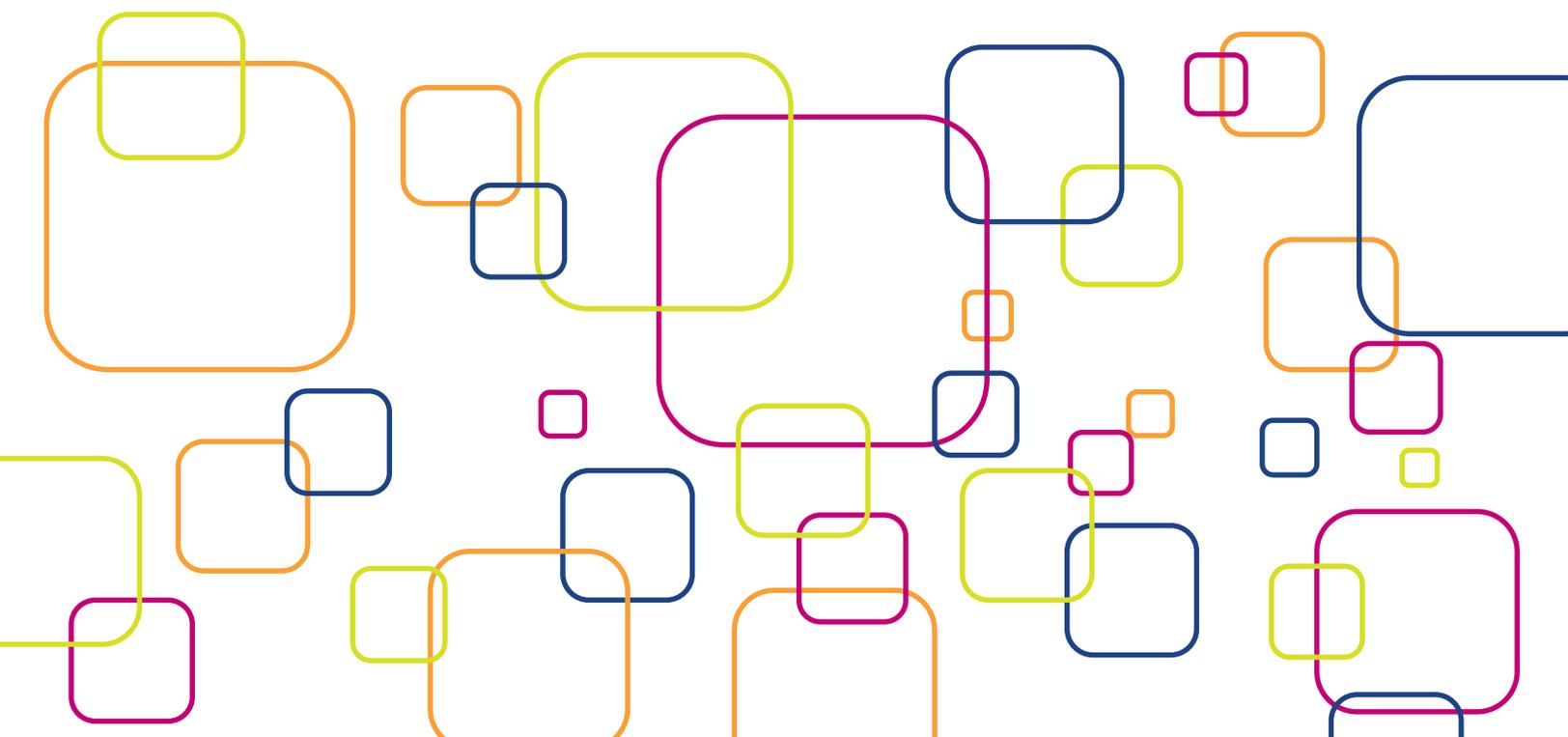


PROMOTING QUALITY INDIVIDUALIZED LEARNING PLANS THROUGHOUT THE LIFESPAN:

A Revised and Updated “ILP HOW TO GUIDE 2.0”



by Scott Solberg, Judith Martin, Mindy Larson, Kathryn Nichols, Heidi Booth, Jennifer Lillis, Leo Costa



Acknowledgements

This revised and updated ILP How-to Guide 2.0 (Guide 2.0) has been prepared under the aegis of a cooperative agreement between the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) and the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) housed at the Institute for Educational Leadership (IEL). Authors that have contributed to the development of the revised edition include Dr. V. Scott Solberg, Dr. Judith Martin, Jennifer Lillis, and Leo Costa from Boston University's School of Education and Mindy Larson, Kathryn Nichols, and Heidi Booth from IEL. The revised version expands upon the initial 2013 version written by Joan Wills, a Senior Fellow at IEL who provided oversight responsibilities for the work, Dr. V. Scott Solberg who led a series of research studies on individualized learning plans (ILPs), and David Osman, consultant, who helped gather many of the initial resources found in the 2013 Guide.

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. NCWD/Youth is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies. To obtain this publication in an alternate format, please contact the



Collaborative at 877-871-0744 toll free or email contact@ncwd-youth.info. This guide is part of a series of publications and newsletters prepared by the NCWD/Youth. All publications will be posted on the NCWD/Youth website at www.ncwd-youth.info.

[info](#). Please visit our site to sign up to be notified of future publications. This document was developed by the National Collaborative on Workforce and Disability for Youth, funded by a grant/contract/cooperative agreement from the U.S. Department of Labor, Office of Disability Employment Policy (Number #OD-23804-12-75-4-11). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Labor. Nor does mention of trade names, commercial products, or organizations imply the endorsement by the U.S. Department of Labor. Individuals may produce any part of this document. Please credit the source and support of federal funds.

NCWD/Youth, 1-877-871-0744 (toll-free); 1-877-871-0665 (TTY toll-free); contact@ncwd-youth.info

TABLE OF CONTENTS

Introduction	1
Nature of ILPs	1
Distinguishing ILPs as a Process Versus a Document	3
Connection between ILPs and IEPs, Transition Plans, and Related Initiatives ..	5
Criteria for Selecting Resources and Activities	6
Expanding Beyond High School Learners	8
States Continue to Lead the Way in Adopting ILPs	11
Theory of Change	11
Organization of Guide 2.0	14
Part A: Resources & Activities	17
Section I: Self-Exploration Skills—Who Am I?	17
Sample Resources & Activities	18
Secondary School Resources & Activities	19
Elementary School Resources & Activities	24
Postsecondary Education Examples & Activities	20
Examples and Activities for Workforce Development & Other Non-School Settings	22
Resources Tailored to Youth with Disabilities	22
Section II: Career Exploration Skills—What are My Options?	22
Resources & Activities	23
Secondary School Resources & Activities	27
Elementary School Resources & Activities	27
Postsecondary Education Resources & Activities	28
Activities & Examples for Workforce Development & Other Non-School Settings	28
Exploring Specific Industry Sectors	29
Section III: Career Planning & Management Skills—How Do I Get There? ..	30
Academic Planning	31
Postsecondary Pathways	33
Career Readiness Skills	33
Job Search Skills	48
Financial Literacy	51
Additional Career Planning and Management Resources	54
Section IV: Work-Based Learning	57
Secondary Education Resources	59
Postsecondary Education Resources & Activities	61
Examples & Resources from Workforce Development & Other Non-School Settings	62

Section V: Universal Design for Learning and Practice—Considerations	
When Engaging in ILP Activities	63
Universal Design for Learning in K-12 settings	64
Universal Design for Learning for Higher Education	65
Resources for Offering Professional Development on Universal Design	66
Universal Design for Learning and Technology	66
Part B: Implementation Strategies	67
Section VI: Adoption	68
Using a Professional Learning Community (PLC) to Coordinate ILPs	68
Gathering and Developing Communication Materials to Gain Buy-in	72
Key Points for Consideration When Seeking to Generate Stakeholder Buy-In	74
Assessing ILP Buy-In	79
Using Project Management System Strategies to Guide the Professional Learning Community Efforts	80
Section VII: Implementation	83
Scope and Sequence	83
Creating ILP Artifacts that Align to Key Competencies	87
Implementation Qualities and Activities to Consider	88
Focusing Career Development to Support STEM Career Interests	90
States' Career Clusters and Career Pathways	91
Implementing Career Development in a Postsecondary Context	91
Section VIII: Evaluation and Accountability	92
Implementation Quality and Fidelity	92
Career Readiness	95
Resources Related to Tracking Outcomes	96
Part C: Additional Resources	99
Commercially Available Products	99
More National and State-Sponsored Open Access, Web-Based Resources	101
Comprehensive State and Local Programs	102
Industry-Sponsored Websites	102
Work Readiness Credentials	103
Family Engagement	104
Connecting to Other Youth Planning Processes	105
References	107
Appendices	115

INTRODUCTION

Since the *Individualized Learning Plan How-to Guide* was first released by NCWD/Youth in 2012 (Solberg, Wills

& Osman, 2012), there has been a tremendous surge in interest. At last count, a total of 44 states (see [ODEP's Map of States](#)) and the District of Columbia require or encourage the use of individualized learning plans (ILPs) for all students in K–12 education. While early state adopters focused on high school age youth, increasingly states are moving down to include middle and more recently elementary age youth. Higher education is also beginning to look at ILPs as a strategy for increasing college completion rates and helping adults understand how to use their educational opportunities in ways that advance them towards their career and life goals. The Workforce Innovation and Opportunity Act of 2014 (WIOA) has embraced a personalized career development process that extends the relevance of ILPs to adults and youth with and without disabilities who seek support from American Job Centers (also known as One-Stop Centers) and vocational rehabilitation agencies.

In addition to the expanded range of age groups and settings, other reasons for creating an updated and revised Guide 2.0 include the tremendous expansion of career development and ILP implementation resources that have emerged and many new innovative ILP implementation examples.

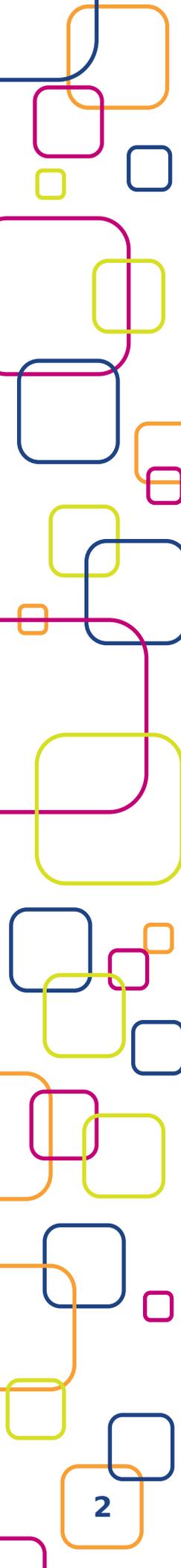
NATURE OF ILPs

Most states use a variety of names to refer to individualized learning plans. This Guide 2.0 continues to use the generic term ILP and agree that adopting a state name for ILPs has many advantages.

The original definition of ILPs focused on differentiating between the ILP as a document or instrument and the ILP as a process. We have refined this definition to include what we have learned through our work with states who have implemented the ILP process.

An Individualized Learning Plan is:

A document/portfolio consisting of an individual's (a) course taking and postsecondary plans aligned to career goals; and (b) documentation of the range of college and career readiness skills he/she has developed including out-of-school learning experiences, and



As a process, ILPs provide individuals with personalized career development opportunities focused on developing their self-exploration, career exploration, and career planning and management skills that enables them to become aware of the relevance of academic preparation, work-based and other learning opportunities and the importance of completing a two- or four-year postsecondary credential, program or degree.

This definition is based on NCWD/Youth's research indicating that engaging in ILPs provides access to quality career guidance activities and connects both college and career readiness goals by helping all students create secondary and postsecondary course plans to pursue their career and life goals. The evidence indicated that students who become more competent in self-exploration, career exploration, and career planning and management are more motivated and confident learners, actively set goals, and record better academic outcomes (Solberg, Wills, Redmond & Skaff, 2014). This research found that more than half of 1,650 high school students surveyed could not describe the nature of the career or educational pathways needed to pursue their career interests. While many of these students may possess the academic skills necessary to enter a postsecondary program, it is not likely that they are "entering college with a purpose" and therefore are at-risk for leaving college prior to completing their degree and thereby less likely to find employment offering the wages needed to pay off their student debt.

The first Guide was created in response to educators from 14 schools in four states – Louisiana, New Mexico, South Carolina, and Washington– who were participating in a multi-year, multi-study effort designed to understand the nature and potential of ILPs as a college and career readiness strategy. To design and implement ILP activities effectively, the educators felt it was important to have access to resources they could use to create a career development curriculum and lessons.

NCWD/Youth is humbled by how well educators received the Guide and other resources produced from this body of research and how they have incorporated these resources into many state-generated how-to guides and resources. Guide 2.0 draws heavily on these derived resources.

ILPs are for all learners and are often modified to align with state legislative and educational policy requirements for college and career readiness goals. While the ILP process is similar, the name and individual components may vary.

