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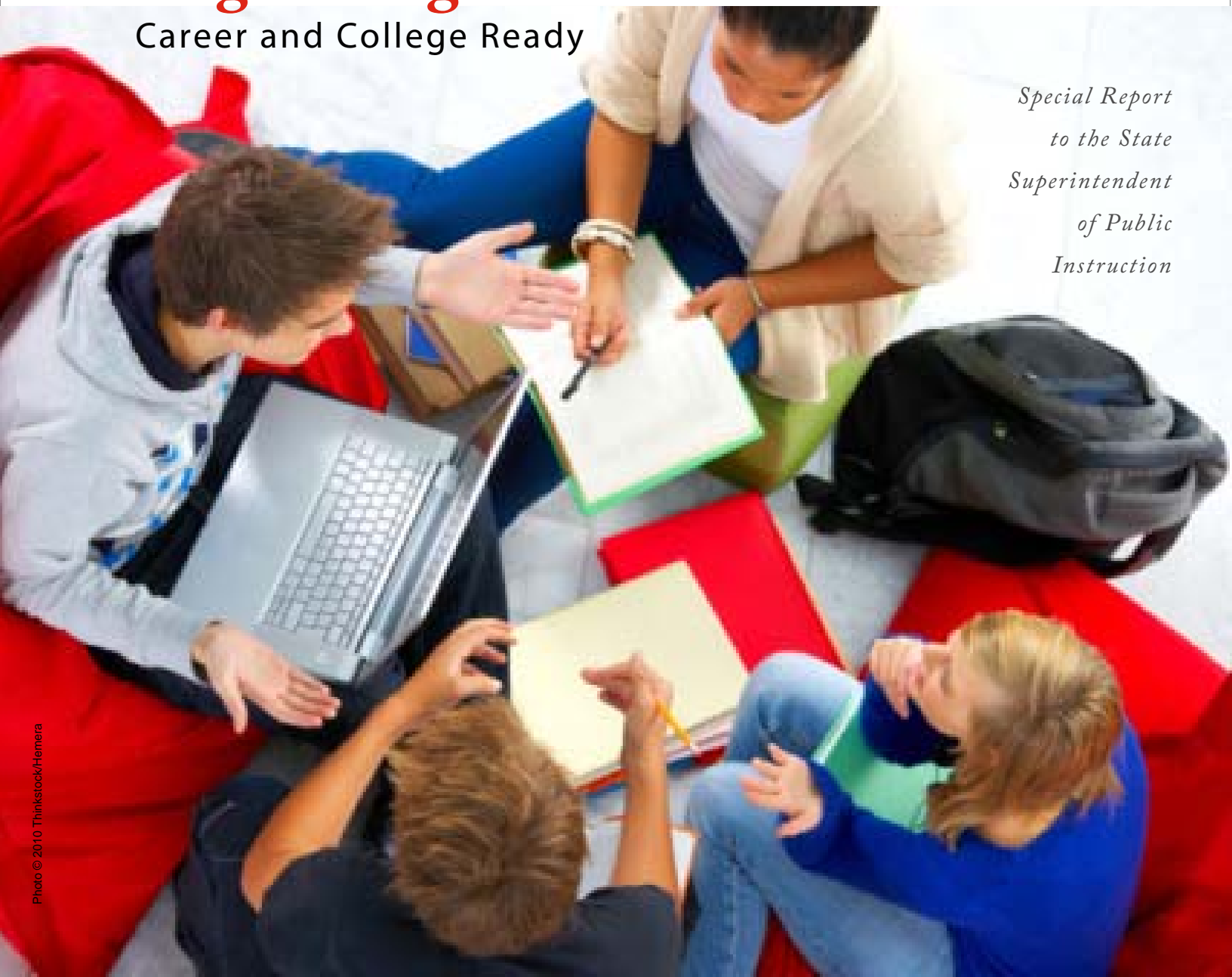
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Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

Strengthening the Senior Year

Career and College Ready

*Special Report
to the State
Superintendent
of Public
Instruction*



Strengthening the Senior Year

Career and College Ready



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www.schools.utah.gov

Superintendent's Special Work Group Report
November 2010

Utah State Board of Education

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8/23/2010



Executive Summary

The Strengthening the Senior Year/Career and College Ready (SY/CCR) Work Group aimed at strengthening the high school experience, enhancing student achievement, and increasing relevance in the senior year. The group also dealt with issues of career and college readiness and improving the alignment of high school with post-secondary education and workforce needs. Students must graduate with the knowledge and skills necessary to succeed in post-secondary education, the high-skills workplace, and as citizens of our global communities.

The consensus is growing in Utah and nationally that students need a higher level of rigor. There are emerging initiatives concerning the skills and abilities needed by all students, whether they are preparing for higher education or the workplace. Educators, policymakers, employers, and researchers express concerns that all students need a common core of high-level skills. These same groups are working toward defining what qualifies as career and college ready. The SY/CCR Work Group was guided by an examination of effective and innovative practices currently being used in Utah, as well as work on the national level.

Final recommendations of the SY/CCR Work Group fall into three broad categories, which are also common themes for much of the work around high school reform:

1. Providing rigorous and relevant coursework;
2. Connecting students with multiple pathways, options, and supports; and
3. Strengthening education and career planning by providing effective guidance and planning systems and processes at every level from grade six through grade 12.

State Superintendent's Strengthening the Senior Year Career and College Ready Work Group

Chair

LILLIAN TSOSIE-JENSEN, Secondary Comprehensive Counseling and Guidance Specialist, Utah State Office of Education

Task Force Members

SHEILA ARREDONDO, Program Associate, Southwest Comprehensive Center at West Ed

JESS CHRISTEN, Principal, Lehi High School, Alpine School District

KRIS HART, School Counselor, Mountain Crest High School, Cache School District

DIANA HARVEY, Director, Testing Services, Salt Lake Community College

CRAIG HASLIP, Dean of Students, Academy for Math, Engineering, and Science [AMES] High School

JILL P. KEMERER, Director of School Relations, Salt Lake Community College

MOYA KESSIG, Early College and Gifted and Talented Specialist, Utah State Office of Education

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SUSAN LOVING, Transition Specialist, Utah State Office of Education

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GLO MERRILL, Director of Curriculum and Career and Technical Education, Murray School District

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TODD QUARNBERG, Principal, Copper Hills High School, Jordan School District

CHRISTEN RICHARDS-KHONG, Secondary Guidance Counselor Specialist, Jordan School District

VALERIE ROSS, School Counselor, Lone Peak High School, Alpine School District

DAWN STEVENSON, Coordinator, K-12 School Counseling, Career Awareness and Student Services, Utah State Office of Education

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SUSAN L. THACKERAY, CTE Director, Utah Valley University

KATHLEEN WILLIAMS, School Counselor, Northridge High School, Davis School District

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1 INTRODUCTION

The issue of career and college readiness has garnered national attention and revived high school initiatives across the country. Rhetoric appears to outweigh results, however, as many seniors graduate inadequately prepared for life beyond high school. Employers lament the scarcity of highly skilled workers. Post-secondary educators cite high remediation rates and declining levels of social and emotional maturity among incoming freshmen. Limited coordination and coherence among elementary, secondary, and post-secondary education sectors is one cause of this dilemma. For example, since high-stakes assessments and college admissions decisions occur months or even years prior to graduation, seniors are provided with few incentives to work hard. Students without post-secondary plans or with limited options may feel ill-prepared, give up academically, consider grade 12 as their year to “coast,” or even drop out during their senior year.

These criticisms and others continue to elicit calls to revitalize secondary education and reclaim the senior year. Educators and policymakers alike offer strategies to help administrators reconsider the final year of high school and ensure smooth and successful post-secondary transitions. Policy suggestions tend to focus on strengthening curricula and connecting it to general education requirements, recognizing attainment of college readiness benchmarks on national or statewide assessments, adjusting the criteria and timing of college admissions and placement decisions, and establishing a single statewide entity to address K–16 responsibilities (Conley 2001, Kirst 2001, National Commission on the High School Senior Year 2001).

