

**THE ABC'S OF EXEMPLARY CAREER AWARENESS AND EXPLORATION
PROGRAMS**

COVER SHEET

Applicant Name and Location (School Institution/Agency)

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Email address: _____

School Administration Contact:

Name: _____ Title: _____
Phone: _____ Fax: _____
Email address: _____

State Guidance Leader Contact:

Name: _____
Phone: _____ Fax: _____
Email address: _____

Description of applicant setting and organization:

(School/Institution/Agency; context; population served – type size, age, grade levels, etc.)

Community Context: (population, rural, suburban, urban, business and/or industry, economic environment, etc.)

What is special about your program? (add pages as needed)

ABC Awards Recognition Program

Self Evaluation and Application Review Criteria

The evaluation criteria provided is to be your guide in preparing your application. The form is the same one used by national reviewers to rate your application. Based on their review of the abstract and other documentation, they will assign the appropriate number of points for each indicator. A rating of zero (0) means there is no evidence provided or the criteria was not addressed.

| Criteria | Score | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---|---|---|---|---|
| Accountability: | | | | | | |
| • The program provides for a system of evaluating student results and overall program effectiveness. | 0 | 1 | 2 | 3 | 4 | 5 |
| • Feedback is provided to stakeholders on the status of the career development program. | 0 | 1 | 2 | 3 | 4 | 5 |
| Academics: | | | | | | |
| • Career guidance activities are integrated across the curriculum, at all grade levels and taught in an applied context, allowing students to see real world connections. | 0 | 1 | 2 | 3 | 4 | 5 |
| • Career guidance activities support the district's academic content standards. | 0 | 1 | 2 | 3 | 4 | 5 |
| Basic Skills: | | | | | | |
| • The program provides skill-based activities defined by a comprehensive set of standards or competencies. | 0 | 1 | 2 | 3 | 4 | 5 |
| • SCANS, basic living, or employability skills are integrated throughout the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 |
| Career Awareness and Exploration: | | | | | | |
| • Career guidance activities are provided for all students. | 0 | 1 | 2 | 3 | 4 | 5 |
| • Program content is based on student competencies and is organized by domains such as academic achievement, personal-social development, and career development. | 0 | 1 | 2 | 3 | 4 | 5 |
| System Structure: | | | | | | |
| • The key components in a career awareness and exploration program are vision, commitment, comprehensiveness, collaboration, program management, and assessment/evaluation. | 0 | 1 | 2 | 3 | 4 | 5 |
| • Teachers, administrators, counselors, parents, students, and business/community representatives are stakeholders involved in the planning, development, delivery, and evaluation of the program. | 0 | 1 | 2 | 3 | 4 | 5 |