For example, Arizona Department of Education (ADE) refers to ILPs as Education and Career Action Plans (ECAPs) and defines the nature of what is documented in the ECAP in the following way:

The Education and Career Action Plan is a tangible way to represent and reflect the exploration and planning completed during the ECAP process. This plan is a portfolio, either electronic or hard copy, containing artifacts that reflect an ECAP process. The plan should be built upon each year and follow students if they transfer schools so that the work is not lost. The plan should be reviewed by the student and designated school personnel at least once per year. It is important that the construction of this plan involve consultation with each student's family. (ADE, 2015, p. 6)

ADE describes the process of ECAPs as follows:

ECAPs should begin in middle school and continue as a lifelong strategy for setting and attaining personalized goals. This planning process, which allows families, educators, and students to work together, teaches the student how to access, research, and plan his/her choices for career and educational experiences which will eventually lead to a living wage career. It is an ongoing, collaborative effort that ensures a student's post high school success for college, career and beyond. It brings relevance to appropriate high school and postsecondary course work and out of school learning opportunities. (ADE, 2015, p. 5)

The Colorado Department of Education describes their ILP, referred to as an Individual Career and Academic Plan, as follows:

ICAP (Individual Career and Academic Plan) is a multi-year process that intentionally guides students as they explore career, academic, and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready.

ICAP helps students imagine a future career and helps them design the way to get there. Students have a chance to look inside—to determine their interests and passions and outside—to explore and experience career opportunities. With greater knowledge, they can imagine and then craft their individual career pathway to success. (CDE, 2014, p. 7)

DISTINGUISHING ILPs AS A PROCESS VERSUS A DOCUMENT

As a document, ILPs refer to an ePortfolio or written set of documents that record the learner's career development experiences. Most online career information systems contain a proprietary ePortfolio that allows for the seamless storing of different self and career exploration activities. Recently, many are beginning to

ACADEMIC AND CAREER PLANNING (ACP) TALKING POINTS

ACP is based on the STUDENT'S interests, abilities, values, and goals.

ACP provides students and parents with the information needed to make INFORMED CHOICES for education, training, and careers while maximizing financial investment.

ACP is a CULTURE SHIFT; the purpose of education is not just to get everyone into college; but, rather to allow students and their families to choose the best opportunities available to achieve personal education and career goals.

ACP HONORS ALL POSTSECONDARY ROUTES to achieve goals, including military, apprenticeship, certification, technical college, and university recognizing that people often move in and out of different routes throughout their lives as needed. School districts are **ALREADY DOING SOME OF THE ACTIVITIES RELATED TO ACP** such as conferencing, career exploration, career interest inventories, intentional course sequencing, etc. The goal will be to integrate these services into a seamless system of ACP service delivery.

ACP requires EVERYONE TO SUPPORT STUDENTS in the process, including academic teachers, administrators, community members and parents.

ACP DOES NOT REPLACE THE IEP OR PTP, ACP can be used to support and supplement the IEP and PTP.

Source: [Academic and Career Planning \(ACP\) Basics - Wisconsin](#)

use "Google Docs" as the document storage area, and certainly LinkedIn provides another free ePortfolio option for older students and adults.

Our research found that **access to an online career information system is critical to successful implementation of ILPs. In addition to ePortfolios, online career information systems offer access to importation resources that are essential to creating effective career development activities.** These resources include:

- **access to a range of interests, skills, and values assessments;**
- **rich information on the nature of hundreds of occupations;**
- **labor market information including regional salary and demand for each occupation;**
- **postsecondary pathways to pursue career goals;**
- **academic courses needed to pursue postsecondary pathways; and**
- **access to resume development tools.**

Career information systems also organize careers into 16 career clusters and 72 pathways based on the work from [Advance CTE](#).

Guide 2.0 is primarily focused on the process of designing, implementing, and evaluating career development.

As such, Guide 2.0 consists of two parts: (a) identifying career development resources and activities and (b) offering evidence-based strategies for mobilizing an organization to design, implement and evaluate a comprehensive career development program with quality and fidelity.

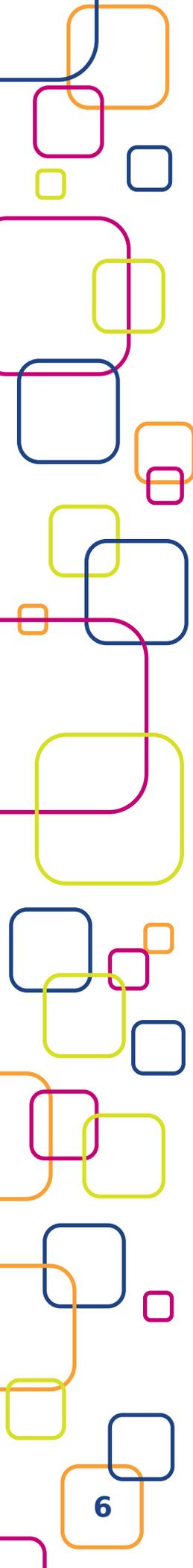
Wisconsin offers key “talking points” that describe some of the features of this process (see the right sidebar on the previous page).

CONNECTION BETWEEN ILPs AND IEPs, TRANSITION PLANS, AND RELATED INITIATIVES

In school settings, the term ILP is often confused with IEP (individualized education program). IEPs offer a plan for providing accommodations to students with disabilities so they can thrive in a general education setting. Additionally, there is a federal mandate that students with an IEP need to participate in the development of a post-school transition plan as a component of the IEP for students no later than age 16. (Most state laws mandate planning by age 14.) States and districts understand that ILPs share a similar goal of helping all youth develop a transition plan that encourages them to pursue some form of postsecondary certification or degree program at a two or four-year institution.

Our early presentations with special educators were met with some skepticism about the need for ILPs given that students in special education are already engaged in developing transition plans. However, states that have implemented ILPs have highlighted the value of the ILP process to inform IEP transition planning. Whereas the IEP meeting occurs annually following federal standards, the ILP process occurs throughout the academic year and focuses on helping youth and their families become more engaged in the design and implementation of their career and life goals.

In 2016, a joint task force convened by the Council of State Governments (CSG) and the National Council of State Legislatures (NCSL) recommended that states support the use of personalized career development strategies associated with the ILP process to increase employability and career readiness among young people with disabilities. This and other recommendations for inclusive career development are described in “[Work Matters: the National Task Force on Workforce Development for People with Disabilities](#)” report (Whitehouse, Ingram, & Silverstein, 2016).



Many states such as Kentucky, Connecticut, and Rhode Island have model policy language. Kentucky's state policy states that the content of the transition plan in the IEP must be derived from the student's ILP.

Wisconsin's Academic and Career Planning (ACP) process includes this statement about the value of the ILP process for students with disabilities:

Engaging in the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary school and employment...It is important that students with disabilities participate in the ACP process in the same ways that other students do so that they have the same opportunities to explore career interests; access the same school staff expertise outside of the IEP/PTP team; and are not treated differently from the other students. [Wisconsin Department of Public Instruction website]

In a Massachusetts report, ILPs are identified as a promising strategy for students with disabilities when:

- General and special education officials and educators work together to ensure accessibility of ILP resources and activities;
- ILP implementation begins in middle school and engages families in the process so that students and families can be stronger advocates in designing the transition plan section of their IEP and in having the accommodations they view as necessary to achieving future career goals put in place; and
- Staff responsible for ILPs and IEPs collaborate and are equipped with knowledge and skills to assist students in developing goals and identifying skills, interests, and accommodation-related needs in both plans. (Executive Office of Education, 2016)

CRITERIA FOR SELECTING RESOURCES AND ACTIVITIES

Guide 2.0 identifies a wide range of career development resources and activities from various sources. Criteria for selecting acceptable sources include:

- State, district, government agency, and postsecondary institution websites with open access curriculum examples. School-based resources have generally been vetted by schools within the state. Schools and organizations from other states may need to make some modifications as some material will be specific to the sponsoring state.

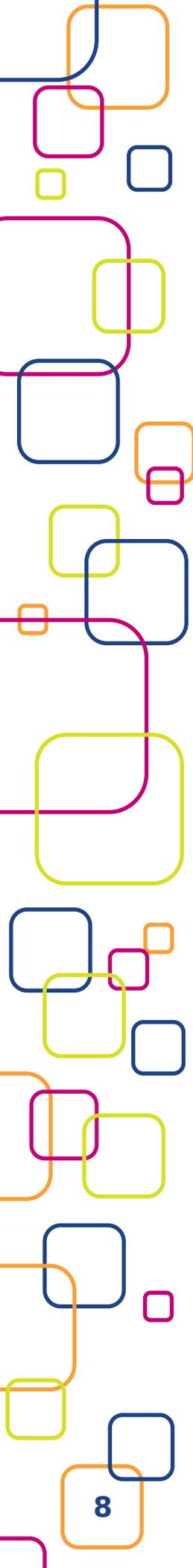
- Tools developed through the sponsorship of federal government such as those providing labor market career information and career guidance activities.
- Materials developed or endorsed by national research and/or technical assistance organizations and professional societies.

Accessibility of the materials was another key consideration in selecting the curriculum. Preference was given to free, open access materials. Some states offer easy and open access to their curriculum materials, including Arizona, Colorado, Wisconsin, South Carolina, and Utah. It is understood that these are not the only states offering quality curriculum.

 NCWD/Youth has elected to make this a web-based publication and intends to ensure that users can access the hyperlinked activities and resources that are embedded in the online version. NCWD/Youth will periodically check and update the hyperlinks for the online version of the document. Any user of this guide who discovers a broken hyperlink is encouraged to notify NCWD/Youth by email at contact@ncwd-youth.info.

Guide 2.0 remains a work in progress and this version is responsive to a range of new resources that have become available. The key goal of the Guide is to help educators and other youth service professionals design and implement quality ILP activities. Career development that relies on the ILP as a tool for developing a bridge between college and career readiness efforts will help youth achieve prosperous and productive lives (Symonds, Schwartz, & Ferguson, 2011).

This guide is intended to be as relevant as possible to a wide range of professionals. In school settings, this includes state and district leaders, school counselors, career and technical education educators and supervisors, special education educators and supervisors, and general education educators and staff. In postsecondary settings, the guide is relevant to student services administrators and staff, faculty, and support organizations focused on improving college completion rates and employment outcomes. Also, the Guide is relevant to state and local agencies associated with serving youth and supporting youth transitions to adulthood as well as community based organizations and youth service professionals focused on helping youth prepare for and succeed in postsecondary education and employment.



EXPANDING BEYOND HIGH SCHOOL LEARNERS

While this guide was initially focused on high school and middle school settings, the past few years have witnessed an expansion into elementary schools, postsecondary education, and non-school settings such as workforce development programs. Therefore, we have gathered resources and activities that are generalizable to a wide range of learners and identified in some cases resources and activities that are being specifically applied in these settings.

ILPs in Postsecondary Settings

Research in postsecondary advising indicates that students in postsecondary education are also relatively unprepared to make academic and career decisions (Renner, 2013). Postsecondary students are presented with an increasingly large number of options for majors, courses, and career paths, but often do not have the experience and maturity to make these decisions. College students will benefit from career exploration even if they enter college with or without a defined career goal. Starting in the first year of college, career exploration opportunities can help students confirm that their chosen field is the right fit for them and determine what courses and other steps they need to take during college to build the skills and experience that employers value in hiring decisions. Career planning and management can also assist students with identifying and building relationships with potential employers.

Wake Forest University renamed its career services center the Office of Personal and Career Development where their model "...inspires Wake Forest students to take charge of their personal and career development from their initial days on campus. By creating a supportive 'college-to-career' community of faculty, parents, and advisors, the office equips students to lead lives with purpose" (Wake Forest University, 2017). This model is an excellent example of the ILP process in higher education. Their online personal career development tool, *Handshake*, gives students access to activities and resources for self-exploration and career exploration and provides a place to develop a portfolio for career planning activities. 

Studies at community colleges indicate that students frequently self-advise, making their own decisions about the courses that they will take without consulting college staff or faculty for support (Jenkins, Davis, & Cho, 2014). Additional courses end up costing students money and prolonging their time

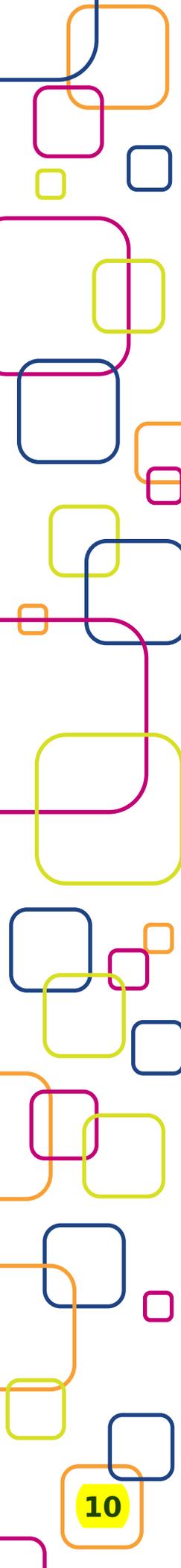
in college before obtaining their degree, which could increase their chances of not completing at all. Through the individualized planning process, students can develop goals and a plan that directly aligns with those goals which can limit the confusion and frustration they face in college. The [Colorado Community College System](#) has adapted the resources from the K–12 Individual Career and Academic Planning (ICAP) process to support traditional and nontraditional students in the development of successful career pathways. 