The Utah State Office of Education (USOE) determined to address these issues proactively. In June 2010, State Superintendent of Public Instruction Larry K. Shumway convened a work group to examine conditions and policies that affect the quality of the senior year, graduation rates, and post-secondary success. Twenty education leaders were appointed to the Senior Year/Career and College Ready Work Group. Members represented school counseling, administration, career and technical education, teaching and learning, and higher education. Lillian Tsosie-Jensen, Secondary Comprehensive Counseling and Guidance Program Specialist, USOE, chaired the work group. Technical assistance was provided by the Southwest Comprehensive Center (SWCC) at WestEd and the Regional Educational Laboratory (REL) West.

The superintendent charged the work group with developing recommendations to strengthen the senior year and enhance college and career readiness. After consideration, along with crucial research, the work group focused on three critical areas:

- 1. Effective guidance and planning**
- 2. Rigorous and relevant coursework**
- 3. Multiple pathways, options, and supports for students**

The work group’s activities were informed by the efforts of national organizations, research findings, literature reviews, data analyses, and an examination of practices pursued in other states. Work group members recorded notable ideas and formulated preliminary recommendations throughout the process. Final recommendations reflect the mission of public education stated

“In my experience, effective communication regarding what is valuable for students of all ages is absent among all educational stakeholders.”

Sam Prestwich
School Counselor
Career and Technical
Education
Coordinator, American
Leadership Academy

in *Promises to Keep: The Vision and Mission of Utah Public Education*, adopted by the Utah State Board of Education on August 7, 2009.

This report, organized into six sections, documents the work group's activities, findings, and recommendations. Section Two contains a snapshot of student demographic information and selected performance indicators such as graduation rates and assessment results. The proceedings and deliberations of the work group are summarized in Section Three. The fourth section details the work group's recommendations for ensuring a rigorous, relevant, and engaging senior experience. A conclusion and several appendices complete the report.

2 PERFORMANCE INDICATORS

An initial task of the work group was to understand the characteristics and performance of Utah's high school seniors. The following tables and graphs invoke a senior profile relating who is enrolled, what is required to graduate, and how well students perform. Demographic information is provided as well as Utah high school graduation requirements and cohort graduation rates. Participation is summarized in English/language arts, mathematics, Advanced Placement (AP), Career and Technical Education (CTE) Pathways, concurrent enrollment, and International Baccalaureate (IB) programs. ACT participation and scores are presented to demonstrate preparation for college-level work, and estimated post-secondary enrollments are presented.

Demographic Information

Seniors accounted for 39,265, or 6.9 percent, of the 565,723 students enrolled in Utah's K–12 public schools in October 2009. The majority of twelfth-grade students are White. Hispanic/Latino students comprise the largest minority subgroup. More than one-fourth of seniors are economically disadvantaged.

Table 1. Utah State Fall 2009 12th Grade Enrollment by Gender, Race/Ethnicity

Student Group	Number	Percent
State	39,265	100.0%
Female	18,905	48.1%
Male	20,360	51.9%
Asian	773	2.0%
African American	536	1.4%
American Indian	678	1.7%
White	31,740	80.8%
Hispanic/Latino	4,776	12.2%
Pacific Islander	619	1.6%

Limited English Proficient	1,342	3.4%
Economically Disadvantaged	10,239	26.1%
Students With Disabilities	5,068	12.9%

Graduation Requirements

According to Utah Administrative Code Rule R277–705–4, LEAs shall award diplomas to students meeting all state and local education agency (LEA) course requirements for graduation. Students successfully complete a minimum of 24 academic year credits to earn a high school diploma. Beginning with the class of 2011, required credits include the following¹:

- 4.0 English language arts, emphasizing composition and literature
- 3.0 Mathematics, including Algebra 2
- 3.0 Science
- 2.5 Social studies, including U.S. history, geography, world civilization, U.S. government and citizenship
- 2.0 Physical education/health
- 1.5 Fine arts
- 1.0 Career and Technical Education (CTE)
- 0.5 Computer technology
- 0.5 General financial literacy
- 6.0 Elective credits

Districts may have additional requirements. The total number of credits required for graduation is comparable to that of other states served by the Southwest Comprehensive Center (see Table 2), with the exception of Colorado, where graduation requirements are determined by local education agencies.

¹ www.schools.utah.gov/curr/main/GradInfo.htm

Table 2. Graduation Plans and Requirements in Selected Southwestern States

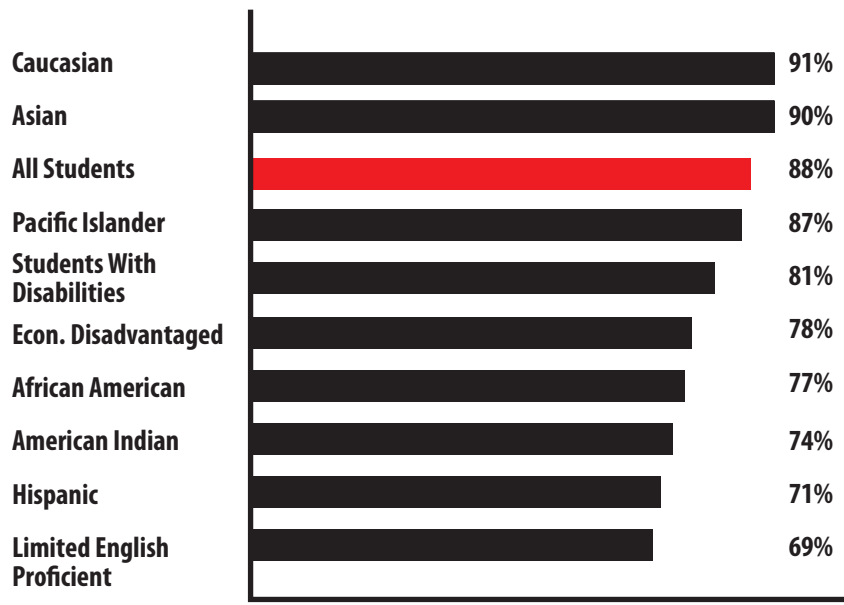
State	Plans	Graduation Requirements	Credits
ARIZONA	Education and Career Action Plan (grades 9–12, class of 2013)	4 English, 4 Math (algebra 2), 3 Science, 3 Social Studies, 1 CTE/Fine Art, 7 Electives	22 (2013)
COLORADO	Individual Career and Academic Plan (grades 9–12, class of 2015)	0.5 state/U.S. government (SB 36-2003)	NA
NEVADA	Four-Year Academic Plan (grade 9, class of 2011)	4 English; 4 Math (algebra 1 and geometry); 3 Science (2 labs); 3 Social Studies (American government, American history, and world history or geography); 2 Physical Education; 0.5 Health; 0.5 Computers	22.5 (2011)
NEW MEXICO	Next-Step Plan (grades 8–12)	4 English; 4 Math (Algebra 2); 3 Science (2 labs); 3.5 Social Science (U.S. history and geography, world history and geography, government and economics, 0.5 NM history); 1 Career Cluster, workplace readiness, or language; 1 Physical Education; 7.5 Electives; One unit honors, AP, dual credit, or distance learning.	24 (2013)
UTAH	Four-Year Student Educational Occupation Plan (SEOP) (grades 8–12)	4 English; 3 Math (algebra 2)(2011); 3 Science(2011); 2.5 Social Studies (U.S. history, geography, world civilization, U.S. government and citizenship); 2 Physical Education/Health; 1.5 Fine Arts; 1CTE; 0.5 Computer; 0.5 Financial Literacy; 6 Electives	24 (increased math and science requirements for the class of 2011)

Graduation Rates

Graduation rates are an important indicator of the effectiveness of an education system. The USOE tracks individual students in each class from their tenth grade year, determining the student's final high school completion status at the end of the summer after their twelfth grade (senior) year. The Utah state cohort graduation rate is the percentage of students from a three-year cohort who receive a diploma prior to September 30 of their graduation year. The class of 2007 is the first cohort to be tracked in this manner.

While the average cohort graduation rate has remained stable at 88 percent over the past three years, disparities exist across student subgroups. (See Table 3.) For example, just 71 percent of the Hispanic/Latino students enrolled in high school graduated with the class of 2009, whereas 90 percent of Asian students graduated. Students from economically disadvantaged backgrounds are also less likely to graduate, with 78 percent of those students earning diplomas. Of the nine designated subgroups, students with limited proficiency in English have the lowest graduation rate, at 69 percent for the 2009 cohort.

