a Group of Students

1. Click Communication in the top menu.
2. Click Compose New Message.
3. Choose one of the groups in the list, enter a subject, enter a message, then click Send.





How to Create an Event for a Group

1. Click Communication in the top menu.
2. Click Add an Event.
3. Choose one of the groups in the list, enter a title, enter details, choose start and end dates, then click Add Event.





Professional Center:

How to Set Milestones for Students

Customizing Planning Milestones

Directions: Follow the steps in the sequence below to learn how to Customize Planning Milestones.

1. Log in to your Professional Center account.
2. Click on the Administration tab.
3. Scroll down to the bottom of the page and click on *Add New Set of Planning Milestones*.
4. Place a checkmark beside Interest Profiler, Work Values Sorter, Resume, Saved Careers and School Finder.
5. After you have checked the individual boxes, click save.
6. Go to the 12th grade planning milestones and click on the drop down menu.
7. Click on the title of the milestone you just created and click save.
8. Students will be able to view the milestones set by logging into their CollegeforTN.org account and clicking on Your Portfolio, scrolling down to the bottom of the index page, and clicking on Your Planning Milestones.





Professional Center:

How to Use the Milestones Outcome Tracking Report

1. Log in to your Professional Center Account.
2. Click Reports.
3. Click Milestones Tracking Report.
4. Click each grade level listed on the left hand side of the screen to review student progress.
5. Click on an individual student name listed in the grid on the bottom of the page to evaluate individual progress:
 - a. Access the Milestones for that student by scrolling down the page and clicking on Planning Milestones.
 - b. Note completed activities are marked with a checkmark and the date the activity was completed.
 - c. Click on the name of the activity to review the student's work and add comments.



Professional Center:

Milestones Guided Practice

Your Planning Milestones: Each Milestone in CollegeforTN is a career-planning goal for you to meet. You can easily achieve Your Planning Milestones by completing the CollegeforTN activity correlated with each one. Then, you can track your progress in achieving the Milestones in your Portfolio. Your teachers and counselors can track your completed Milestones from their own account in the Professional Center.

Directions: Follow the steps in the sequence below to learn how to use Your Planning Milestones.

Guided Practice:

1. Log in to your CollegeforTN account.
2. Click on the Your Portfolio tab.
3. Scroll down to the bottom of the Index page of the portfolio and click on Your Planning Milestones.
4. Read through Your Planning Milestones. The Milestones that you should complete are listed in the left column and the activity or feature that allows you to achieve that Milestone is listed in the right column.
5. If you have used CollegeforTN before, you have probably met some of your Milestones. Note which Milestones have a checkmark and a date next to them.
6. Choose a Milestone from the left column that you have not completed yet. Click on the hyperlinked feature on the right that correlates to that Milestone.





7. Complete the activity that you have selected.
8. Return to the Milestones by clicking on Your Portfolio, scrolling down to the bottom of the index page, and clicking on Your Planning Milestones.
9. Look for the Milestone that you just achieved. You'll now see a checkmark and today's date listed beside it.





CollegeforTN.org School and Program Exploration Quiz

1. There are _____ Tennessee Colleges of Applied Technology.
 - a. 13
 - b. 20
 - c. 27
 - d. 29

2. A student living in Cookeville, TN (zip code 38501) wants to attend a college within 100 miles of their home. Based on this, which of the following schools is not an option for them to attend?
 - a. Tennessee College of Applied Technology – Livingston
 - b. Middle Tennessee State University
 - c. Maryville College
 - d. East Tennessee State University

3. A student that you are working with has decided that they want to become a zoologist and major in zoology in college. They also want to go to a public school in the state of Tennessee. However, you notice that no schools in Tennessee offer zoology as a major. Which of the following programs would you suggest that they explore as an alternative to zoology?
 - a. Biology
 - b. Ecology
 - c. Neuroscience
 - d. All of the above
 - e. None of the above

4. A student living in Davidson County is deciding between attending Nashville State or Volunteer State Community College. One of the deciding factors is cost. Which school charges less per credit hour?
 - a. Nashville State Community College
 - b. Volunteer State Community College

5. A student wants to attend a 4-year public school in Tennessee where students have the option of living on campus each year. According to CollegeforTN.org, which school does not meet this criterion?
 - a. Tennessee Tech
 - b. University of Tennessee – Knoxville
 - c. Austin Peay
 - d. University of Tennessee – Martin



Answer Key:

1. C

There are 27 TCATs in the state. You can find this answer by going to Explore Schools and then clicking "TN College of Applied Technology" to see that there are 27 matching schools.