Students at Valencia College have shared how they benefit from a clear course plan that enables them to see how much they have achieved and see how much they have left. [Valencia College](#) uses an online advising system called My LifeMap which enables students to see the direct path from courses they are taking to their career goal. Students who are considering changing majors or trying a different course can see how this will affect their plan and in what ways the courses they have taken will count with a new major.

ILPs in Elementary School Settings

As schools across the country began implementing the ILP process, it became increasingly evident that pre-high school children and youth need access to quality career development programs and services. Beginning the career development process at an early age will develop social and emotional learning skills as well as develop a better understanding of how one gains access to a career and how education supports one's ability to pursue careers.

Research supports the benefits of career development programs for elementary school students. McAdams'  (2013) developmental model of self and Howard and Walsh's (2009) research on children's reasoning skills and career choice and attainment, establish strong support for age-appropriate career development curricula for young children. McAdam's developmental model of self explains how the idea of self is understood through three stages: as actors, agents and authors. As actors, young children develop social roles and ascribe traits to themselves; as agents, elementary students begin to develop goals, values, and plans for the future; and as authors, adolescents begin to write narratives of their future based on the goals and values they developed (McAdams, 2013). These concepts of self can be aligned with the components of the ILP—self-exploration, career exploration, and career planning and management. Howard and Walsh's  work on career choice and attainment found that a child's reasoning processes



involved in conceptualizing the process of career development vary by grade level. Thus, a child's reasoning skills, developed at certain grade levels, could be used as a guide when designing career development curriculum for elementary school students.

School districts have developed elementary school curriculum and we have provided links to some resources in the areas of self-exploration and career exploration.

State educational agencies and local districts have been developing age-appropriate career development curricula. For example, [!\[\]\(869f8db8cb6058a4d20fc99f4521bf06_img.jpg\) Individual Academic and Career Plans \(ICAP\): Curricular Materials Grades 1–12](#) provides ICAP goals and lesson plans for each grade level. In Wisconsin, the Pewaukee School District has developed a K–12 academic and career planning curriculum called [Academic and Career Planning is Key: Life is a Journey, Only You Hold the Key.](#) 

ILPs in Workforce Development and other Non-School Settings

The Workforce Innovation and Opportunity Act (WIOA) of 2014 emphasizes the need for career pathways and services for disconnected youth and youth with disabilities (including those who are out of school, homeless, in or aged out of the foster care system, and involved with the juvenile justice system). Under WIOA, workforce systems (employment and training), education, and supportive services are better aligned to coordinate and provide effective, competitive, and integrated service delivery to improve employment outcomes. Through this implementation, Vocational Rehabilitation agencies are required to coordinate with schools to provide pre-employment transition services to youth with disabilities, including job exploration counseling, work-based learning experiences, counseling on comprehensive transition and postsecondary education programs, workplace readiness training, and instruction on self-advocacy. Youth-serving organizations are expected to identify career pathways and develop service strategies to assist youth in pursuing those pathways. State and local organizations will prepare youth with disabilities for employment by providing skills-training, job search assistance and placement, and supportive services, such as access to secure housing, health services, and more.

ILPs, as part of an overall career development strategy, can provide a structure and a process for local agencies and community-based programs working with

disconnected youth and youth with disabilities. The ILP may also help streamline efforts among various organizations that have similar goals of providing career development to increase educational and employment outcomes. The [Right Turn Career-focused Transition Initiative](#) is an example of a community-based program that uses an ILP (referred to as an individualized career development plan) to engage youth involved in the juvenile justice system in a career development process. Funded through a grant from the U.S. Department of Labor’s Employment and Training Administration, Right Turn has been implemented in nine communities across the United States.

STATES CONTINUE TO LEAD THE WAY IN ADOPTING ILPs

A lack of a whole-school buy-in for engaging in ILPs is a critical factor that our research found to limit the potential impact of ILPs (Solberg, et. al., 2014). Our comparative case analysis with state and district leaders from 13 states identified the following four components necessary for the successful design, implementation, and evaluation of ILPs (Solberg, Wills & Larson, 2013):

- create an accountability and evaluation plan,
- develop communication and marketing materials,
- create tools to promote capacity to implement quality ILPs, and
- establish a two-pronged demonstration strategy that focuses on schools and communities to show the value of ILPs.

Many state education agencies and local school districts are developing implementation guides that include tools for creating capacity, communication materials to promote quality ILPs and outline methods for evaluating the process. Excellent examples include [Arizona](#), [Colorado](#), and [Wisconsin](#).

THEORY OF CHANGE

Guide 2.0 emphasizes that quality ILP implementation is dependent on ensuring learners have access to a caring and encouraging adult mentor and the design and implementation enables all learners to develop self-exploration, career exploration, and career planning and management skills. The term “learner” is being used to expand ILP engagement beyond K–12 systems to include organizations serving disconnected youth and two- and four-year postsecondary institutions serving a wide range of youth and older adults.

Access to caring and encouraging mentors engaged in offering quality career development activities creates the conditions for learners to define their own career and life goals. Our theory of change posits that the establishment of career and life goals is the change mechanism that leads to improved academic outcomes and postsecondary completion rates. Research on goal-setting has clearly found that developing self-defined career and life goals is an important psychological mechanism that enables youth to have choices and results in their proactively seeking out their own learning pathways as they pursue those choices (Baltes, 1997; Salmelo-Arlo, 2009). This research demonstrates that healthy lifespan functioning occurs when individuals maintain three career and life goals and are proactive in identifying and engaging in learning opportunities that develop their capacity to reach these goals.

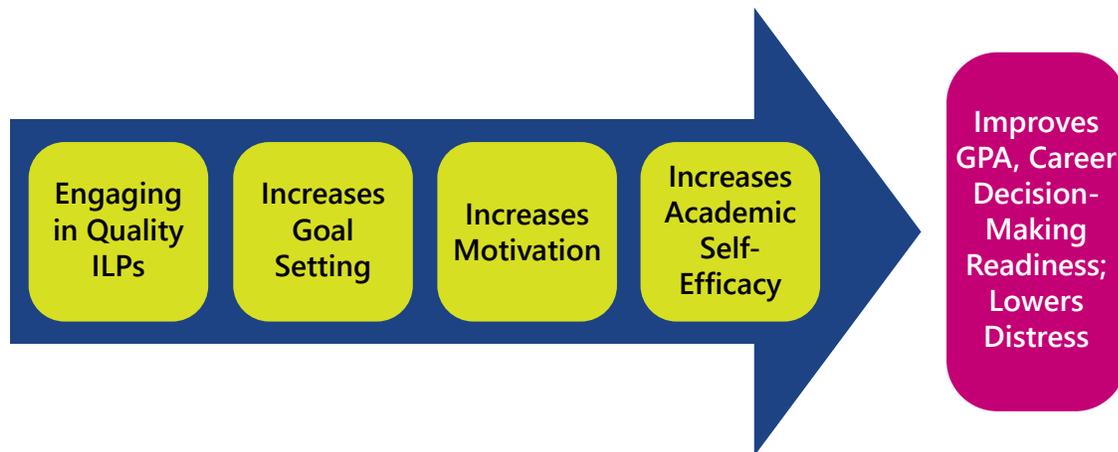
Figure 1 describes this theory of change as starting with a school, college or organization ensuring that all learners receive access to quality ILP activities that are delivered from a caring and encouraging adult. Access to quality ILP activities leads to learners identifying career and life goals followed by their seeking out learning opportunities that could include education or work-based learning experiences. By proactively engaging in these learning opportunities, learners demonstrate stronger academic performance outcomes, seek out and complete a postsecondary credential, and finally secure higher paying career opportunities.

Figure 1. ILP Theory of Change



Based on correlational survey research, youth who reported more engagement in ILPs were found have better academic performance, stress and health management, and career decision-making readiness through direct effects on goal setting, academic motivation, and academic self-efficacy (see Figure 2; Solberg et al., 2014; Solberg, Howard, Gresham & Carter, 2012).

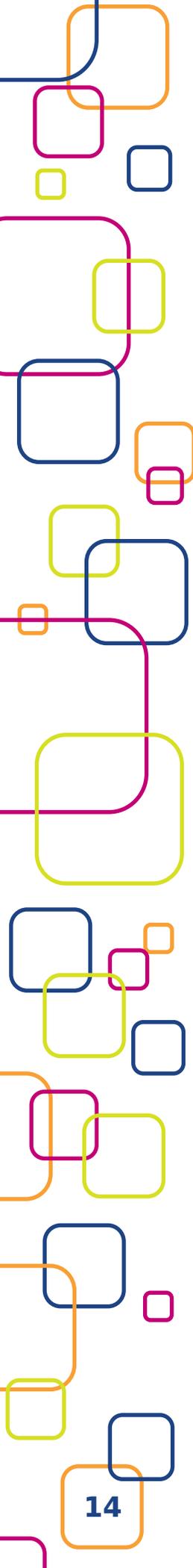
Figure 2. Path analysis demonstrating how engaging in ILPs results in stronger outcomes.



Reprinted with permission from Solberg et al. (2013).

ILPs enable the creation of personal learning plans and student-centered efforts to create a learning environment that is designed around the learning needs and learning style of the individual and places a premium on developing the competencies needed to pursue one's goals rather than focusing on academic grades and collecting "seat-time." ILPs help individuals perceive the relevance of these personal learning plans and student-centered efforts to helping them identify and seek out the learning opportunities that build their academic and employment competencies needed to realize their self-defined career and life goals.

The ILP process is the missing element in most reform and education redesign efforts because it starts with developing the self-exploration and career exploration skills needed to enable the individual to define for themselves the career and life goals they want to consider and then supports their planning efforts to pursue those goals successfully. As a result, individuals take charge of their learning and are motivated to achieve in those learning opportunities that are aligned to their goals. Another way of describing this complement is



as follows: While most reform and redesign efforts focus on designing learning environments that optimize learning outcomes, ILPs help youth and adults become aware of the relevance and meaningfulness of these opportunities and helps them understand why they should invest efforts that helping them pursue their goals.

ORGANIZATION OF GUIDE 2.0

NCWD/Youth's intent is to highlight open-source resources in Part A and B and then identify fee-based resources in the section titled Additional Resources. As a result, online career information systems are generally not discussed although they are a necessary documentation tool or instrument for engaging in ILPs. While most resources are open-source, the authors ask that you cite them. In many cases, federal or state funds were used to develop the materials and the authors and the funding sources will be able to use your citation as an important impact indicator.

The following states have also created extensive resource libraries. Many of the resources are referenced throughout Guide 2.0.

- [Arizona: ECAP Implementation](#)—This website contains implementation resources for Education and Career Action Plans including resources for professional development, community partnerships, family engagement and outreach.
- [Wisconsin: ACP Implementation Guide](#)—This resource explains how to implement the Academic and Career Planning Process, including lessons on policy and planning, leadership and culture, professional development, family engagement, community partnerships and outreach. It includes a self-assessment rubric for [Career Planning](#) and [Career Management](#).
- [Kentucky: ILP Toolkits and resources](#)—This website provides a range of resources for creating ILP documents for students including toolkits with implementation resources for middle and high school teachers, educational leaders, parents, and outreach.
- [Colorado: ICAP Implementation Guide and Toolkit](#)—This Individual Career and Academic Planning Guide includes information on how to get started, an implementation toolkit, resources, and quality indicators.

Part A: Resources and Activities

Part A identifies a range of activities and resources organized according to the following three career development skills domains: self-exploration, career exploration, and career planning and management skills along with work-based learning experiences. This part also discusses incorporating universal design for learning principles into the design of ILP activities. Universal design for learning (UDL) is a set of principles for curriculum development that gives all individuals equal opportunities to learn.

- [“Section I: Self-Exploration Skills—Who Am I?”](#)
- [“Section II: Career Exploration Skills—What are My Options?”](#)
- [“Section III: Career Planning & Management Skills—How Do I Get There?”](#)
- [“Section IV: Work-Based Learning”](#)
- [“Section V: Universal Design for Learning and Practice—Considerations When Engaging in ILP Activities”](#)

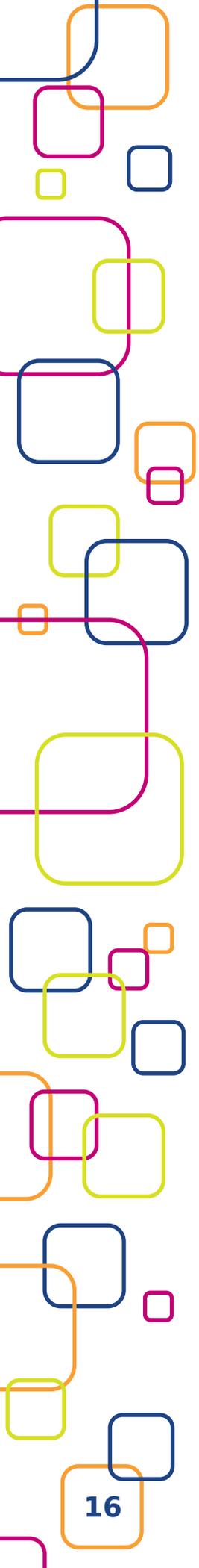
Part B: Implementation Strategies

Part B offers strategies for building and supporting capacity at the local level to facilitate adoption of the ILP process and provides strategies for implementing a quality ILP process through a tiered system for ILP Professional Development. It provides examples of implementation strategies including scope and sequence for K-12 and postsecondary education and workforce development and offers suggestions on how to evaluate and develop accountability measures for a quality ILP process.