Table 3. 2009 Cohort Graduation Rate by Race/Ethnicity



"The value of the senior year begins in the seventh grade, with meaningful education and career planning among students, parents, and counselors. The goal is not to expedite the exit of students, but to ensure that when students leave they are prepared to transition to post-secondary education and to begin meaningful careers. In my experience, students who plan well and open themselves up to experiencing the full continuum of academic and social experiences during high school benefit from a rich menu of opportunities available during the senior year. These students leave high school prepared, and their parents as well their community harvest the full value of their fiscal investment."

Chris Richards-Khong
Secondary Guidance Specialist
Jordan School District

“As we look at evaluating secondary courses, it is important to establish sound criteria for weighing the value of a course. In our district, we have completed an audit of all new and existing courses using a model which allows each rater to examine the value of a course based on a range of indicators (i.e., preparing students academically; providing valuable, relevant life skills; enhancing school climate). Districts may benefit from the recommendation of auditing models or may be encouraged to develop their own. The task of auditing and eliminating courses should be left to local entities, as they are more familiar with course quality and delivery, as well as how course decisions will affect local students, schools, programs, and communities.”

Chris Richards-Khong
Secondary Guidance Specialist
Jordan School District

Mathematics Course Enrollments

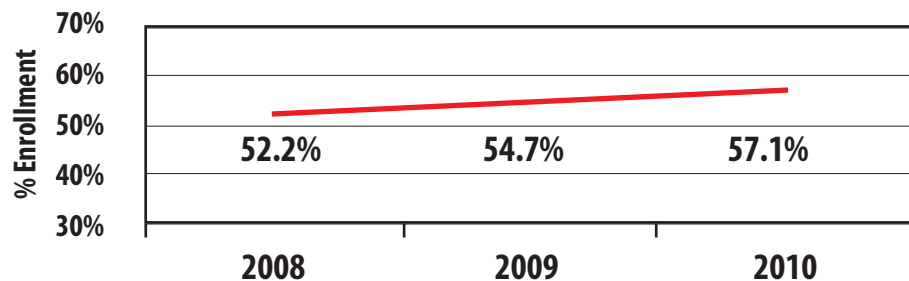
Research conducted by Achieve, Inc. (2004) demonstrates that students taking high-level mathematics courses are more likely to access and succeed in postsecondary studies. Higher-level mathematics courses help students develop quantitative reasoning skills important for higher education and many careers. Algebra 2 or its equivalent has become a gateway course for college. In 2010, 77 percent of seniors reached Algebra 2 or higher.

Students who take a mathematics course in their senior year are better prepared to take and succeed in college mathematics. Combining data from the Utah System of Higher Education (USHE) on entering freshmen in fall 2009 with data from the Utah State Office of Education (USOE) on seniors in 2008–09, it was found that students enrolled in mathematics in their twelfth grade year take remedial math college courses significantly less often than those who do not take mathematics in their senior year. Of seniors enrolled in a math course that fulfills the graduation requirement for Utah, 79 percent went on to enroll in a non-remedial college math course; 76 percent of these students passed that college course.

In 2010, nearly 60 percent of seniors were enrolled in a course that would count as mathematics credit under the 2011 graduation requirements. This represents a continuing trend where more Utah students are enrolled in math in their senior year than in previous years (see Table 3).

Furthermore, a majority of students in the class of 2010 (54 percent) were enrolled in a mathematics course all four years of high school.

Table 4. Percentage of Seniors Enrolled in Mathematics



Career and Technical Education Pathways

The Career and Technical Education (CTE) section of the USOE has developed 60 CTE High School to College and Career Pathways. The 60 Pathways can be classified into eight categories. The 60 Pathways were developed at the state level, but they are implemented at the local level, according to the teaching and implementation resources available and the articulation agreements made with local post-secondary institutions that support the Pathways program and processes. Table 4 shows the number of seniors participating within each of the eight major categories of Pathways over the past two years. The numbers are a reflection of course-taking patterns within the CTE section and career preparation, not the number of students taking the courses.

Table 5. Number of CTE Pathway Courses Taken by 12th Grade Students in 2009–10

CTE Program Area/CTE Pathway	2009	2010	Grand Total
Agriculture Education (AG)	9,181	11,539	20,720
Business Education (BE)	37,607	32,126	69,733
Family & Consumer Sciences Education (FA)	54,031	41,360	95,391
Health Education & Technology Education (HS)	49,019	47,567	96,586
Information Technology Education (IT)	13,478	12,710	26,188
Marketing Education (MK)	24,046	29,924	53,970
Skilled & Technical Sciences (ST)	66,257	70,238	136,495
Technology & Engineering Education (TE)	3,710	3,623	7,333
Grand Totals	257,329	249,087	506,416

“The senior year is particularly important to students planning to continue their education in university, college, and technical settings. Knowledge and skill in mathematics must be continuously maintained, and enrollment in a high-quality senior course focused on learning new mathematics or applying mathematics to career pathways is a vital piece of preparation for adulthood and continuing education.”

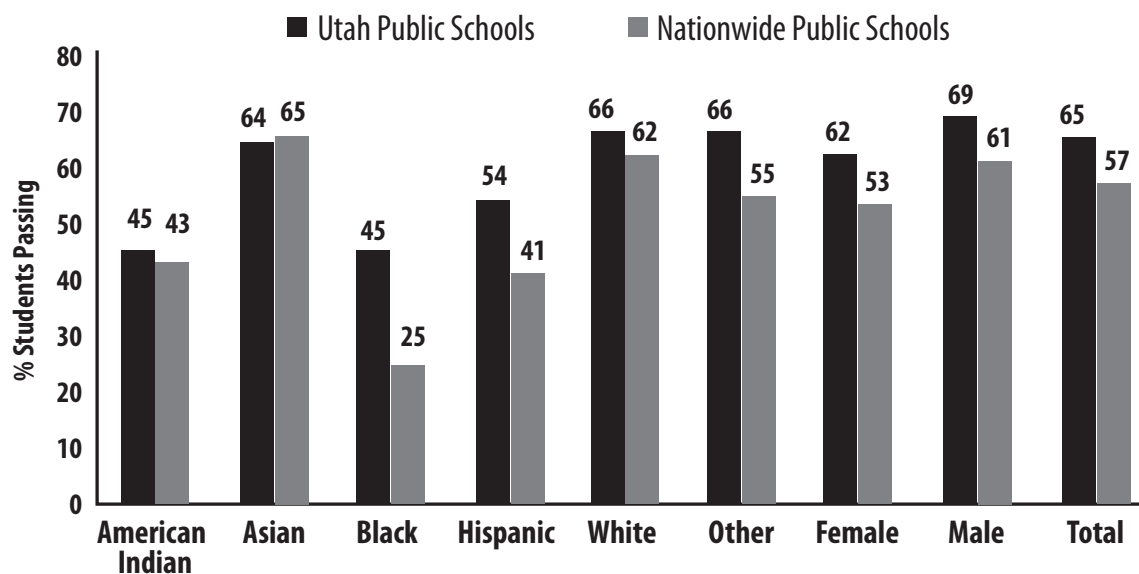
Diana Suddreth

Teaching and Learning Specialist
Secondary Mathematics, USOE

Advanced Placement Participation and Scores

According to the College Board, the Advanced Placement (AP) program helps students develop the habits of mind and competencies needed for college success. AP provides students with choice and acceleration opportunities. Thirty-three AP courses and exams are available in the following disciplines: art, English, history and social science, mathematics and computer science, science, and world languages. A majority of colleges in the United States and those in 60 other countries use AP exam scores to award credit and offer advanced placement.

Almost twenty percent of Utah’s high school seniors have taken on or more AP classes during high school. Sixty-five percent of them receive a three or higher. For most racial/ethnic groups, Utah exceeds the national pass rate on AP exams.

Table 6. AP Exam Pass Rate by Ethnicity and Gender

International Baccalaureate Program

The International Baccalaureate consists of three programs that encompass ages 3–19: the Primary Years Program (ages 3–12), the Middle Years Program (ages 12–16) and the Diploma Program (ages 16–19). All three programs require study in a broad range of subjects, including content in cultural education. Special emphasis on language acquisition and language development, the development in the skills of learning, and opportunities for individual and collaborative planning, as well as a community service component requiring action and reflection, complement the course of study in the IB programs.

The IB Diploma Program is currently offered at Bountiful, Clearfield, Hillcrest, Hunter, Provo, Skyline, and West High Schools in Utah for eleventh and twelfth graders. Two charter schools also offer the IB curriculum: Channing Hall (K–8) and Providence Hall (K–6).

