COLLEGE AND CAREER READINESS

A STUDENT-PARENT PRACTICE GUIDE FOR EDUCATION AND CAREER PLANNING

6th through 12th Grade Model
2010–2011

Adapted from Arizona CIS ECAP Implementation Framework

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CAREER DEVELOPMENT IN THE CLASSROOM – A MESSAGE TO COUNSELORS

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 or Plan for college and Career Readiness (SEOP:CCR)** 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.*

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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: Plan for College and Career Readiness (SEOP:CCR)** 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:CCR** 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: CCR**.

To understand how **SEOP:CCR** 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:CCR 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.

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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.

6th Grade Resources and Requirements	
Who Am I?	**6th Grade Activity:** [ ] [ ] *Thinking about Myself, My Community, My Ideal Community, Should I Join?* **UF Assessments: IDEAS**
Where Am I Going?	**6th Grade Activity:** [ ] [ ] *How Do I Make Decisions? What Book Do I Pick to Read? If I Became . . ., Employability Skills* **UF Assessments: Career Cluster Inventory**
How Do I Get There?	**6th Grade Activity:** [ ] [ ] *Being Dependable, Using My Time for Success, High School Graduation Requirements for College-bound Students, College Admission Requirements* **UF Course Planner**
Academic Strengths	• 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.*

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Getting Started

7th and 8th Grade SEOP: CCR Goals

7th Grade Program Goals

- Introduce UtahFutures.
- Set up "Student Education Occupation Portfolio."
- Complete CTE Intro Career Development Activities (CDAs).
- Complete entries in SEOPortfolio: 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 SEOPortfolio: 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.

7th and 8th Grade Resources and Requirements		
	7th Grade	**8th Grade**
Know Myself	7th or 8th Grade Activity: **UF: Assessments: *Reality Check (required in grade 7 or 8)***	7th or 8th Grade Activity: **UF: Assessments: *Reality Check (required in grade 7 or 8)***
Research Options	CTE Intro Career Development Activities	**Activity:** [ ] [ ] *Introduction to the World of Work* **UF: Assessments: *Interest Profiler (required)***
Evaluate Options	CTE Intro Career Development Activities	**Activities:** [ ] [ ] *Evaluate My Occupation Options* and *Evaluate My Programs of Study Options* **UF: *Occupations: Helpful High School Courses* (required)**
Set Goals	**Activity:** [ ] [ ] *Set Goals* **(required)** CTE Intro Career Development Activities	**Activity:** [ ] [ ] *Set Goals* **(required)** **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:** [ ] [ ] *Make Education Plans, My Action Plans and Supports* **UF:** Course Planner
Academic Strengths	• Review grades, CRTs and other measures of academic performance. • Set goals for enrichment and improvement. • Know 8th grade completion requirements.	• 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.

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Looking Deeper

9th and 10th Grade SEOP: CCR 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.

9th and 10th Grade Resources and Requirements		
	9th Grade	**10th Grade**
Know Myself	**Activity:** *Career Cluster Inventory* **UF: Assessments: Career Cluster Inventory, IDEAS (required)**	**Activity:** [ ] [ ]*Looking Inward, My Work Values* **UF: Assessments: Work Importance Locator (required)**
Research Options	**Activity:** *Research My Options* **UF: Research Occupations based on Career Cluster Inventory and IDEAS (required)**	**Activity**: [ ] [ ] *Occupation and Preparation Research* **UF: Research Occupations and Programs of Study based on Work Importance Locator (required)**
Evaluate Options	**Activities:** [ ] [ ] Evaluate Occupation Options Evaluate Education Options **UF:** Occupations, Programs	**Activity:** [ ] [ ] Evaluate Education Options Evaluate Education Options **UF:** Occupations, Programs of Study
Set Goals	**Activity:** *Revise Goals* **UF:** Occupations, Programs, U.S. Colleges & Universities	**Activity**: *Revise Goals* **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** 9th Grade Activities: [ ] [ ]*Make Experiential Learning Plans, My Action Plans and Supports* **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** 10th Grade Activities: [ ] [ ]*Update Education Plans, Update My Action Plans and Supports, Experiential Learning Notes* **UF: Course Planner (review required)**
Academic Strengths	• 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).**	• 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.

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Next Steps

11th and 12th Grade SEOP: CCR 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.

11th and 12th Grade Resources and Requirements		
	11th Grade	**12th 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	• 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).**	• 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).**

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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: Plan for College and Career Readiness by answering these questions* <u>*at each level*</u> *in the* ***My Career Plan*** section of the ***SEOPortfolio:CCR—***

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?**

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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 oversees 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.**

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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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