- [“Section VI: Adoption”](#)
- [“Section VII: Implementation”](#)
- [“Section VIII: Evaluation and Accountability”](#)

Part C: Additional Resources

Part C provides additional resources for developing, implementing, and evaluating ILPs including fee-based resources.



National
Collaborative on
Workforce and
Disability

NCWD
For Youth



Navigating the Road to Work

PART A: RESOURCES & ACTIVITIES

Part A provides links to open source resources and activities organized by the three career development skill

domains (self-exploration skills, career exploration skills, and career planning and management skills), work-based learning, and universal design for learning.

- [“Section I: Self-Exploration Skills—Who Am I?”](#)
- [“Section II: Career Exploration Skills—What are My Options?”](#)
- [“Section III: Career Planning & Management Skills—How Do I Get There?”](#)
- [“Section IV: Work-Based Learning”](#)
- [“Section V: Universal Design for Learning and Practice—Considerations When Engaging in ILP Activities”](#)

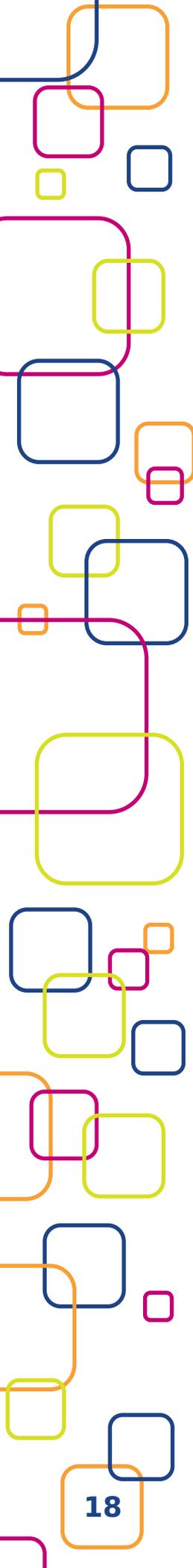
SECTION I: SELF-EXPLORATION SKILLS—WHO AM I?

“Know Thyself”—This admonition attributed to the Greek philosopher Socrates remains an excellent touchstone from which a student can start to explore who they are, what they might become, and how they can get there.

One of the fundamental purposes of the ILP process is to enable learners to select academic courses and/or postsecondary training and degree programs aligned to their career and life goals. In order to identify career and life goals, learners need to develop self-exploration skills. These skills emerge when learners are offered access to quality self-exploration activities. Quality self-exploration activities are ones that help them become aware of their interests, skills, and values that can then guide subsequent career exploration efforts.

By identifying future career goals that are consistent with their interests, skills, and values, learners develop greater awareness of the courses needed to prepare for pursuing those careers. This increases the likelihood that they will perceive the importance of taking those courses. Access to quality self-exploration activities serves, therefore, as the first critical step in helping learners become aware of the relevance of their courses to achieving their future career and life goals (Solberg, Gresham, Phelps, Durham, & Haakenson, 2010).

Helping all learners become aware of how secondary and postsecondary education is relevant and meaningful to future career and life goals is important,



especially for those who have a history of low academic performance and barriers to employment.

Sample Resources & Activities

Below are sample lesson plans and other self-exploration activities that are ready to be used or adapted for any setting:

- [I Am Who I Am... And As Others See Me](#)—This lesson includes activities for self-exploration of positive personality characteristics and how these characteristics can relate to careers.
- [Barriers: What They Are and What to Do about Them](#)—This lesson helps participants to explore the barriers that young people face when pursuing employment and how to address those barriers.
- [Goal Setting Begins with a Dream](#)—This lesson teaches participants about setting goals and creating a plan to achieve those goals.
- [What's Your Learning Style](#)—This is a 20-question self-assessment on identifying your learning style. The three learning styles listed are auditory, visual, and tactile. 

A number of validated, open-access assessment tools are available free on the O*NET Resource Center website sponsored by the U.S. Department of Labor, Employment and Training Administration. These tools can be used to begin the self-exploration phase, including:

- [O*NET Ability Profiler](#)—This self-assessment tool helps individuals find their strengths and the occupations that match them.
- [O*NET Interest Profiler](#)—This self-assessment tool helps individuals discover what types of work activities they would like.
- [O*NET Computerized Interest Profiler](#)—This is a computer-generated version of the Interest Profiler vocational interest assessment.
- [O*NET Work Importance Locator](#)—This self-assessment tool helps individuals pinpoint what is important to them in a job.
- [O*NET Work Importance Profiler](#)—This is a computer-generated version of the Work Importance Locator.
- [Get My Future](#)—This mobile-friendly web application helps youth plan their careers, explore education and training options, and search and apply for jobs. 

- [My Next Move](#)—This career exploration tool is designed for easy use by students, youth, and others interested in finding out about different occupations, careers, and industries. 

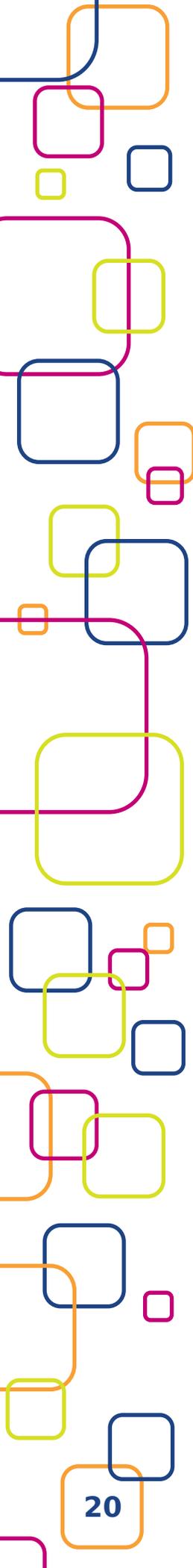
Another open source system for providing access to a validated career interest assessment is [ACT Profile: The Path to Success](#). This platform provides access a range of tools and resources including interest, ability and value inventories, major exploration, test prep, as well as career exploration and alignment.

Secondary School Resources & Activities

- [Making My Future Work: A college and career readiness program](#) (Perry et al., 2014)—This manual is a complete evidence-based and comprehensive career development curriculum. [Module 1 Exploring Self and Identity](#) includes lessons related to self-exploration and the corresponding student materials.

Many states have generated free-use ILP activities designed for secondary school settings:

- Colorado Department of Education: [Quality Indicators of Self-Awareness](#)—This document defines self-awareness and articulates what and how students need to develop self-awareness.
- Arizona Department of Education: [I Can Do That—Exploring my Skills](#)—This lesson plan provides an activity to help students to become aware of their skills and talents.
- Arizona Department of Education: [Goals, Priorities, Lifestyle](#)—This lesson plan includes an activity to help students understand how to set priorities and how goals, values, priorities, behavior and lifestyle are connected.
- Georgia Department of Education: [Career Development Initiative](#)—This website provides suggested activities for each grade level.
- Utah Education Network: “Adult Roles and Responsibilities” lesson plans include the following:
 - ◆ [Communication Styles](#)—This activity helps participants understand and learn different styles and levels of communication.
 - ◆ [Values](#)—This activity assists participants with identifying and prioritizing their values.



 **General Financial Literacy**—This lesson plan helps participants understand the financial costs of their chosen lifestyle and how they relate to careers of interest.

- Florida Department of Education: **College and Career Planning: Self-Awareness**—This module on self-awareness contains lesson plans, activities and other resources for exploring interests and values with middle school students.

Elementary School Resources & Activities

- **Tucson Unified School District Counseling Curriculum**—This website contains links to counseling lessons associated with the Tucson Unified School District Elementary Counseling Domains used to teach academic, social, and emotional skills and career development skills.
- Pennsylvania Department of Education: **Career Education and Work Activities: Grades 4–5**—This document lists age-appropriate activities related to self-exploration, career awareness and preparation, career acquisition, career retention and advancement and entrepreneurial skills.
- ~~Denver Public Schools: **Lesson Plans for Self and Career Explorations Grades 1–5**—This website includes links to lesson plans and activities for self and career exploration, goal setting, academic planning and financial literacy.~~
- **ICAP Activities (Grades 5–8) (ZIP)**—This folder contains self-awareness, career exploration and self-management activities for Grades 5-8.

Postsecondary Education Examples & Activities

In the postsecondary education context, students may engage in self-exploration activities as a part of interactions with advisors and career services and through student orientations and student success courses. Many postsecondary institutions include some form of personality test or self-interest assessment in the career services portion of their website or offer these services through the career services office. These assessments are typically written for a general audience and may be free to access or purchased by the college for student use. Examples include:

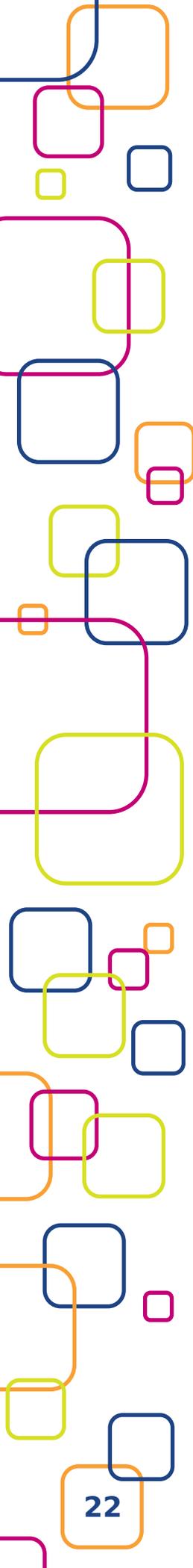
- **Onondaga Community College’s StrengthsQuest Assessment**—This assessment helps students to discover their top five strengths. The **Career Coach** assessment helps students determine their career. In order to take

the StrengthsQuest assessment, students contact the career services office and receive an individual code. After the assessment students are then encouraged to make an appointment with a Career Specialist to discuss the results and help develop a plan.

- [State University of New York at Fredonia](#)—SUNY Fredonia uses myplan.com, an online planning tool offered by the Career Development Office. The tool includes four assessments of self-exploration: a personality test, an interest inventory, a skills profiler, and values assessment.
- [University of Minnesota Duluth](#)—UMD has an online skills inventory that identifies strengths in the five broad areas of communication, research and planning, human relations, organization, management, and leadership, and work survival. The Career and Internship Services Office also has a [career handbook](#) with a variety of resources available online.
- [Minnesota State Colleges and Universities](#)—Colleges and universities in Minnesota provide career development resources online at CAREERwise Education. Students can assess their skills, create a career plan, and learn about careers. Under assessing yourself, the website provides information about assessments and skills. It also links to [five different assessments](#) to either identify interests or match skills to jobs.

Self-exploration can also be integrated into any higher education course syllabus and may be especially useful for freshman year courses in any discipline to encourage students to reflect on their strengths, skills, interests, and areas for growth as they start the course.

- Pennsylvania State University (PSU)—PSU offers [iStudy for Success online learning tutorials](#) that instructors can integrate into their courses or students can take on their own. Some of the tutorials involve self-reflection and self-assessment activities:
 - ◆ [Writing and the College Experience](#)—This autobiography writing exercise encourages self-reflection and the development of college level writing skills.
 - ◆ [Learning Online: Are You Ready?](#)—This online learning readiness questionnaire helps students assess their strengths and weaknesses in an online learning environment.
 - ◆ [Consuming and Creating in the Digital Age: How Fluent Are You?](#)—This self-assessment of technology fluency helps students examine their technological strengths and weaknesses.



Examples and Activities for Workforce Development & Other Non-School Settings

- [Washington Career Bridge Career Cluster Quiz](#)—This quiz helps participants to identify a career cluster based on their personal interests and qualities. Each career cluster contains an extensive list of a variety of jobs that apply to that cluster. Some specifics on the job details page are limited to information for Washington State.
- [Merging Two Worlds](#)—This transition and career planning curriculum from the Arizona Department of Education helps prepare youth and adults for community reintegration from secure environments such as jails, detention centers, prisons, and juvenile corrections institutions. The curriculum is divided into four components: *Who am I?*, *Where am I Going?*, *How Do I Get There?*, and *How Do I Keep it Together?*. In the *Who am I?* section, lessons concentrate on self-assessment regarding values, beliefs, self-confidence, learning styles and interests, personal skills, job/career pathways, and decision making.

Resources Tailored to Youth with Disabilities

The National Technical Assistance Center on Transition’s [Competitive Integrated Employment \(CIE\) Toolkit](#) is “a resource for use by educational and vocational rehabilitation (VR) agencies to improve post-school employment outcomes for students with disabilities. The toolkit was developed to facilitate the collaboration necessary to implement secondary transition services across agencies at the state, community and student levels and increase the use of evidence based practices (EBPs)” (NTACT, 2017). The toolkit includes suggested activities and resources for self-exploration such as career interest and vocational assessments.

SECTION II: CAREER EXPLORATION SKILLS—WHAT ARE MY OPTIONS?