With the limited number of schools in the state of Utah that currently have an International Baccalaureate Program, the numbers of students in the state are low in comparison to the total number of Utah students, eleventh and twelfth grade students (See Table 7.).

Table 7: Number of Students Passing IB Exams

Year	Exams Passed With Score of 4 or Better
2008–09	927
2009–10	859

Concurrent Enrollment

Concurrent enrollment provides high school juniors and seniors with an opportunity to earn both high school and college credit for college-level courses and even graduate high school with an associate’s degree. Classes are available in math, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education at high schools throughout the state. Official college credit will be awarded by the partner college after courses are successfully completed. Eligible students for concurrent enrollment include high school juniors and seniors.

Table 8: Students Participating in Concurrent Enrollment

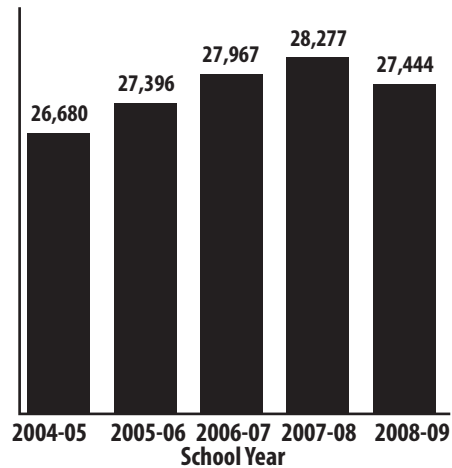
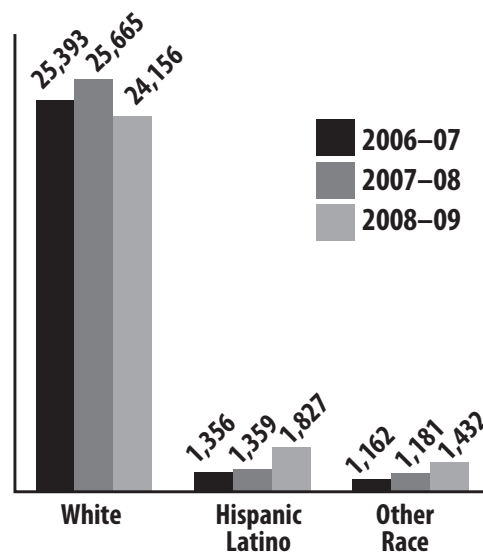


Table 9: Students Participating in Concurrent Enrollment by Race/Ethnicity



Early Graduates

A small number of students choose to complete their high school graduation requirement prior to May of their senior year. For those students, there exists the Centennial Scholarship program. It consists of a small amount of funds distributed to a higher educational institution if the student enrolls within the year graduation requirements were completed. This is not a cash award, nor is it an incentive for students to complete credits early and move on to higher education. Most students who choose to exit high school early with graduation requirements completed are not moving toward higher education.

Table 10. Students Using the Centennial Scholarship

School Year	Number of Students
2007–08	262
2008–09	285
2009–10	329

“Quality instruction is the cornerstone of a solid public education system. We must ensure that each student receives and understands the concepts that will not only lead to high school graduation, but will guarantee students will be college and career ready.”

Glo Merrill

Director of Curriculum and
Career and Technical Education
Murray School District

ACT Participation and Scores

The ACT is a standardized collegiate examination taken by high school juniors and seniors across the United States since 1959. It assesses general educational development in English, mathematics, reading, and science. The test is used as an indicator of academic aptitude and college readiness, and is a factor in four-year college and university admissions decisions. According to ACT reports, 24,824 Utah students took the test in 2010. Subgroup participation has remained relatively constant over the past five years.

Table 11. ACT Participation in Utah, 2006–10

	Percent Tested				
	2006	2007	2008	2009	2010
African American	1%	1%	1%	1%	1%
American Indian	1%	1%	1%	1%	1%
Caucasian	79%	74%	80%	82%	81%
Hispanic	4%	4%	5%	6%	7%
Asian/Pacific Islander	3%	3%	3%	4%	4%
Other	12%	17%	10%	6%	6%

The maximum ACT score is 36. Utah’s average composite ACT

score held steady at 21.8 from 2008 through 2010. The national average was 21.0 in 2010. Utah students on average scored higher than the nation in English, math, reading, and science.

Table 12. Utah’s ACT Performance and College Readiness Benchmarks

	Composite	English	Math	Reading	Science
Nation	21.0%	20.5%	21.0%	21.3%	20.9%
Utah	21.8%	21.4%	21.1%	22.5%	21.7%

ACT has established minimum test scores to indicate whether high school graduates are prepared to take entry-level credit-bearing college courses such as English composition, algebra, social science, and biology. Overall, 26 percent of Utah test-takers, compared to 24 percent nationally, met the ACT College Readiness Benchmarks in all four areas, with a high of 74 percent meeting the English benchmark and a low of 32 percent meeting the science benchmark. However, large disparities exist among subgroups, with Caucasian students scoring highest and American Indian students scoring the lowest on this college entrance examination.

(Continued)

Table 13. Percentage of Utah Students Meeting ACT College Readiness Benchmarks, 2010

	English 18	Math 22	Reading 21	Science 24
All Students	74%	45%	61%	32%
African American	45%	19%	34%	11%
American Indian	38%	19%	32%	10%
Caucasian	77%	48%	65%	35%
Hispanic	48%	22%	36%	14%
Asian/Pacific Islander	61%	42%	46%	27%
Other/No Response	68%	41%	58%	30%

3 PROCEEDINGS

The work group conducted eight face-to-face meetings commencing June 23 and concluding November 29, 2010. During these sessions, members engaged in several activities, including:

- ▮ Reviewing the literature on college and career readiness.
- ▮ Analyzing data regarding coursework, options, pathways, and performance.
- ▮ Investigating graduation requirements and diploma options in other states.
- ▮ Exploring opportunities available to high school students.

Resource materials and recommended readings were provided for each meeting (see Appendix A).

Immediately following appointment to the work group, members were encouraged to attend Utah's Comprehensive Counseling and Guidance Summer Conference on June 15, 2010 and participate in a breakout session on the practice guide entitled *Helping Students Navigate the Path to College: What High Schools Can Do*, published by the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences (IES), U.S. Department of Education (September 2009).

The group officially began its work on June 23 by reviewing the practice guide presentation conducted by Neal Finkelstein, senior research scientist, WestEd. Described in the IES practice guide are five recommendations focused on curriculum, assessment, support, assistance, and financial awareness.

This conversation established a common knowledge base and vocabulary for discussing post-secondary success issues. The remainder of the meeting was devoted to analyzing the value of the

senior year and how well current offerings meet student needs.

The work group continued with several activities focused on understanding the post-secondary environment. Members explored job projections and associated education requirements. Organizations such as Achieve, the National Center on Education and the Economy, and the Partnership for 21st Century Skills promote a future vision that includes the essential skills needed by all students to succeed in post-secondary education, the workplace, and as global citizens. The work group devoted time during three separate sessions to careful study of information and research from these organizations and others in order to comprehend the full spectrum of attributes, knowledge, and skills needed for success after high school.

Reports from Child Trends and the Educational Policy Improvement Center proved influential in the work group's deliberations. This literature expands the notion of post-secondary readiness beyond content knowledge, addressing key developmental domains (i.e., psychological, social, cognitive, and spiritual) and facets of college readiness: key cognitive strategies, key content knowledge, academic behaviors, and contextual skills and awareness.

Work group members also conducted a comprehensive review of post-secondary readiness predictors, indicators, and benchmarks using documents published by ACT, the Consortium on Chicago Schools Research, the National Secondary Transition Technical Assistance Center, REL West and others. Additionally, Neal Finkelstein participated in the August 2 meeting via teleconference to share expertise and resources in this area.

"In my experience as a high school counselor, I have found an increased number of students whose senior year courses prepare them for the rigor of college and accelerate their post-high school education and career readiness. If the state truly has the goal to increase the population of an educated work force, senior year is a key component to accomplish that goal."

Kathleen Williams
School Counselor
Davis School District

As demonstrated in the previous section, the work group immersed itself in data. Course-taking patterns and pathways data were presented, as well as ACT scores, credit awarded by Utah Electronic High School, concurrent enrollment numbers, and remediation rates. The group also discussed the status of Utah's school counseling program data projects and efforts to improve the Student Education Occupation Planning (SEOP) process.