2. D

You can find this answer by going to "College Planning" then "Explore Postsecondary Schools" then "Distance Search" and then entering the zip code 38501. East Tennessee State University is the only school listed that is over 100 miles away – it is 169.99 miles away from Cookeville.

3. D

This answer can be found by going to "Explore Programs and Majors" and then by searching for zoology. When you click on zoology/animal biology, you will come to a page that has a description of the program. There is a list of related programs and all of these options are on the list.

4. B

Volunteer State Community College is slightly less than Nashville State Community College per credit hour. If you go to the school profile for Vol State and then click Costs and Financial Aid, you will see that Vol State charges \$139 per credit hour. If you do the same things for Nashville State, you will see that they charge \$149 per credit hour. However, we know that more goes into the cost of attendance than simply the cost per credit hour, so this \$10 difference in credit hour cost may be negligible compared to other factors like travel costs and student fees.

5. B

If you go to the School Finder and hit "Public/Private" and select public, and also go to "Housing Policies and Services" and select "Campus housing available to all unmarried students regardless of year," the University of Tennessee – Knoxville is the only school that is not on the list.



EDUCATOR LESSON GUIDE

Career Planning

Planning for the Future – Goals and Action Planning

Lesson Type: Group
Time Length: 30 minutes
Grade Levels: 9th

Purpose + Outcome: Students complete a selection of activities from the Looking Ahead section of My Portfolio. They consider their short and long-term goals; reflect on their goals and plan for the future.

As a teacher or counselor, this lesson will help you answer the following questions:

- How can I encourage my students to think about their short and long-term goals?
- How can I help my students begin to develop action steps to work towards their goals?

Materials

- Student Handout (Print in advance)

Technology Recommendations

- Instructor Computer with Projector
- Each student needs a computer

What are the *Discussion Opportunity* questions?

Discussion Opportunity questions are large or small group process questions meant to enhance student learning. They are not necessary to teach an effective lesson, but highly recommended if time permits.

A note about creating accounts on www.collegefortn.org

It is recommended that both teachers and students create an account on the website. This allows students to save all survey and assessment results, save items to a Portfolio and use the online journaling functions. This lesson assumes students have accounts. If students do not have accounts, they can still participate in the activity, but will not be able to save their work on the site.

Activity (35 minutes)

This activity takes approximately 35 minutes from start to finish once students are at their

computers. Give each student a handout before beginning. Each activity requires students to maintain focus.

Welcome and Context

Today you will be thinking about goals, both short and long-term ones that can help you plan to be successful in careers and life.

Step 1: Go to www.collegefortn.org and login.


Step 2: Direct students to click on Your Portfolio -> Looking Ahead -> How You See Yourself.

After students have logged in and changed their passwords, workshop leaders are encouraged to take a minute to go to each student computer to ensure students are logged in properly. Break the class up into small groups and ask them to discuss the following question(s) while you go to every computer. Post the question(s) on the board:

- Do you have short term goals? What are they?
- What about long term goals? What are they?

Step 3: Direct students to scroll down to Short Term Goals and then click on Create Short term Goals. It is helpful for you to actually project this page on the screen and show as you deliver instructions.

“Right now, I want you to think about your short term goals. These are goals you want to accomplish in the next 5-7 years. Your goals can be related to career, education, family and friends, personal growth, spirituality, money, health, or something else. The point is for you to think about what is important to you. You’ll enter three short term goals and then select the category they relate to.” Then, direct students’ attention to the short writing sections and instructs them to respond in at least a couple of sentences. Allow about five minutes for students to complete this section. Remind them to click save when they are done.



Discussion Opportunity: Break the class into pairs and give them a few minutes to discuss their responses to “Benefits you gain by reaching your goals.” Encourage them to share both personal and professional benefits to reaching their goals.

Step 4: Direct students to scroll to Goals Into Action and then click on Make plans to execute your short-term goals. In this section, students build upon their reflection in the previous step. Through they have the option to write about a new goal, encourage students to select a goal from the drop-down menu which should be populated with their saved goals from Step 3.

Instruct student to write at least two or three sentences in response to each prompt. For the final prompt, students are asked to indicate the Status of this action plan. In most cases, students should indicate *In Progress*. It is beneficial for teachers to provide quick example responses to each prompt to ensure students understand what they are expected to do. Remind students to click on Save when they are done.