“Knowledge is power...”—Sir Francis Bacon, English author and philosopher

In addition to self-exploration, learners need to develop career exploration skills by being provided with access to activities that help them learn how to identify career and life goals that are consistent with their interests, skills and values. Career exploration involves opportunities to learn about the skills and qualities required to be successful in various careers and the secondary and postsecondary

education and training necessary to pursue each career. NCWD/Youth's study of career planning and management patterns with over 1,600 10th and 12th grade students found that the majority of the students sampled were able to identify a career title but could not describe critical details about the occupational activities, skills, or educational requirements associated with the career. Students who had actively engaged in career exploration activities were clear in their understanding of the nature of the career. Many noted the value of work-based learning experiences that related to their selected careers and were able to describe specific post-high school educational pathways needed to pursue the career (Solberg, Gresham, Phelps, & Budge, 2010).

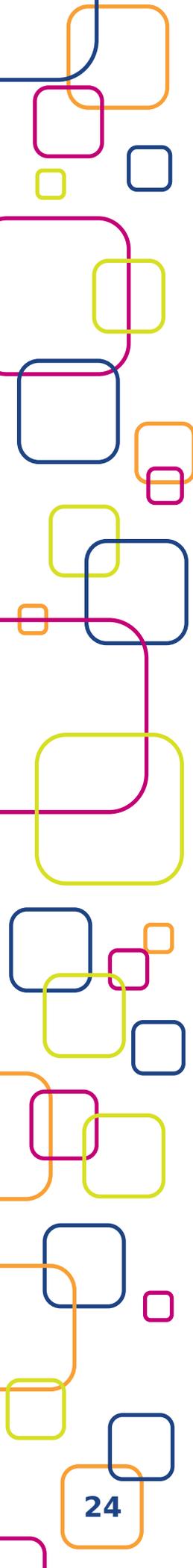
These findings demonstrate the fundamental importance of self-exploration and career exploration to the ILP process. Participating in these activities provides students and their families with the information they need to make high school and post-school course planning relevant and meaningful. In the absence of self-exploration and career exploration, students and families are less likely to value the plans.

As a result of the career exploration phase, students should develop the skills to be able to: (a) identify how their interests, values, and skills relate to careers of interest; (b) describe the skills and activities associated with those careers; and, (c) identify the postsecondary training, two-year, four-year, or graduate degree programs needed to successfully pursue those careers. Deciding on one or more careers of interest should also be based on an assessment of available labor market information (LMI).

Resources & Activities

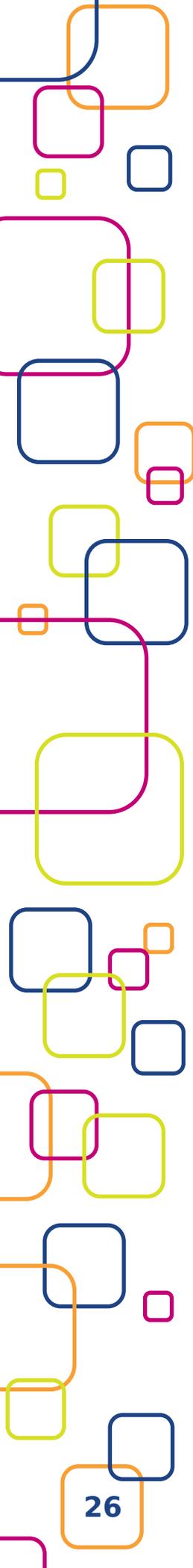
Below are lesson plans, activities, and tools that are ready to be used or adapted:

- [What's in a Name?](#)—This activity helps youth understand the different terminology used in the career development process.
- [Considering a STEM Career](#)—This activity explores the variety of careers in STEM (Science, Technology, Engineering, and Math) fields and dispels myths about people who work in STEM.
- [Considering Labor Market Information in Your Career Choice](#)—This activity helps youth better understand the job market and learn to identify high demand careers.

- 
- [Exploring Customer Service Jobs in the Community](#)—This activity helps youth explore customer service jobs in the local community.
 - [Getting Up Close and Personal with STEM](#)—This activity exposes youth to STEM occupations and helps them understand the variety of opportunities available in the STEM field.
 - [Generations at Work](#)—This activity is designed to help youth to understand what their parents and other adults do for work and what these adults did to prepare for these careers.
 - [Purposely Planned or Luck of the Draw](#)—This activity helps youth to discover how people got their jobs.
 - [One-Stop Career Centers](#)—American Job Centers, also known as One-Stop Career Centers, are funded by the U.S. Department of Labor and designed to provide a variety of resources to job seekers in one place. This activity provides information on the career services provided by the Department of Labor through the One-Stop Centers.
 - [Planning a Visit to a College Career Center](#)—This activity helps youth understand what services are offered by College Career Centers.
 - [Connecting Education to Our Careers](#)—This activity helps youth develop an understanding of how education and experience lead to a specific career objective.
 - [No One Does It on Their Own](#)—This activity helps youth to develop research skills while increasing understanding of the variety of jobs available in different professions.
 - [The Career Project](#)—This website provides a database of career profiles from real people who were interviewed about what it's like to work in their occupation, how they got the job, and more.
 - [Candid Careers](#)—This website contains videos featuring professionals talking about their daily work and suggestions on what to do to get into this career. Some videos may be viewed for free while access to the full array of videos requires a paid subscription.
 - [Job Shadow TV](#)—This is a virtual job shadow website where you can watch videos of people engaging in a wide range of professions.

Several U.S. Department of Labor (U.S. DOL) supported websites and web-based tools provide all learners with additional ways to engage in further in-depth career exploration and obtain access to other national and state labor market information (LMI).

- [Occupational Outlook Handbook \(OOH\)](#)—This is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. It provides details about hundreds of U.S. occupations. The OOH is a product of the U.S. DOL, Bureau of Labor Statistics.
- [Occupational Employment Statistics \(OES\)](#)—This website provides employment and wage estimates for over 800 occupations. These are estimates of the number of people employed in certain occupations, and estimates of the wages paid to them. Self-employed persons are not included in the estimates. These estimates are available for the nation as a whole, individual states, metropolitan and nonmetropolitan areas, certain industries, and more. The OES is a product of the U.S. Department of Labor, Bureau of Labor Statistics.
- [CareerOneStop](#)—This website provides direct links to information on a very broad-range of self-assessment, career exploration, and career planning and management topics, such as:
 - ◆ [Education + Training](#)—This link helps individuals find and pay for training opportunities.
 - ◆ [Explore Careers](#)—This link helps individuals learn about careers and includes self assessments, career profiles, planning assistance and more.
- [My Next Move](#)—This is an O*NET career exploration tool designed for easy use by students, youth, and others interested in learning about different occupations, careers, and industries. It also features a section (“I’m not really sure.”) designed to help users develop and match a profile of their interests with different kinds of careers.
- [MyFuture.com](#)—This website is designed to help young adults plan their next steps in life by putting together the most recently available information about colleges, careers, and military service opportunities from the U.S. Departments of Commerce, Defense, Education and Labor.



It features career, college, and military content allowing users to explore many possibilities and gain insight into each option. It was developed by the Department of Defense and includes detailed information on more than 900 civilian and military career fields and nearly 7,000 accredited colleges.

- [Apprenticeship USA](#)—This website provides information about apprenticeships and guidance on how to find apprenticeship opportunities locally. Apprenticeships provide a combination of on-the-job training and job-related education. Students can also learn more by view the [Apprenticeship Works video series](#) from the U.S. Department of Labor’s Office of Disability Employment Policy featuring apprentices with and without disabilities and their apprenticeship sponsors in high-growth industries.
- The [Apprenticeship Works Guides](#), also a resource from the Department of Labor’s Office of Disability Employment Policy, provides an introduction to [youth](#), [educators and service providers](#), and [businesses](#) to the benefits and opportunities of inclusive internships.

As part of their web-based LMI tools, every state has online resources to help with career exploration. Examples of state websites for career, education, and job search exploration include:

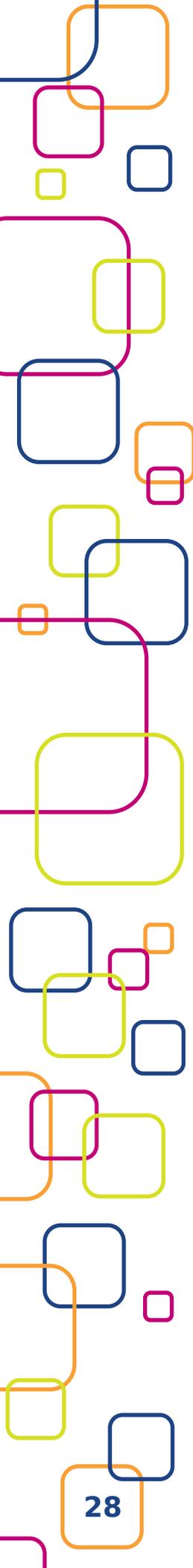
- [California Occupational Guides](#)—These guides provide detailed descriptive information for over 800 occupations including what specialized training, licensing, or other requirements may be necessary to work in the state of California for each occupation.
- [Minnesota State CAREERwise Education](#)—This comprehensive website is designed to help Minnesota residents explore careers, search and plan for postsecondary education opportunities, and conduct job searches.
- [South Carolina Occupational Information System](#)—This website provides educational and career information for South Carolina and other sites.
- [WOIS - The Career Information System for Washington](#)—This website provides tools to explore careers, create goals for the future, make educational plans, and find the training programs and the right schools to help Washington residents achieve their goals.

Secondary School Resources & Activities

- [Making My Future Work: A college and career readiness program \(Perry et al., 2014\)](#)—This is an evidence-based and comprehensive career development curriculum manual. [Module 2 Career exploration, planning, and postsecondary pathways](#) includes lessons and related activities related to this topic.
- [Workforce Solutions: When I Grow Up](#)—This website includes links to Texas Essential Knowledge and Skills (TEKS)-aligned career education lessons for elementary, middle, and high schools in the Houston-Galveston region of Texas.
- [Florida Department of Education College and Career Planning: Exploring Careers](#)—This module includes lesson plans, activities and other resources for exploring careers.
- [Denver ICAP Middle and High School Curriculum](#)—Scroll to the center of the webpage to find DPS' ICAP curriculum for middle and high school students. Career exploration lessons are available at each grade level, 6-12.

Elementary School Resources & Activities

- Georgia Department of Education's [Career Development Initiative](#)—This website provides access to a number of suggested [career exploration elementary school activities](#).
- [Denver ICAP Elementary Curriculum Materials](#)—Scroll to the center of the webpage to find DPS' ICAP lesson plans for first through fifth grade related to career development. First and third grade lesson plans focus on career exploration.
- [Virginia Career View](#)—This website contains career exploration games and activities for elementary school students.
- [Knowitall.org](#)—This is a virtual community of workplaces designed to give students an interactive job exploration experience that connects schoolwork to real work.



Postsecondary Education Resources & Activities

The career services office at postsecondary institutions typically provide students with tools and guidance for career exploration. Some examples include:

- [STEPS, Students Taking Exploratory Paths to Success](#)—This Florida State University program covers self-exploration, major exploration, and career exploration. FSU developed their own guide for their students on Choosing a Career or Occupation. The guide walks students through a process that includes decision making, envisioning my future, understanding myself, and finding my ideal work environment.
- [BigFuture Major and Career Search](#)—Onondaga Community College’s Pathways to Career Project uses College Board’s Big Future tool which provides information about different majors and career paths. Majors and careers are divided into categories with information about the options available within each category.
- [Wake Forest University Career and Professional Development](#)—Wake Forest offers multiple opportunities for students to explore optional careers both in person and through their website. The office hosts career fairs, career treks over school holidays, and resources for connecting with internships. Online students are also able to explore majors and careers.

Activities & Examples for Workforce Development & Other Non-School Settings

- [The Gulf Coast Workforce Board and Workforce Solutions](#)—This website provides a variety of online career exploration resources for job seekers including information on in-demand occupations, industry/occupation profiles, career videos, and the Choices Planner, an individualized learning plan/career development portfolio system for all ages.
- [Where Am I Going?](#)—This section of the [Merging Two Worlds curriculum](#), covers self-awareness as it relates to decision making and goal-setting. Lessons discuss the power of goals, understanding choices and consequences, and multiple modes of gathering information, such as observation, asking questions, and listening. Merging Two Worlds, developed by Arizona Department of Education, is designed for youth reintegrating into the community from a secure environment such as jails, detention centers, prisons, and juvenile corrections institutions.

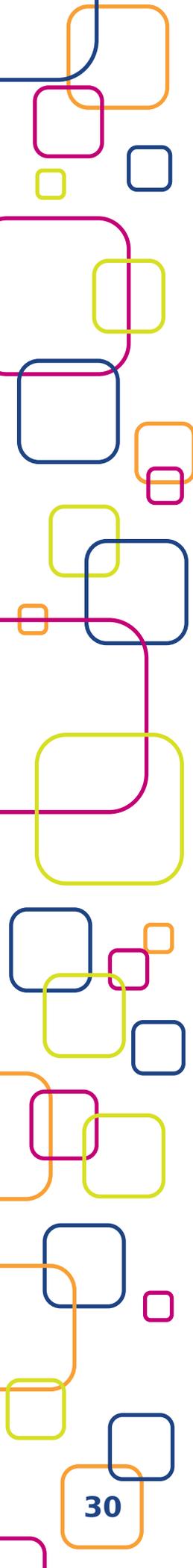
- [WorkOne of Northwest Indiana](#)—This website offers on-site assessments and testing to individuals figure out where their skills and interests line up to help them find the industry and career that is right for them. The [WorkOne Career Exploration web page](#) also provides useful links to online tools that may also be helpful such as Indiana Career Explorer, My Skills My Future, and Learn More Indiana.
- [Worksystems Inc.](#)—The Career Connect Network partners with businesses to provide young people in Oregon opportunities to learn about different careers and gain valuable knowledge and skills to inform their career choices and decisions about the future. Employers can connect through summer work experiences that provide youth with real work experiences. Also, volunteers share information about their career, participate in mock interviews, and host a company tour or job shadow experience.