A subgroup was developed to improve the SEOP process and review the development work associated with the UtahFutures career information delivery system. This subgroup, which consisted of working middle/junior high and high school counselors under the direction of Dawn Stevenson, Coordinator, K–12 School Counseling, Career Awareness, and Student Services, developed the SEOP Practice Guide. The SEOP Practice Guide (see Appendix B) includes a scope and sequence for using UtahFutures to strengthen the SEOP process. Required and recommended activities are described for students in grades six through 12, including early introduction of middle/junior high school completion requirements, high school graduation requirements, financial aid information and processes, and development of a meaningful plan for completing high school and preparing for postsecondary opportunities (see Appendix B). One additional step for strengthening the SEOP process would be changing the Utah State Board of Education (USBE) Rule R277–462, Comprehensive Counseling and Guidance, to require a five- to six-year and beyond plan for all students by the end of grade eight that focuses on graduation from high school and completion of a post-secondary training program, whether that be a one-year certificate program or other training or a two- or four-year degree.

Remaining work group sessions were devoted to several topics, including expectations and graduation requirements, academic preparation, emotional maturity,

opportunities to earn college credit while enrolled in high school, internships and technical training, post-secondary planning, and transitions. USOE content specialists provided information and conducted Q&A sessions on the Common Core State Standards Initiative and the implications for curriculum, instruction, and assessment. REL West provided information about the National Center on Education and the Economy's Move-on-When-Ready Program and research on rethinking the senior year. Members also reviewed literature on rigorous coursework, social and emotional readiness, differentiated diplomas, three- and five-year high school programs, and state covenant or promise initiatives that offer college scholarships for students meeting certain academic, behavior, and attendance requirements during high school.

The work group identified two core principles—academic engagement of all students and an integrated system of high-standards curriculum, instruction, assessments, and supports—from the publication *A Call to Action: Transforming High School for All Youth* (Institute of Educational Leadership, 2005). The principles, key ideas, and associated strategies align directly with the group's charge, and aided the group in formulating and evaluating the recommendations. (See Table 14.)

Helping Students Navigate the Path to College: What High Schools Can Do

1. Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by ninth grade.
2. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.
3. Surround students with adults and peers who build and support their college-going aspirations.
4. Engage and assist students in completing critical steps for college entry.
5. Increase families' financial awareness, and help students apply for financial aid.

Table 14. Principles, Ideas, and Strategies for Transforming High School

ACADEMIC ENGAGEMENT OF ALL STUDENTS	INTEGRATED SYSTEM OF HIGH STANDARDS, CURRICULUM, INSTRUCTION, ASSESSMENTS, AND SUPPORTS
<p>KEY IDEAS:</p> <ul style="list-style-type: none"> ■ Curriculum and instruction connect with and value students' cultural contexts ■ Educators and students co-construct relevant learning experiences ■ Students engage in disciplined inquiry ■ Adults connect students with guidance, information, and resources to make decisions about courses, careers, and pathways 	<p>KEY IDEAS:</p> <ul style="list-style-type: none"> ■ Common expectations and clearly communicated parameters for success ■ Descriptions of how students will learn, be assessed, and receive support ■ Policies that support efforts to transform high schools and personalize learning ■ Multiple measures to determine promotion and graduation ■ Communities of practice ■ Community involvement
<p>STRATEGIES:</p> <ul style="list-style-type: none"> ■ Engage all students in a rigorous, standards-based core academic curriculum ■ Eliminate non-academically rigorous courses and tracks ■ Emphasize project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths ■ Differentiate instruction and provide supports that meet the varied learning needs of multiple student populations ■ Connect curriculum to real-world contexts that build upon student and community resources ■ Provide individualized guidance, information, and resources on career pathways and opportunities for participating in work-place-based learning ■ Structure schedules for extended/flexible instructional time blocks 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> ■ Establish clear and rigorous standards aligned with curricula and post-secondary entrance requirements and careers ■ Use multiple measures that align with standards to assess outcomes, including performance-based measures (e.g., portfolios, public exhibitions, capstone projects) ■ Plan intended outcomes and assessment strategies before initiating a learning activity or project ■ Build students' capacity to critique their own work and learning process ■ Provide accelerated learning opportunities to help all students meet or exceed standards ■ Integrate literacy instruction throughout the curriculum in a way that is tailored to the needs of adolescent learners ■ Eliminate academic tracking

Excerpted from *A Call to Action: Transforming High School for All Youth* (Institute of Educational Leadership, 2005).

The work group's extensive research and deliberations reached a zenith November 8 with an inventory of more than 100 recommendations sorted into eight categories. Categories were collapsed and narrowed to three, and then subgroups were created to clarify, sort, and cluster the ideas.

Decision matrices were then used to identify bold, high-leverage recommendations for each category. The work group convened for one final meeting on November 29 to finalize the recommendations and review a draft report.

4 RECOMMENDATIONS

The superintendent's work group reached consensus on the following recommendations and associated strategies to ensure a rigorous, relevant, and engaging senior experience. The recommendations reflect the mission of public education stated in *Promises to Keep: The Vision and Mission of Utah Public Education*, adopted by the Utah State Board of Education on August 7, 2009. Several guiding principles further informed development of the recommendations:

- Focus on the whole student (Academic/Learning development, Life/Career development, Multicultural/Global citizenship development, and Personal/Social development).
- Maintain high standards and common expectations for students.
- Individualize learning experiences and integrate real world applications.
- Offer a guaranteed and viable curriculum.
- Use multiple measures to inform high-quality instruction and assess student outcomes.
- Provide students with the support necessary to succeed in challenging courses.

Work group members believe that, when implemented fully and with fidelity, these recommendations will greatly enhance the senior year for student as well as lead to college and career readiness.

A. OPPORTUNITY—Provide students with a broad array of opportunities that prepare them for careers and post-secondary education.

Contemporary high school models stress relevancy to learners as an important contributor to student motivation and dedication to learning. Several current programs—work-based learning,

career pathways, acceleration and enrichment opportunities, alternative education, youth options, and collaborative initiatives to improve attendance—add value to the senior year. Utah educators, local board of education members, and policy makers must continue to pursue innovative programs and practices that actively involve students and allow them to learn in meaningful ways, ensure engaging senior experiences, and assist students in developing college and career readiness skills.

Problem Statement: Perceptions indicate that students fail to engage in meaningful coursework during their senior year and leave high school not fully prepared with career and college readiness skills or 21st century skills.

Recommended Strategies:

1. Make available and ensure access to accelerated offerings, the arts, athletics, co-curricular activities, digital learning, service learning, and work-based experiences.
2. Use multiple communication mechanisms to inform students and parents of the available opportunities, including requirements for Advanced Placement, concurrent enrollment, and International Baccalaureate programs.
3. Offer compelling incentives that target underrepresented populations and increase post-secondary readiness, access, and success.
 - Augment financial incentives offered through state-sponsored scholarship programs (i.e., Centennial, New Century, and Board of Regents).
 - Consider adopting a Utah Promise or Covenant program to raise aspirations for completing postsecondary programs.
 - Increase enrollments in math, science, and

"I strongly believe in the value of the twelfth grade year. I have worked in higher education for over twenty years, and each year I see a large percentage of our new students who are not college and career ready. We not only need to have a twelfth grade year, but also make that year rigorous and relate it to student needs."

Diana Harvey,
Salt Lake Community
College

“The senior year is a ‘bridge year’ between public and higher education. It is the final opportunity for public education to deliver targeted career and college training and the opportunity for higher education to receive the student to continue a goal of life-long learning. The economy of the state and nation depends on what happens to students in their senior year. The transitional year is pivotal to the students, their families and the economy.”

Susan Thackeray
Utah Valley University

English Advanced Placement programs and allocate funds for AP examinations.

- Require end-of-senior-year transcripts for post-secondary admission and scholarships.
 - Establish and recognize attainment of career and college readiness benchmarks.
 - Make available low or no cost competency tests and award proficiency-based credit to students achieving passing scores.
4. Embed supports (e.g., advisories and flex time) and targeted interventions (e.g., credit recovery, enrichment, and remediation) throughout students’ high school experience and within the school day.
 5. Use time flexibly, and intentionally design places that foster 21st century learning—i.e., learning and innovation skills (critical thinking, communication, collaboration and creativity), digital literacy skills, and life and career skills.