Discussion Opportunity: Before you direct students to complete this section, ask them, “What are milestones?” Allow for a few responses and either validate or clarify to ensure students understand what milestones are. Then say, “I want you to think about a time you achieved a really important goal. It can be anything – maybe related to sports or a hobby – it doesn’t have to be something related to school.” Give them a minute to come up with something and then ask for volunteers to share their achievement. Ask each volunteer, “How did you know you were getting close to achieving your goal?” Tell students these *how I knew* moment are like milestones.

Step 5: Direct students to scroll to A Picture of Me in the Future and click on Describe Yourself in 20 Years. Now, the reflection shifts to long term goals. Ask the class, “When someone asks you, *what do you want to be when you grow up*, how old do you imagine yourself when you’re all *grown up*?” Allow for a few responses. Then say, “Let’s just say you’ll be grown up by the time you’re 30 years old. In this activity, you’ll think about what you want your life to be like then. Here’s your chance to dream up your ideal life circumstances.” Give students about 5-7 minutes to complete this section. Remind them to click on Save when they are done.

After time is up, break students into pairs and allow 3-5 minutes for them to discuss their responses to the questions. Then, bring the class back together and ask, “What was it like to think so far into the future?” Allow for a few responses. You can also ask, “What do you think will make you happy?” or “Who or what inspires you to want the kind of life you described for yourself?”

Step 6: Direct students to scroll to A Picture of Me in the Future and click on Describe your shorter-term thoughts and plans. “There’s just one more thing for you to do. In this final



EDUCATOR LESSON GUIDE

Career Planning

section, you will be asked to consider what your academic plans are after high school and also if there are any barriers to reaching those academic milestones. You'll also be asked to indicate your ideal job."

Reflection (5 mins)

Post the following question on the screen or board: You were asked to describe your 34 year old self. Describe your 18 years old self.

Direct students to use the online journaling tool found in the student portfolio on CollegeforTN.org.



Student Handout Career Planning

Planning for the Future: Goals and Action Planning

Student Name: _____

Step 1: Go to www.collegefortn.org and login.

Step 2: Click on **Your Portfolio -> Looking Ahead -> How You See Yourself.**

Reflection Opportunity: Do you have short term goals? What are they? What about long term goals? What are they?

Step 3: Scroll down to **Short Term Goals** -> click on **Create Short Term Goals**. Complete the section and remember to click on Save when you are done.

Reflection Opportunity: What are the personal and professional benefits to reaching your goals?

Step 4: Scroll to **Goals Into Action** -> click on **Make plans to execute your short term goals**. Complete the section and remember to click on Save when you are done.

Reflection Opportunity: What are milestones?



Student Handout Career Planning

Step 5: Scroll to **A Picture of me in the Future** and click on **Describe Yourself in 20 Years**. Complete the section and remember to click on Save when you are done.

Reflection Opportunity: What do you want to be when you grow up? How old do you think you'll be when you feel grown up?

Step 6: Scroll to **A Picture of me in the Future** and click on **Describe your shorter-term thoughts and plans**. Complete the section and remember to click on Save when you are done.

Reflection

Your teacher will give you instructions about how to complete the reflection.

- You were asked to describe your 34-years old self. Describe your 18-years old self.



EDUCATOR LESSON GUIDE

Career Planning

What Am I Interested in?

Lesson Type: Group
Time Length: 30 minutes
Grade Levels: 6th-12th

Purpose + Outcome: Students explore potential career interests. Students will answer all 60 questions of the Interest Profiler to get their Top Interest Areas, and also view careers.

As a teacher or counselor, this lesson will help you answer the following questions:

- How can I help my students begin to think about future careers?
- How can I help my students find connections between their interests and a future career?

Materials

- Student Handout (Print in advance)

Technology Recommendations

- Instructor Computer with Projector
- Each student needs a computer

What are the *Discussion Opportunity* questions?

Discussion Opportunity questions are large or small group process questions meant to enhance student learning. They are not necessary to teach an effective lesson, but highly recommended if time permits.

A note about creating accounts on www.collegefortn.org

It is recommended that both teachers and students create an account on the website. This allows students to save all survey and assessment results, save items to a Portfolio and use the online journaling functions. This lesson assumes students have accounts. If students do not have accounts, they can still participate in the activity, but will not be able to save their work on the site.

Activity (30 minutes)

This activity takes approximately 15-20 minutes from start to finish once students are at their computers. Give each student a handout before beginning.



EDUCATOR LESSON GUIDE

Career Planning

Welcome and Context

"Today's activity is an Interest Profiler. You will be asked, "How would you like to..." do many different kinds of activities. Based on what you select, you will then be presented a variety of different careers. You each have a handout to refer to as you complete the Profiler."

Step 1: Go to www.collegefortn.org and login.