Exploring Specific Industry Sectors

Multiple employer supported organizations provide a wealth of information for use in schools and training programs that can be used for career and training exploration for specific industries. For example, the open access website [Advanced CTE: State Leaders Connecting Learning to Work](#) can be used to identify a career cluster of interest and learn about the knowledge and skills needed to pursue the career including the necessary educational pathways and credentialing. The site includes [Career Cluster](#) resources and other [career planning and management tools and information](#) on credentialing, interest surveys, career cluster crosswalks, and school leadership guides.

Another resource, [ALISON \(Advance Learning Interactive Systems Online\)](#), provides free online certificate/training courses relevant to a wide range of industries. This system enables anyone to learn occupational skills online at their own pace, although users must be aware that the training is not aligned to U.S. industry standards. Users can gain skills and earn ALISON certifications (not industry certifications) in information technology, business, operations, finance, healthcare, and other career pathways.

See ["Part C"](#) of this guide for examples of industry sector based open access websites. These websites often provide industry endorsed curriculum, information about scholarships, and industry sponsored credentials programs.



SECTION III: CAREER PLANNING & MANAGEMENT SKILLS— HOW DO I GET THERE?

“Plans are nothing; planning is everything...”—General Dwight D. Eisenhower, 34th President of the United States

Developing career planning and management skills is the third phase of the career development process. Whereas self-exploration and career exploration focus on helping learners become aware of their interests, skills, and values and the corresponding career options, career planning and management is focused primarily on capacity-building activities related to pursuing career and life goals. It is a process of developing employability and decision-making skills and increasing one’s capacity to navigate the world of work, not just in the short term but also throughout one’s life. Youth often struggle in employment because they do not have the skills to effectively manage the basic day-to-day expectations of employers or the awareness that, in a rapidly changing job market, people need to adapt quickly to be successful. For this reason, career planning and management skill building must involve developing the skills needed to maintain employability and navigate career changes throughout the lifespan, not just those needed to obtain initial employment. Career planning and management skills include academic planning, decision making related to postsecondary pathways, career readiness skills, job search skills, and financial literacy.

At the middle and high school levels, this process begins with academic planning to ensure alignment between one’s course plans and future career and life goals. For example, pursuing a STEM career demands strong mathematics and science courses. This process also develops job-seeking skills and involves identifying learning opportunities beyond high school needed to achieve one’s career goals.

Youth and adults need access to career planning and management activities that support exploration and access to postsecondary education opportunities. This often occurs through academic planning and learning about postsecondary pathways.

Due to the emphasis on capacity building in this section, some of the resources provided are specific to the additional skills and support that youth with disabilities may need to fully participate and be successful in achieving their career and life goals. In the process of selecting and implementing activities that build career planning and management skills, it is important to consider what

modifications, alternative tools and materials, or additional activities will maximize outcomes for youth with disabilities. By adopting principles of Universal Design for Learning, educators and other career development facilitators can ensure that all learners—including those with disabilities—can more effectively participate in learning. This is accomplished by designing activities that offer variations in learning style preferences and approaches. [“Section V: Universal Design for Learning and Practice—Considerations When Engaging in ILP Activities”](#) provides more guidance on Universal Design for Learning.

While most career planning and management activities are not developmentally appropriate for students younger than middle school, two skill areas that can be addressed include social and emotional learning and some basics of financial literacy.

Academic Planning

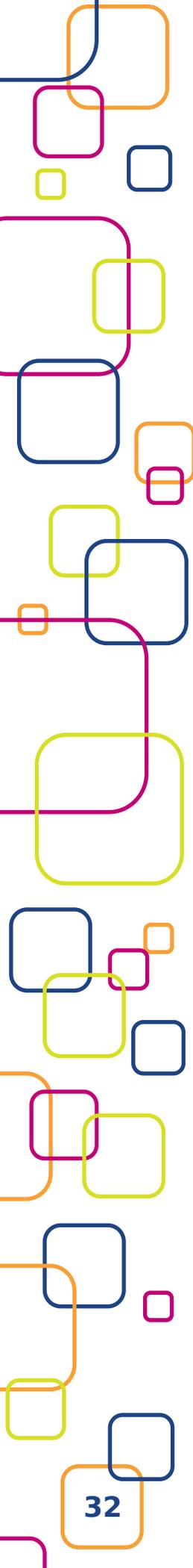
[Mapping Your Future: Make High School Count. Student’s Guide](#)—This website provides advice for high school students on how to make the most out of their high school experience including recommended courses, scheduling, and course planning.

[Academic Planning Guide/Student Handbook from Lake Park High School](#)—This planning guide is a good example of a high school’s academic planning resource. It includes a planning sheet for high school courses, a reference guide for students linking courses to postsecondary options, and course descriptions for all classes offered in the high school.

[Advanced CTE: State Leaders Connecting Learning to Work](#)—This website breaks down each of 16 career clusters into 79 career pathways. It is a useful tool for identifying a career cluster of interest and learning about the knowledge and skills needed to pursue the career including the necessary educational pathways and credentialing.

LESSONS ON ACADEMIC PLANNING

- [Transcripts and Academic Planning Lesson](#)—This lesson teaches students the importance of planning the courses they need to take for college admission, understanding high school transcripts, and how to calculate a GPA.

- 
- [Santa Clara College Day Academic Planning Lessons](#)—Under general interest lesson plans, there is a series of lessons through which students create a four-year academic plan based upon information they learn about postsecondary options and requirements for California state schools.
 - [Denver ICAP Middle and High School Curriculum](#)—Scroll to the center of the page to find curriculum for middle and high school students. Academic planning and goal setting lessons are also available at each grade level.
 - [Glendale High School ECAP Student Planner](#)—This is a four-year planner designed for students. It includes a checklist for each grade level, a credit tracker, worksheets for organizing self and career exploration, and a final plan sheet for students to declare their postsecondary pathway.

GOAL SETTING AND DECISION MAKING

- [Goal Setting and Decision Making, Florida Department of Education](#)—This module includes lessons and activities to help students make appropriate decisions and develop short and long term goals.
- [Goal Setting - Mission Statement](#)—This lesson from Utah Education Network teaches how to write a personal mission statement, decide on a personal hero, and combat fear.
- [Goal Setting Lesson 1](#), [Goal Setting Lesson 2](#), [Goal Setting Lesson 3](#)—This is a series of three lessons on goal setting from Utah Education Network.

ACADEMIC PLANNING CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

The following resources describe the relationship Between ILPs and IEPs.

- [Academic and Career Planning \(ACP\): Connecting with the IEP and the PTP](#)—This Frequently Asked Questions page from Wisconsin explains how individualized education programs (IEP), postsecondary transition plans (PTP) and individualized learning plans (ILP) work together for students with disabilities.
- [ILP and IEP working together](#)—This is a statement on the relationship between Individualized Education Programs (IEP) and Personalized Learning Plans (PLP) in Vermont.
- [Work Matters](#)—This report sponsored by the U.S. Department of Labor’s ODEP offers policy guidance on how to connect the ILP process to transition planning. The key idea is that the ILP process should enable students and their families to identify their plans while the IEP meeting

on transition addresses the accommodations needed to support the execution of those plans. This report was published in partnership with The Council of State Governments (CSG) and the National Conference of State Legislatures (NCSL).

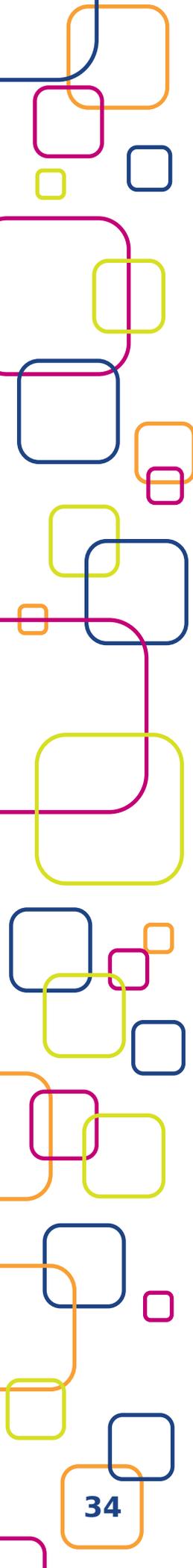
Postsecondary Pathways

- [Mapping Your Future: Get Prepared for Life After High School](#)—This website offers printable interactive guides for each year of higher education (freshman-senior) to support a range of topics such as course selection, career exploration, and budgeting.
- [College Pathways in Colorado](#)—This PowerPoint created by the Denver Scholarship Foundation helps students understand the various postsecondary pathways. Although some information is specific to Colorado, much of the information is useful to any student exploring postsecondary education options.
- [Financial aid and scholarships lesson](#)—This PowerPoint presentation created by the Denver Scholarship Foundation teaches students the basics of applying for financial aid.
- [My Future, My Way. Postsecondary Pathways](#)—This college planning workbook is designed for middle school students. It includes a lesson that breaks down jobs by postsecondary pathway.
- [Utah CTE Career Pathways](#)—This program shows students a direct connection between doing well in high school and being able to transition smoothly to postsecondary opportunities or getting a good job when they graduate. Students who focus on a Pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction.

Career Readiness Skills

PERSONAL COMPETENCIES

In preparation for both continuing education and career, learners need a number of nonacademic skills, referred to in this guide as personal competencies. Personal competencies that enable all learners to be successful in education, employment, and life include:

- 
- Self-advocacy skills
 - Communication skills
 - Problem-solving skills
 - Self-management skills
 - Leadership skills
 - Ability to seek out and use assistance
 - Ability to develop supportive relationships
 - Confidence in one's abilities
 - Perseverance

Individuals with disabilities need the above competencies as well as the following additional competencies:

- Knowledge about one's rights and responsibilities as an individual with a disability
- Ability to determine whether, when, and how to disclose one's disability in different situations and settings
- Ability to find, request, and secure supports and accommodations along with an understanding of their use, not only in an academic environment, but also how they may be adapted to a work-based environment

Personal competencies can be developed in a number of ways, including through participation in youth development and leadership opportunities. In brief, youth development is the process of helping prepare youth to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that aid them in gaining skills and competencies. Youth leadership is a distinct area that focuses on the ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out. It includes the ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to affect positive social change.

Given the broad range of personal competencies that youth and adults need, it is important for individuals to take advantage of traditional course opportunities offered within their school or postsecondary institution. It is equally important to connect these courses with alternative development opportunities such as work-based learning opportunities during the academic year or summer, joining clubs, student government, or taking specialized courses outside one's content area.

The goal is to help individuals become strategic in seeking out opportunities to develop a wide range of transferable skills that make them employable in a wider range of careers.

Schools, postsecondary institutions, and community organizations offer many activities that assist youth in developing personal competencies. For example, requirements for student community service projects promote engagement in activities that build various competencies such as leading the research, design, planning, and implementation of service projects. Similarly, participation in activities such as classroom debates and extracurricular high school debate team give students forums for learning and practicing communication skills and other personal competencies. Sports, fine arts programs, and various high school clubs also offer opportunities for youth development and leadership development.

Some resources and activities for building personal competencies are provided below.

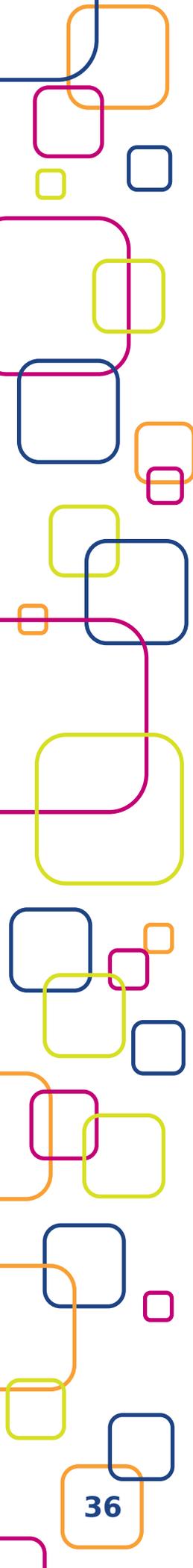
Leadership Skills

Individual Lessons and Activities

- [Taking the Initiative: A Quality of Leadership](#)—This lesson contains an introduction to good leadership and suggestions on how to take on leadership roles at home and in school.
- [What Do Ethics Have to Do With Anything?](#)—This activity helps youth identify, understand and demonstrate ethical behavior.
- [Choosing Community Service](#)—This activity highlights how choosing to do community service work is a leadership decision.
- [Keeping Yourself Above Water in a Sea of Pessimism](#)—This activity identifies negativity types and provides strategies for staying positive.
- [Leading by Example](#)—This activity highlights how a good leader is part of the team.