B. COUNSELING AND GUIDANCE — Institute quality assurance for the Utah Comprehensive Counseling and Guidance Program by holding districts accountable for Utah State Board Rule R277–462–3.

Research shows that students experience greater success in school when they:

- Receive career development education.
- Receive instruction on CTE pathways.
- Develop a formalized four- to five-year plan.
- Build schedules based on individual goals, interests, and abilities.
- All create plans for post-secondary education.

Utah’s Comprehensive Counseling and Guidance Program is designed to ensure student success by incorporating key features identified in the literature and effective guidance and counseling practices.

Problem Statement: Students participate in Comprehensive Counseling and Guidance Programs for six years, but counselor-to-student ratios and non-guidance duties prevent school counselors from working effectively with all students to create meaningful individualized learning plans or Student Education Occupation Plans.

Recommended Strategies:

1. Hold counselors and districts responsible for meeting the intent of the USBE rule R277–462, Comprehensive Counseling and Guidance.
2. Surround students with supportive mentors and role models that build confidence, self-esteem, and college-going aspirations.
3. Develop a college-going culture by involving parents in the SEOP process.
4. Increase a college-going culture by providing time in classrooms for school counselors to deliver a relevant education and career planning curriculum.
5. Implement six-year SEOP portfolios beginning in the seventh grade; distinguish between required and optional portfolio elements, ensure regular updates, and focus students on post-secondary completion or certificate.
6. Use UtahFutures.org to store students’ plans and portfolios.

C. COURSES—Ensure that courses are rigorous and relevant to students’ learning needs and goals, and that multiple measures are used to assess outcomes.

The same skills and competencies are requisite to success in the workplace and post-secondary studies. Students who pursue a rigorous course of study are best prepared for higher education, jobs, and citizenship. It becomes paramount that high school curricula be challenging and tailored to students’ varied interests, aptitudes, and learning needs. Additionally, learning may not be measured solely in terms of courses taken, credits earned, and exam results. Standardized tests rarely allow students the occasion to demonstrate their full understanding and capacity. Performance-based assessments are increasingly significant learning validation tools that balance the summative standardized testing prevalent in the post-NCLB environment. Accuracy and transparency when reporting results are critical as well for both parents and students to understand the meaning and implications of results. Finally, as multiple instructional and assessment strategies are used, it is important that teachers have opportunities for professional development so they understand and apply these strategies appropriately.

Problem Statement: Research indicates that post-secondary preparation requirements for both college and careers are approximately equal; therefore all students need high levels of skill preparation.

Recommended Strategies:

1. Implement the Common Core State Standards fully and with commitment. This entails moving from the traditional mathematics sequence to the international model, and emphasizing literacy across the secondary curriculum.
2. Gradually reduce seat-time requirements and apply a standards-based grading approach to ensure that grades reflect content mastery.
3. Request that LEAs conduct regular course audits, eliminate courses that fail to meet established criteria, and identify courses (e.g. driver education) that could be delivered using digital technologies or blended approaches.
4. Statewide adoption and funding for the suite of ACT products: EXPLORE, PLAN, and ACT.
5. Use the ACT standards for transition and other CCR benchmarks to inform students, parents, and educators of actual levels of student career and college readiness.
6. Support high-quality instruction and assessment through embedded professional development, partnerships with post-secondary educators, collaborative planning time, and professional learning communities.

The work group’s research and deliberations suggest that strategy implementation will be facilitated and supported by addressing three essential elements:

1. **Communication**—Utilize technology and other mechanisms to raise awareness, share practices, publicize success stories and better connect educators, students, parents, and communities.
2. **Tools and Resources**—Create brochures, FAQs, student and parent pages, training modules, videos, and other CCR tools and then provide access through a single web portal.
3. **Continuous Improvement**—Identify CCR indicators, improve data collection and

access, measure and evaluate results, report outcomes, expand the education data warehouse, and refine the standardized approach for tracking students throughout their education careers.

ADDITIONAL WORK

Follow-up activities to advance the recommendations include:

1. Investigating instructional improvement programs (e.g., ACT's Quality Core) and course audit products (e.g., the Course Alignment System developed by the Education Policy Improvement Center and the Rigor/Relevance Framework developed by the International Center for Leadership in Education) and develop a Consumers' Guide to inform LEA decisions.
2. Initiating a statewide campaign to parents, students, and educators to increase awareness about college and career readiness skills and steps.
3. Continuing to expand, develop, and improve the statewide longitudinal data system and education data warehouse, making accessible appropriate data and indicators to address strengthening the senior year and career and college readiness questions.
4. Constituting educational committees to focus on agreed upon statewide priorities. The K–16 Alliance could monitor the big picture while subgroups map the system, suggest improvements, assess progress, and report results.

5 CONCLUSION

THE SENIOR YEAR is not only valuable but essential for the majority of Utah students, yet there is room for improvement. Successful guidance and counseling, early and ongoing planning, rigorous curricula, and relevant pathways are essential elements of a 21st century education as well as effective measurement of career and college readiness. Students should proceed when ready based upon demonstrated competency, and not be punished or stigmatized because they require more time to master key concepts and skills. Higher standards, rising expectations and escalating graduation requirements necessitate an individualized approach to learning. A statewide, systemic, and united effort is required to provide students with customized educational experiences that prepare them for higher education, citizenship, and life.

Embedded within the three areas of focus from the work group are several guiding principles.

1. **Effective guidance and planning**
2. **Rigorous and relevant coursework**
3. **Multiple pathways, options, and supports for students**

THESE GUIDING PRINCIPLES ARE:

- ▮ To focus on the whole student within the areas of academic/learning development, life/career development, multicultural/global citizenship development, and personal/social development.
- ▮ To maintain high standards and common expectations for students.
- ▮ To individualize learning experiences and integrate real world applications for Utah students; to offer a guaranteed and viable curriculum in high school for student participation.
- ▮ To use multiple measures to inform high-quality instruction and assess student outcomes

- ▮ To provide students with the support necessary to succeed in challenging courses.

THIS FRAMEWORK FOR ACTION with recommendations is intended to fully support all students in achieving their post-secondary ambitions, especially those most at risk. Consequently, strategies emphasize individual learning plans and portfolios that help students accomplish their goals, rigorous and authentic learning experiences, multiple instructional and assessment strategies, personal connections among adults and students, and solid partnerships with businesses and communities. The work group acknowledges that context matters. Some strategies may be more applicable to rural, suburban, or urban settings. LEAs will need to adapt the strategies to fit their unique contexts and student clientele.

"In my experience, one of the most important keys to making the senior year meaningful is to involve parents in planning. Every year, students and parents should be guided to explore options and set goals based on personal interests and skills. The better we can communicate with our students and parents, the better prepared will our seniors be to make the most of their final year and move into the next step gracefully."