Step 2: Direct students to click on Career Planning -> Learn About Yourself -> Interest Profiler -> Get Started.

After students have logged in and changed their passwords, workshop leaders are encouraged to take a minute to go to each student computer to ensure students are logged in properly. Break the class up into small groups and ask them to discuss the following question(s) while you go to every computer. Post the question(s) on the board:

- What kinds of activities do you enjoy doing?
- What are some of your strongest skills?
- Have you ever thought about the following careers?
 - Building cabinets
 - Teaching an exercise class
 - Writing reports
 - Studying the ocean
 - Starting a business
 - Working in a hospital

Step 3: "For each prompt, you can answer "Like", "Not Sure" or "Dislike". Remember there are no right or wrong answers. Simply click the answer that you think best fits your interests. Think about what you like to do now, and what you hope to do in the future."

Step 4: After students complete the Profiler, they will see Your Top Interest Areas. Based on the answers to their Profiler, their interests will be matched to six different areas: Realistic, Enterprising, Conventional, Investigative, Artistic, and Social.



Discussion Opportunity: What do you think Realistic, Enterprising, Conventional, Investigative, Artistic, and Social mean?

From the Interest Profiler:

Realistic: Are “Do-ers”. Enjoy “hands-on” activities building, tinkering, fixing. Prefer concrete (vs. abstract) problems. Find that using tools and machinery seems to come naturally. Often enjoy working outdoors. May describe themselves as athletic.

Enterprising: Are “Persuaders”. Enjoy leading or managing other people. Often respond well to competition and enjoy leading teams. Are willing to take risks. Value status, money, power, and material possessions. Describe themselves as ambitious or energetic.

Conventional: Are “Organizers”. Enjoy systematic, step-by-step work tasks. Like to keep things neat and in order. Prefer working in stable environments with predictable routines. Are detail-oriented and persistent. They may describe themselves as efficient or dependable.

Investigative: Are “Thinkers”. Enjoy observing, learning, evaluating. Like the challenge of thinking through problems. Prefer working on their own. Often use science and math in problem solving. May describe themselves as inventive and original.

Artistic: Are “Creators”. Enjoy art of all types, including drama, music, literature, and poetry. Like using their imagination and creativity. Prefer working in unstructured environments. Have a need to express themselves. May describe themselves as sensitive and emotional.

Social: Are “Helpers”. Enjoy assisting people in various ways. Like working in groups. Find that verbal and communication skills come naturally.

Step 5: “If you match more than two interest areas, select at least two areas that you are interested in by clicking on the box next to the interest areas. Write down the two areas on your worksheet. If you match two interest areas, you will continue with those. What are some of the interest areas you were matched with?” Gather a few replies.

Step 6: “Click View Careers. You will be directed to a list of potential career options. Write down the names of a few careers that interest you on your worksheet. What are some of those careers that seem exciting?” Gather a few replies.



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Career Planning

Reflection (5 mins)

Post the following question on the screen or board: Which of the careers from your top interest area is most interesting to you and why? How does it match your current interests?

If students have accounts on www.collegefortn.org, direct them to use the online journaling tool below. If not, students can type their responses in Word, or handwrite.



Student Handout Career Planning

What Am I Interested in?

Student Name: _____

Step 1: Go to www.collgefortn.org and login.



Reflection Opportunity: What kind of activities do you enjoy doing? What are some of your strongest skills?

Step 2: Click on **Career Planning -> Learn About Yourself -> Interest Profiler -> Get Started.**

Step 3: For each prompt, you can rate how much you would like to do that thing. Simply click the answer that you think best fits your interests. Think about what you like to do now, and what you hope to do in the future.

Step 4: After you complete the Profiler, you will see **Your Top Interest Areas**. Based on the answers to your Profiler, your Interests will be matched to six different areas: Realistic, Enterprising, Conventional, Investigative, Artistic, and Social.

Step 5: If you match more than two interest areas, select at least two areas you are interested in by clicking on the box next to the interest areas. If you match two interest areas, you will continue with those.

Top Interest Area #1: _____

Top Interest Area #2: _____

Step 6: Click View Careers. You will be directed to a list of potential career options. Write some of those careers below.

Career #1: _____

Career #2: _____

Career #3: _____

Career #4: _____



Student Handout Career Planning



Tip: Use the yellow arrows at the top of each category (Career, Education Level, State Average Annual Earnings, etc.) to organize your careers in different ways. For example, if you click on State Average Annual Earnings you can view careers from the least amount of annual earnings to the most amount of annual earnings.

Reflection

Your teacher will give you instructions about how to complete the reflection.