Units/More Comprehensive Curricula/Curricular Resources

- [Firestarter Youth Power Curriculum](#)—This hands-on guide for young people ages 10 -18 has sections on motivation, skill-building, issue awareness, action planning, and more. This resource is available from the National Service Learning Clearinghouse (NSLC).

- 
- [Student Leadership Development through General Classroom Activities](#)—This article provides a list of key student leadership skills and strategies for embedding leadership skills into everyday lessons. This article was written by Ian Hay and Neil Dempster (2004).
 - [LearningToGive.org](#)—This website provides free lessons and resources for educators. Within these resources are units on leadership, “From Passion to Career: Leadership Paths,” and “Concepts of Leadership,” as well as lessons on leadership within other units.
 - [“YELL Louder Than Ever Before! With the Youth Engaged in Learning about Leadership Curriculum.”](#)—This youth leadership curriculum created by Buffalo County University of Wisconsin-Extension covers topics such as goal setting, stress and time management, conflict resolution, and communication.
 - [Leadership Logistics](#)—This website provides links to 12 different lessons that focus on leadership, leadership styles, and what it takes to be an effective leader.
 - [Youth Engaged in Leadership and Learning \(YELL\) Handbook](#)—This resource is designed for program staff, teachers, and community leaders by The Gardner Center at Stanford. This handbook was developed to train students as community researchers, advisors, and socially conscious leaders.
 - [YouthBuild USA’s Leadership Development Handbook](#)—This handbook could be a helpful resource for other workforce programs in designing a leadership development program. This organization considers leadership development a vital component of their work and considers it critical to the achievement of solid program outcomes and the concrete skills needed for the success of their participant.

Sample Programs

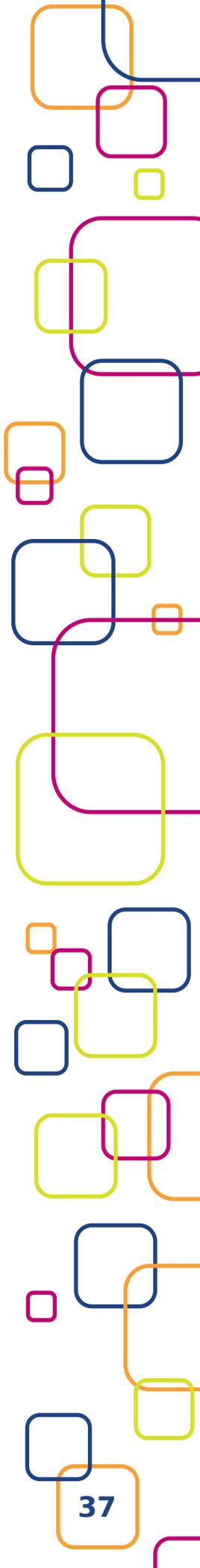
- [Youth UpRising](#)—This organization in Oakland, CA has two programs that encourage [youth leadership development](#), the Rise Up Team and YU Lead. The Rise Up Team serves as a youth advisory board for Youth UpRising and members are trained in politics and community organizing and engagement. YU Lead (Leadership Excellence and Development) is a year-long program that prepares young people for a career in community advocacy while preparing them to enter college or full-time work.

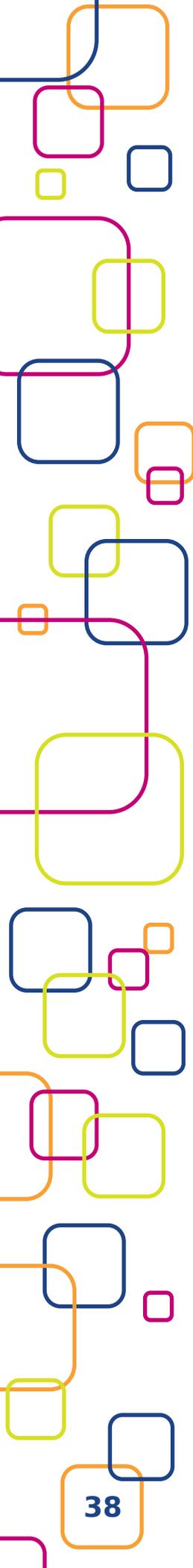
Opportunities are provided for the YU Lead team to organize youth events and incorporate the youth perspective into program development, design, and community engagement strategies.

- **[Boston Opportunity Youth Collaborative \(OYC\)](#)**—This partnership of over 80 different organizations works to provide pathways and support for young people who are not in school or working. OYC believes in the importance of including young people in the planning of programs for them and has engaged with the **[Youth Voice Project \(YVP\)](#)** to inform their work. The young people in YVP serve as peer leaders who conduct research, inform practices, and reach out to other young people to connect to a pathway.
- **[Youth Empowerment Fund](#)**—This San Francisco based organization strives to give youth real opportunities to be “citywide change-makers and celebrate their outstanding leadership.” The YEF initiative is a partnership between Urban Service YMCA and the Department of Youth, Children, and Families. YEF provides **[mini-grants](#)** to young people to impact their community, runs a **[Youth Advocacy Day](#)** which brings nearly 200 high school students to City Hall, and gives a **[Youth Warrior Award](#)** to 12–16 young people. The **[Youth Empowerment Fund Advisory Board](#)** is the lead decision maker in awarding mini-grants and plays an important role in emphasizing youth voice city decision making.
- **[Blackstone Valley Youth Leadership Academy](#)**—This is a program of the Blackstone Valley Education Foundation that provides leadership training and opportunities to ninth and tenth grade students in the Blackstone Valley of Massachusetts. The program, which lasts from late fall into the spring, meets throughout the city to help facilitate learning about the community as well as the leadership curriculum. Students create and implement a service project in which they present at the program’s graduation.

Social and Emotional Learning

Social and emotional learning skills are widely recognized as important for success in college and careers (College and Career Readiness and Success Center, 2013). Five core social and emotional learning skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Dymnicki, Sambolt, & Kidron, 2013).



- 
- [CASEL: The Collaborative for Academic, Social and Emotional Learning](#)—This website includes research, resources, and activities for developing a K-12 SEL curriculum.
 - [Edutopia: Social and Emotional Learning](#)—This website includes research and curriculum resources to help students develop social and emotional learning skills.
 - [Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)—This research to practice brief from the Center on Great Teachers & Leaders at AIR identifies research to support the integration of SEL into the curriculum. It includes practical ideas for policymakers, educators, and teacher evaluation.
 - [Social and Emotional Learning in Practice: A Toolkit of Practical Strategies and Resources](#)—This toolkit was developed by the University of Minnesota Extension Center for Youth Development.

Self-Advocacy Skills

Self-advocacy refers to taking action on one’s own behalf. It includes seeking out options, deciding what goals to pursue, determining rights and responsibilities, and knowing when and how to speak out (Timmons, Wills, Kemp, Basha, & Mooney, 2010). When individuals make decisions about their lives, they must have the skills to voice their decisions to others and act on them. Self-advocacy requires expressing one’s thoughts in a way that persuades others to listen to them and to respect their views. Self-advocacy guides students to take a proactive role in the management of their life, including their education and career development.

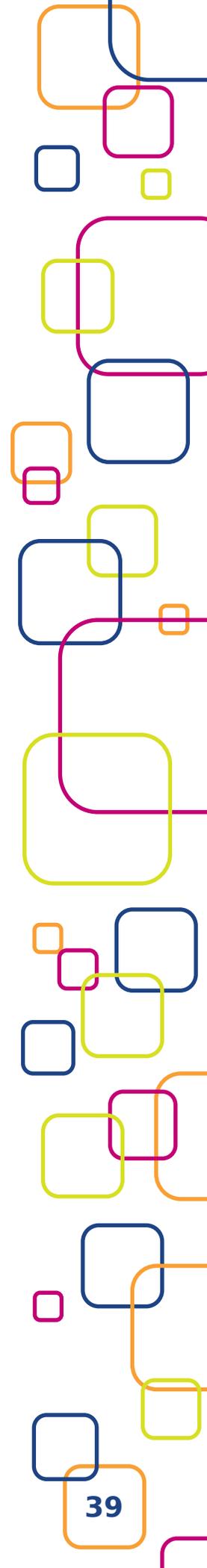
While relevant for all youth, self-advocacy is particularly critical for youth with disabilities as they prepare to transition into postsecondary education and employment. Youth with disabilities need:

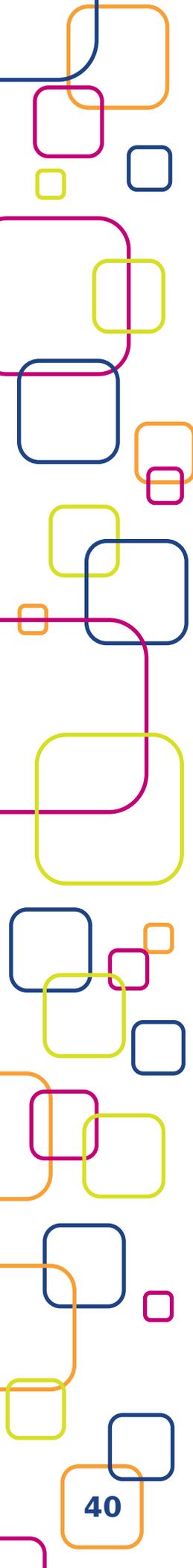
- to understand their rights to disability related services and accommodations;
- to make personal decisions about whether, when, and how to disclose their disabilities to obtain accommodations and supports;
- the ability to identify and articulate which accommodations are critical to their success;

- to know how to explain the impact these accommodations have on their academic performance and to extrapolate how those accommodations could be adapted to support their success in a work setting; and
- to know how to connect with support systems and service agencies that will aid in their transition and assist them with managing challenges that may result from their particular disability status.

The following resources provide guidance to youth, families, educators, and other professionals supporting youth on considerations and strategies related to self-advocacy and disclosure.

- [The 411 on Disability Disclosure: A Workbook for Youth with Disabilities](#)—This guide is designed for youth and adults working with them to learn about disability disclosure. This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.
- [Cyber Disclosure for Youth with Disabilities](#)—This document is a supplement to *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*, which helps youth learn about disability disclosure and what it means for them. Search sites like Google, social networking sites like Facebook, and micro-blogging sites like Twitter have added a new element to disclosure.
- [The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities](#)—Adults in the lives of young people with both visible disabilities and hidden disabilities can benefit from using this workbook. This workbook helps adults make informed decisions about teaching youth about their rights and responsibilities in disclosing his or her disability, a decision that will affect the young person’s educational, employment, and social life.
- [Youth and Disability Disclosure: The Role of Families and Advocates](#)—This InfoBrief highlights NCWD/Youth’s *The 411 on Disability Disclosure*, and explores the role families and advocates play in helping youth understand the importance of appropriate disability disclosure.





EMPLOYABILITY SKILLS (E.G., SOFT SKILLS)

Employability skills refer to the large range of soft skills that employers have identified as critical to being successful in finding and maintaining a job.

These skills include general personal qualities, personal habits, good work ethic, effective communication, punctuality, self-discipline, problem solving, organizational skills, teamwork, a willingness to accept supervision, and more.

The U.S. Department of Labor, Office of Disability Employment Policy (ODEP)'s [*Skills to Pay the Bills: Mastering Soft Skills for Workplace Success*](#) provides 30 specific soft skills activities for use by instructors and counselors. Skills to Pay the Bills organizes soft skills into six broad categories: Communication; Enthusiasm & Attitude; Teamwork; Networking; Problem Solving & Critical Thinking; and Professionalism. This subsection follows the same organization and provides links to the *Skills to Pay the Bills* activities.

Communication Skills

[Communication skills](#) are important to everyone. They involve giving and receiving information, conveying ideas and opinions, and interacting with those around us. Communication can be verbal (sounds, language, and tone of voice); aural (listening and hearing); non-verbal (facial expressions, body language); written (letters, emails, blogs, text messages, reports), and visual (signs, symbols, and pictures). Communication involves both providing information to others and receiving and interpreting information from others. Exploring and developing good communication skills are an important and appropriate part of each student's self-exploration. They also are ranked "first" by employers as "must have" skills and qualities.

[Resources & Activities](#)

- [What's Your Point?](#)—This activity highlights the importance of being specific when communicating with others.
- [Flipping the Switch](#)—This activity introduces different types of communication used in different situations and environments.
- [Oh, Puh-leeeeeze!](#)—This activity explains how others may interpret non-verbal communications.
- [Listen Hear!](#)—This activity shows the importance of two-way communication.

- [Quit Talking! I Know What To Do!](#)—This activity shows the importance of understanding directions before you start a task.