Valerie Ross
 School Counselor
 Lone Peak High School
 Alpine School District

APPENDIX A

Readings and Resources

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APPENDIX B

SEOP Practice Guide

UtahFutures.org
Career Information System

MY STUDENT EDUCATION OCCUPATION PORTFOLIO

A STUDENT-PARENT GUIDE FOR EDUCATION AND CAREER PLANNING

6th through 12th Grade Model
2010–2011

UtahFutures.org
Career Information System

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graph TD; A[Know Myself] --> B[Research Options]; B --> C[Evaluate Options]; C --> D[Set Goals]; D --> E[Make Plans]; E --> A;
```








Adapted from Arizona CIS ECAP Implementation Framework

STUDENT EDUCATION OCCUPATION PORTFOLIO 1
PRACTICE GUIDE
©2010 UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

CAREER DEVELOPMENT IN THE CLASSROOM – A MESSAGE TO TEACHERS

The purpose of career development is to motivate people to become “engaged” — to take control of their own lives by developing the skills they will need for a lifetime of career self-management. An overriding motivation is to instill hope as well as realism that will guide and inspire your students’ attitudes and actions regarding education, career, and life in an uncertain world.

In developing an implementation plan for this curriculum, remember these seven **Keys for Success**:

-  Define a **Framework**
Tie all elements of the career development program together in this framework and articulate it to school counselors and all educators, students, and their parent(s) or guardian(s).
-  Build a **Developmental Model**
You should not be alone in offering career development content. Work with teachers, counselors, and administrators to create a program that offers appropriate activities for awareness, exploration, and planning, K through 12.
-  Focus on the **Process**
Career development needs to be valued as a lifelong process, not for a single career decision. Teach and learn self-awareness, research, decision-making, problem solving, and employability skills.
-  Help Students **Learn to Plan Today, Plan to Learn Tomorrow**
Personal planning is a life skill. People do not innately know how to plan. Just like math or reading, the skills to plan need to be taught and learned over time.
-  Help Students Develop **Information-Seeking Skills**
In an information age, finding, evaluating, and using information are important, transferable skills.
-  Use **Cooperative Learning Strategies**
Build teamwork, communication skills, flexibility, and respect of diversity.
-  Help Students Prepare for **Change**
Change provides opportunities if you are prepared for it.

*The following pages provide our best thinking about how to use these concepts to implement an effective **Student Education Occupation Portfolio** using UtahFutures as a statewide pilot project for the 2010–2011 school year. We look forward to input from school counselors and all educators, students and their parent(s) or guardian(s) to improve this process and outcomes for all students.*

CAREER DEVELOPMENT – A MESSAGE TO STUDENTS

During your next six to seven years of school, you will be involved in career and educational planning not just to specifically select a career but, more importantly, to learn a process that you can use from kindergarten through retirement. To support your planning, the **Student Education Occupation Portfolio** targets two goals:

- To help you find meaning in your school courses and activities by relating them to your personal/social and life/career goals and to the real world; and
- To teach you skills and knowledge that you can use throughout your life to manage your education and to make informed life/career decisions.

Each year, you will focus on several elements of career development through required and suggested **SEOPortfolio** activities. Because life/career development is ongoing and very personal, you may find it valuable to spend more time engaged in some of these activities or to independently review and update your **SEOPortfolios**.

To understand how **SEOP** activities fit into the overall process, we will use a framework that describes five major steps in life/career development (see the graphic below). This is a cyclical process that is ongoing throughout your lives. You will repeat this process several times while in high school and again as an adult. As you repeat these steps, you will find yourself modifying your life/career plans over and over again.







Your **SEOPortfolio plans** and **processes** should guide your course planning decisions for concurrent enrollment, AP or honors courses, and math class selection, including your decisions about enrolling in Algebra II or opting out for math coursework consistent with your goals.



Ready, Set . . .

6th Grade Goals and Activities (optional)

- Introduce UtahFutures Junior.
- Set up “Student Education Occupation Portfolio.”
- Introduce 8th grade completion requirements (**required**): R277-700-5
<http://www.rules.utah.gov/publicat/code/r277/r277-700.htm>.
- Set personal, academic and career goals.
- Set goals for enrichment and improvement.

6 th Grade Resources and Requirements	
Who Am I?	<p>6th Grade Activity: [] [] <i>Thinking about Myself, My Community, My Ideal Community, Should I Join?</i></p> <p>UF Assessments: IDEAS</p>
Where Am I Going?	<p>6th Grade Activity: [] [] <i>How Do I Make Decisions? What Book Do I Pick to Read? If I Became . . . , Employability Skills</i></p> <p>UF Assessments: Career Cluster Inventory</p>
How Do I Get There?	<p>6th Grade Activity: [] [] <i>Being Dependable, Using My Time for Success, High School Graduation Requirements for College-bound Students, College Admission Requirements</i></p> <p>UF Course Planner</p>
Academic Strengths	<ul style="list-style-type: none"> • Review grades, CRTs and other measures of academic performance. • Set goals for enrichment and improvement. • Be aware of 8th grade completion requirements.

Students and parents: Your school may or may not have UtahFutures available for your use in grade 6.



Getting Started

7th and 8th Grade SEOP Goals

7th Grade Program Goals

- Introduce UtahFutures.
- Set up “Student Education Occupation Portfolio.”
- Complete CTE Intro Career Development Activities (CDAs).
- Complete entries in SEOPPortfolio: Getting Started – Know Myself, reflection boxes.
- Introduce 8th grade completion requirements (required): **R277-700-5**
<http://www.rules.utah.gov/publicat/code/r277/r277-700.htm>.
- Set personal, academic and career goals.
- Set goals for enrichment and improvement.

8th Grade Program Goals

- Introduce important requirements:
 - High School Graduation (required)
 - College Entry
 - NCAA eligibility
 - Regent’s and New Century
 - Other opportunities
- Review and add entries in SEOPPortfolio: Getting Started – Know Myself, reflection boxes.
- Review World of Work/Holland Codes.
- Create four-year-and-beyond plan for high school graduation based upon individual goals prior to 9th grade scheduling.
- Set personal, academic and career goals.
- Set goals for enrichment and improvement.

7 th and 8 th Grade Resources and Requirements		
	7 th Grade	8 th Grade
Know Myself	7 th or 8 th Grade Activity: UF: Assessments: Reality Check (required in grade 7 or 8)	7 th or 8 th Grade Activity: UF: Assessments: Reality Check (required in grade 7 or 8)
Research Options	CTE Intro Career Development Activities	Activity: [] [] <i>Introduction to the World of Work</i> UF: Assessments: Interest Profiler (required)
Evaluate Options	CTE Intro Career Development Activities	Activities: [] [] <i>Evaluate My Occupation Options and Evaluate My Programs of Study Options</i> UF: Occupations: Helpful High School Courses (required)
Set Goals	Activity: [] [] <i>Set Goals (required)</i> CTE Intro Career Development Activities	Activity: [] [] <i>Set Goals (required)</i> UF: Occupations, Programs of Study, U.S. Colleges & Universities
Make Plans	UF: Introduce Financial Aid Module (required) Other Ways to Pay: Savings, Savings Calculator, UESP/529 Plans	UF: Review Financial Aid Module (required) Other Ways to Pay: Savings, Prepaid Tuition Plan/Financial Aid Checklist 8th Grade Activities: [] [] <i>Make Education Plans, My Action Plans and Supports</i> UF: Course Planner
Academic Strengths	<ul style="list-style-type: none"> • Review grades, CRTs and other measures of academic performance. • Set goals for enrichment and improvement. • Know 8th grade completion requirements. 	<ul style="list-style-type: none"> • Review grades, CRTs and other measures of academic performance. • Set goals for enrichment and improvement. • Know High School Graduation requirements. • ACT Explore test is recommended.

Looking Deeper

9th and 10th Grade SEOP Goals

9th Grade Program Goals

- Complete Career Cluster Inventory and IDEAS, research occupations.
- Evaluate occupation and post-secondary education options.
- Revise personal, academic and career goals.
- Revise goals for enrichment and improvement.
- Establish experiential learning plans and action plans to achieve goals.
- Update four-year-and-beyond plan. (Note that students cannot have a career goal of “undecided.” Make a “Plan A” and a Plan B.)

10th Grade Program Goals

- In-depth self-reflection activity: *Looking Inward*.
- Identify work values and linked careers: *My Work Values*.
- Focus deeper on occupations and programs of study through research and analysis of options.
- Revise personal, academic and career goals.
- Revise goals for enrichment and improvement.
- Revise experiential learning plans and action plans to achieve goals.
- Update four-year-and-beyond plan.

9 th and 10 th Grade Resources and Requirements		
	9 th Grade	10 th Grade
Know Myself	Activity: <i>Career Cluster Inventory</i> UF: Assessments: Career Cluster Inventory, IDEAS (required)	Activity: [📄] [📖] <i>Looking Inward, My Work Values</i> UF: Assessments: Work Importance Locator (required)
Research Options	Activity: <i>Research My Options</i> UF: Research Occupations based on Career Cluster Inventory and IDEAS (required)	Activity: [📄] [📖] <i>Occupation and Preparation Research</i> UF: Research Occupations and Programs of Study based on Work Importance Locator (required)
Evaluate Options	Activities: [📄] [📖] <i>Evaluate Occupation Options</i> <i>Evaluate Education Options</i> UF: Occupations, Programs	Activity: [📄] [📖] <i>Evaluate Education Options</i> <i>Evaluate Education Options</i> UF: Occupations, Programs of Study
Set Goals	Activity: <i>Revise Goals</i> UF: Occupations, Programs, U.S. Colleges & Universities	Activity: <i>Revise Goals</i> Update four-year-and-beyond plan (required) UF: Occupations, Programs, US Colleges & Universities
Make Plans	UF: Review Financial Aid Module (all bold items below are required) Applying for Scholarships (can do a sort) Federal Student Aid FAFSA4Caster Eligibility/ Questions to Ask <i>9th Grade Activities:</i> [📄] [📖] <i>Make Experiential Learning Plans, My Action Plans and Supports</i> UF: Course Planner (review required)	UF: Review Financial Aid Module (all bold items below are required) Applying for Scholarships (can do a sort) Application Tips Federal Student Aid FAFSA4Caster Eligibility/Questions to Ask <i>10th Grade Activities:</i> [📄] [📖] <i>Update Education Plans, Update My Action Plans and Supports, Experiential Learning Notes</i> UF: Course Planner (review required)
Academic Strengths	<ul style="list-style-type: none"> • Review grades, CRTs, progress to graduation (required) and other measures of academic performance. • Set goals for enrichment and improvement. • Review learning styles and strategies. • Know High School Graduation requirements (required). 	<ul style="list-style-type: none"> • Review grades, CRTs, progress to graduation (required) and other measures of academic performance. • Set goals for enrichment and improvement. • Review learning styles and strategies. • Know High School Graduation requirements (required). • ACT Plan recommended.



Next Steps

11th and 12th Grade SEOP Goals

11th Grade Program Goals

- Complete interest inventory and occupation sort to link preferences to occupations.
- Conduct educational research and school comparison.
- Use the scholarship option (**required**).
- Evaluate occupation and education options.
- Revise personal, academic and career goals.
- Update plans, records of accomplishment.
- Begin college planning (college means a one-, two-, or four-year program or degree).

12th Grade Program Goals

- Learn about Career Anchors.
- Learn about skills and accomplishments and identify occupations using preferred skills.
- Consider self-employment realities (optional).
- Complete in-depth occupation and education research and evaluation.
- Confirm next-step goals and post-secondary plans.
- Create resume and master job search skills.
- Clarify financial issues associated with next steps.
- Reflect upon learning and experiential learning.

11 th and 12 th Grade Resources and Requirements		
	11 th Grade	12 th Grade
Know Myself	Activities: [] [] My Career Interests, Occupation Sort UF: IDEAS or Interest Profiler (required), Occupation Sort Student Strengths Inventory (required)	Activities: [] [] My Career Anchors, My Accomplishments, My SKILLS, Is Self-Employment for Me? UF: SKILLS, Self-employment Information, Occupations
Research Options	Activity: [] [] Education Research (required) UF: Programs of Study U.S. Colleges & Universities	Activities: [] [] In-depth Occupational Research Project, Compare Schools UF: Occupations, Programs of Study, U.S. Colleges & Universities
Evaluate Options	Activity: [] [] Evaluate Education Options UtahFutures: Undergraduate School Sort, U.S. Colleges & Universities	Activity: [] [] Evaluate Next-Step Options UtahFutures: Occupations, Programs of Study
Set Goals	Activity: [] [] Next Step Goals UF: Job Search, My Education and Work History Complete practice college application or employment application (required).	Complete and submit college application or employment application (required).
Make Plans	UF: Review Financial Aid Module Review UESP (required) Applying for Scholarships (can do a sort) Application Tips Federal Student Aid FAFSA4Caster Eligibility/Questions to Ask Activities: [] [] Update Education Plans, Update My Action Plan and Supports, Junior Year-College Planning Checklist (optional) UF: Programs of Study, Course Planner, U.S. Colleges & Universities	Complete FAFSA (required) Applying for Scholarships (can do a sort) Application Tips Federal Student Aid FAFSA4Caster Eligibility/Questions to Ask Activities: [] [] Next Steps to Education, Financing My Education, Managing My Resources, My Education and Work History, My Experiential Learning Plans and Reflections, Senior Year College Checklist (optional), My Job Search Action Plan, My Graduation Action Plan
Academic Strengths	<ul style="list-style-type: none"> • ACT is recommended for all. • Review grades, CRTs, progress to graduation (required) and other measures of academic performance. • Set goals for enrichment and improvement. • Know high school graduation requirements (required). • Update test scores in resume (required). 	<ul style="list-style-type: none"> • Review grades, CRTs, progress to graduation (required) and other measures of academic performance. • Set goals for enrichment and improvement. • Know high school graduation requirements (required). • Update test scores in resume (required).

My Plan Reflection Elements

As students complete the activities for their grade or developmental level (e.g. Getting Started, Looking Deeper, and Next Steps), they build their individual Student Education Occupation Portfolio by answering these questions at each level in the **My Career Plan** section of the **SEOPortfolio**:

From “Know Myself”:

- What do you know about yourself—your characteristics, interests and preferences?
- What did you learn about yourself from the career assessments you used?
- What occupations interest you now?

From “Research My Options”:

- What occupations interest you now?
- What are the preparation requirements for the occupations that interest you?

From “Evaluate Options”:

- What did you learn about yourself from the career research you completed?
- What did you learn about how you set goals and make decisions from the career work you completed?

From “Set Goals”:

- What are your personal goals?
- What are your academic goals?
- What are your career goals?
- What are your plans for improvement and enrichment this year?

From “Make Plans”:

- What are your educational plans after high school?
- What high school sources are you considering?
- What extracurricular activities do you plan to participate in?
- What high school programs are you considering?
- What plans for experiential learning do you have?
 - Exploration/job shadowing?
 - Mentoring?
 - Internships?
 - Community service learning?
- What is your action plan for this year?
- What are your long-range plans?
- Who will encourage and support you to achieve your goals?



The following reflective prompt examples might prove useful as writing prompts for some students.

From “Know Myself”:

- What do you know about yourself—your characteristics, interests and preferences?
 - Example: I am an energetic people person. I love animals. I care about doing well in school.
- What did you learn about yourself from the career assessments you used?
 - Example: I am a “Social” type; lots of human services jobs match me well.
- What occupations interest you now?
 - Example: Counselor, teacher, social worker

From “Research My Options”:

- What occupations interest you now?
 - Example: Counselor, teacher, social worker
- What are the preparation requirements for the occupations that interest you?
 - Example: At least four years of education beyond high school for most careers that interest me, some of which will be in a college or university setting.

From “Evaluate Options”:

- What did you learn about yourself from the career research you completed?
 - Example: I like careers best that require lots of education.
- What did you learn about how you set goals and make decisions from the career work you completed?
 - Example: I like making decisions by being objective. I like exploring all my options.

From “Set Goals”:

- What are your personal goals?
 - Example: I want to learn to play a guitar, and I want to run the 880 in less than two minutes.
- What are your academic goals?
 - Example: I want to get straight A’s in math this year. I want to take College Algebra in high school.
- What are career goals?
 - Example: I want to work in a social services field. I want to work overseas sometime in my career.
- What are your plans for improvement and enrichment this year?
 - Example: I plan to take a college Italian class. I also plan to meet with my math teachers once a week after school to review homework questions.

From “Make Plans”:

- **What are your educational plans after high school?**
 - Example: I plan to go to a four-year college.
- **What high school sources are you considering?**
 - Example: Arts, four years of math and English, International Studies, and wood shop.
- **What extracurricular activities do you plan to participate in?**
 - Example: Volleyball, track, swimming, leadership, Key Club, yearbook staff
- **What high school programs are you considering?**
 - Example: CTE program in Arts and Communications
- **What plans for experiential learning do you have?**
 - Example: Get as much job-related experience and training as possible
- **Exploration/Job Shadowing?**
 - Example: Job shadow a counselor my sophomore year.
- **Mentoring?**
 - Example: I will work with a mentor on my senior project, which will have something to do with helping people.
- **Internships?**
 - Example: I will intern at the local women’s shelter.
- **Community Service Learning?**
 - Example: I will volunteer with the homeless shelter my junior and senior years.
- **What is your action plan for this year?**
 - Example: Get straight A’s, do a job shadow in a social services site, meet with math teachers if I struggle to get A’s, take Italian.
- **What are your long-range plans?**
 - Example: Go to college, maybe OSU, travel abroad to work and enjoy life.
- **Who will encourage and support you to achieve your goals?**
 - Example: My mom, Mrs. Smith, my counselor, and my friend Julie.

This document was developed by a group of working middle school/junior high school and high school counselors in Utah under the direction of the Utah Comprehensive Counseling and Guidance Program. We freely adapted a document previously produced by Kay Schreiber and the Arizona Department of Education “AZCIS ECAP Implementation Guide” (Kay.Schreiber@azed.gov).

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