Enthusiasm & Attitude

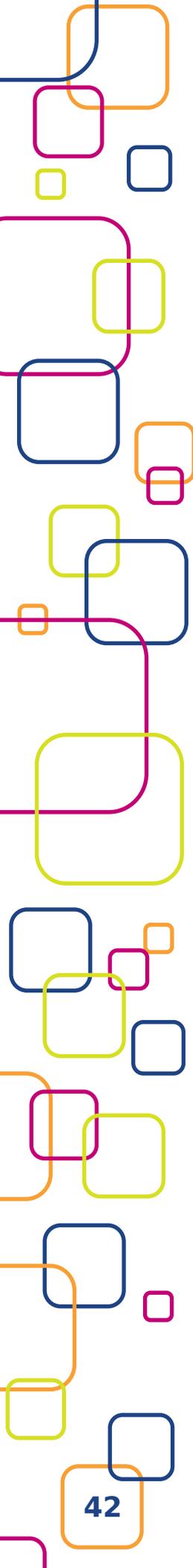
[Enthusiasm & Attitude](#) are critical components of workplace and career success as well as keys to overall success and joy in life. A job candidate who has a positive attitude and eagerness to tackle a new job usually will have a significant advantage over one who is negative or disinterested. Genuine enthusiasm and a positive attitude also are easier for a person to have, sustain, and grow if they are doing work they truly enjoy, which is why this category is appropriate to consider as part of students' career exploration.

Resources & Activities

- [Never Underestimate the Power of a PMA \(Positive Mental Attitude\)](#)—This activity is designed to empower youth to turn negative thinking into positive thinking.
- [Life is Full of Hard Knocks](#)—This activity helps youth understand that failure is part of the journey to success.
- [A Super Ball and a Raw Egg](#)—This activity shows how failure can be an opportunity.
- [Believe it or Not: Your Attitude and Enthusiasm Just Might Get You the Job](#)—This activity shows different attitudes displayed in a job interview.
- [Translating Features to Benefits](#)—This activity helps explain how to communicate positive personality traits to an employer.

Teamwork

[Teamwork](#) is another skill that is essential to workplace success. Employers look for workers who can develop and contribute their ideas, but also want employees who can work with others to create, develop, and implement projects and plans. Teamwork involves building relationships and working with others through such means as contributing to groups with ideas, suggestions, and efforts; communicating and working cooperatively with others; having a sense of personal responsibility and respect for different opinions, ideas, and preferences; and practicing the ability to participate in and support team-based decision making.



Resources & Activities

- [There's No "I" in Team](#)—This activity focuses on what it means to be a good team player.
- [I'll Give You Some of Mine if You Give Me Some of Yours](#)—This activity teaches youth how to identify what strengths they bring to a team.
- [The Good, the Bad, and the Reasonable](#)—This activity discusses the barriers to effective teamwork and the strategies to create positive outcomes.
- [How Many Shapes Does it Take?](#)—This activity fosters understanding of the roles different people play on a team.
- [Teamwork on the Job](#)—This activity shows how teamwork is used in the workplace and the benefits from the perspective of the boss and the employee.

Networking

[Networking](#) is central to finding a job—from a student's summer job, to their first entry-level full-time work, and throughout their career advancement. When it comes to finding a job—it's not only what you know, but who you know—that is often the key to success. Networking to find a job or advancing a career involves talking with friends, family members and acquaintances about one's goals, interests, and dreams. Most people actually learn about job openings through friends, relatives, neighbors, or others who are part of their personal network, and because each person in a network has a further network of their own, the potential for contacts can grow exponentially.

Resources & Activities

- [An Introduction to Networking](#)—This lesson introduces participants to the process of networking and helps them understand its relevance to the career development process.
- [You Expect Me to TALK to Do WHAT? Talk to People?](#)—This activity teaches a strategy to help people overcome fears of networking.
- [Using Social Media to Network](#)—This activity teaches about how to use social media as a networking tool.
- [Text vs. Email: Does it Really Matter?](#)—This lesson teaches email etiquette.
- [It's a Small World](#)—This lesson teaches participants how to use their current relationships to build networks.

Problem-Solving & Critical Thinking

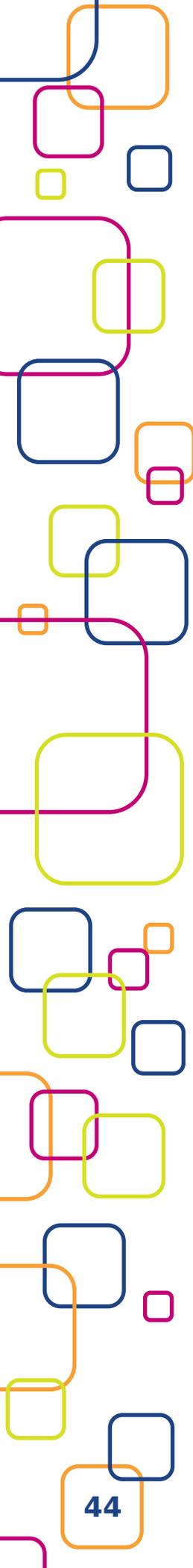
Problem Solving & Critical Thinking represent a critical fifth key skill that is needed and valued by employers as they seek to maintain and expand their businesses in a competitive environment that is often global. Problem solving and critical thinking involves the ability to use formal education and training, past experience, data, and other information to assess and resolve challenges and problems, especially those that arise in the workplace. Employers look for employees who can work through problems on their own, or as part of a team; can think critically and creatively, share thoughts and opinions, and use good judgment to make ethical decisions.

Resources & Activities

- **Praise, Criticism, or Feedback?**—This activity teaches youth how to give and receive praise, criticism, and feedback.
- **Workplace Ethics**—This activity helps youth learn some of the steps needed to make ethical decisions on the job.
- **Problem Solving on a Team**—This activity explores how effective teams can address problems that occur among its members.
- **Perception vs. Reality**—This activity helps youth to reflect on how perceptions impact decision making and how to be proactive in making decisions based on those perceptions.
- **Tell Me About a Time When**—This activity helps prepare participants to answer “Tell me about a time when” questions that may be asked in interviews.

Professionalism

Professionalism is the sixth key “soft skill” that employers look for and value. Professionalism isn’t one thing, but a combination of qualities, including arriving on time for work and managing time effectively, as well as looking clean and neat and dressing appropriately for the job. It also involves high-quality work standards, honesty, and integrity plus communicating effectively and appropriately at the workplace. Professionalism encompasses all of the other soft skills areas, but in a broader framework.



Resources & Activities

- **[Professional in Today's Workforce](#)**—This activity fosters discussion on how to bridge generational, cultural and diversity gaps and build professionalism in the workplace.
- **[Professional Work Attitudes](#)**—This activity is designed to generate discussion about workplace attitudes and how they impact those around us.
- **[Teamwork: An Essential Element of Professionalism](#)**—In this activity, participants learn to assess their professional actions and how they contribute to the team.
- **[Is It Considered "Professional" to Have Friends in the Workplace?"](#)**—This activity fosters discussion about the benefits and drawbacks of working with friends.
- **[Self Reflection: Professional Problem Solving at its Best](#)**—This activity helps participants see themselves in the future and reflect on how their decision making got them where they are.

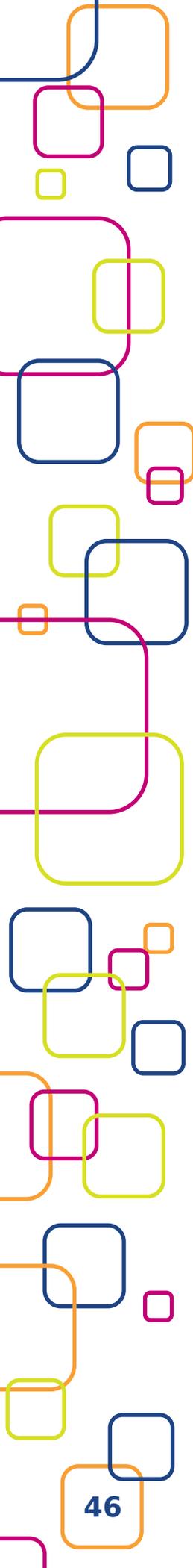
Skills to Pay the Bills concludes with a section on "[A Word About Social Networking](#)."

ODEP designed the curriculum in *Skills to Pay the Bills* using universal design for learning principles, recognizing that students have a wide variety of skills, talents, interests, and needs. Throughout the curriculum, attention is given to improving access and service delivery to youth with disabilities. "[Through the Lens of Universal Design for Learning in Skills](#)" in *Skills to Pay the Bills* provides suggested strategies for supporting diverse learners participating in the curriculum's activities.

Additional Resources for Employability Skills

- Utah State Office of Education, [K–12 Core Lesson Plans](#), "Work-Based Learning"
 - ◆ **[Be Proactive](#)**—This lesson teaches students to recognize they hold the power to make a difference in their lives. Good self-esteem will help students have success during their work-based learning experience.

- ◆ **Choose Your Attitude**—In this lesson, students view movie clips and discuss how attitudes can change and influence people’s lives. Students look at characteristics that employers look for when hiring.
- ◆ **Conflict Resolution**—In this lesson, students engage in learning about conflict resolution and practice using these skills. Students take notes on steps and procedures to solving differences.
- ◆ **Dress for Success**—This lesson teaches students the importance of dressing well for job interviews. Students learn about and analyze appropriate business casual wear clothing.
- ◆ **Formulate a Career Plan**—This lesson teaches students how to identify, search and analyze information about a specific career opportunity. Students write a 3-5 page paper on a career of high interest to them using the I-Search process.
- ◆ **Goals**—This lesson teaches students to select personal learning goals that relate to work-based learning experiences. Students use the five steps to setting goals to help their goal planning to be more efficient.
- ◆ **Setting Goals**—This lesson plan allows students to explore ways to time manage and prioritize outside of the classroom.
- ◆ **Job Application**—This lesson teaches students how to complete a job application correctly. Students will read and discuss appropriate measures that should be taken in completing a job application.
- ◆ **Teamwork**—This lesson teaches students to identify teamwork qualities and practice using them in various discussions and activities. Students work in groups to put a puzzle together and create a new style car using teamwork to accomplish the tasks.
- ◆ **True Colors**—This lesson is a fun way for students to gain self-awareness. It helps with relationships and finding a career interest. Students identify and demonstrate how to utilize personality types to improve interpersonal communication.
- **Soft Skills in the Workplace**—This resource by Saddleback College provides information on a variety of topics related to *Soft Skills in the Workplace* which may also be useful outside of the postsecondary context. Topics covered include work ethic, good communication skills, problem-solving skills, self-confidence, ability to accept and learn from criticism, working well under pressure, and more.

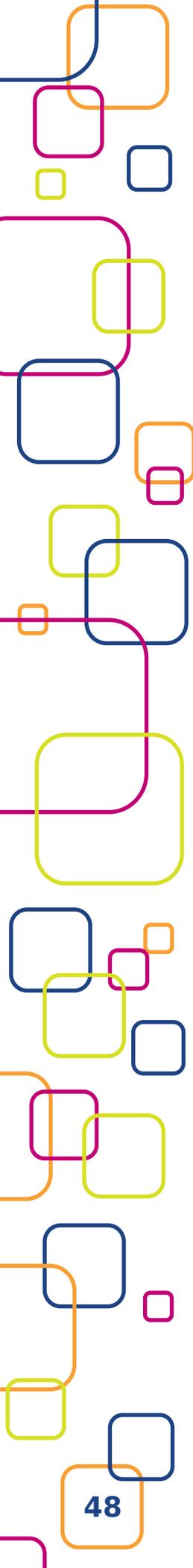
- 
- [Empower Your Future Career Readiness Curriculum Guide](#)—This free resource was developed by the Commonwealth Corporation with funding from the Massachusetts Department of Youth Services. It includes lessons on various soft skills and other aspects of career readiness and planning.
 - [Oklahoma CareerTech Career Development Lessons](#)—This resource provides a set of lesson plans related to career readiness including soft skills and networking.
 - [Utah Education Network Workplace Skills Core Curriculum](#)—This resource provides core standards for a course on workplace readiness and related lesson plans and links.

Sample Programs that Focus on the Development of Employability Skills

- [Youth Radio's Digital Media & Technology Pathway Program](#)—This Oakland, CA program is available to out-of-school, low-income youth ages 18 to 24. Through the program, participants receive 6 months of digital media instruction and professional development training which is followed by a three-month paid internship. Youth radio provides [lessons](#) on journalism for young people on their website, such as how to make a podcast, how to interview, and how to make an infographic.
- [Youth Employment Opportunity Program \(YEOP\)](#)—This program operated by the State of California Employment Development Department provides workforce preparation services to young people ages 15 to 25. Services include employment preparation and skills such as resume writing, interview preparation, and employer expectations. YEOP also hosts workshops on employment preparation topics and to build teamwork and communication skills.
- [Project U-Turn](#)—This is a collaborative effort to reduce the amount of students who dropout of high school across Philadelphia. The Philadelphia Youth Network manages this project, but organizations throughout the city develop and run programs as a part of the project. E3 Centers throughout the city help to support and prepare youth who are returning from juvenile justice to achieve their personal, educational, and career goals. The centers provide job-readiness training, internships, community-service and service-learning opportunities, and job search assistance. A number of providers support the Occupational Skills Training Program which provides technical-skill development for out-of-school, over-aged youth.

Additional services through the program model include GED preparation and obtaining an industry-recognized credential.

- **[Project WOW](#)**—This program operated by JEVS Human Services in Philadelphia is for young people age 18 to 24 who dropped out of high school. The free 24-week program provides training in carpentry, plumbing, electrical, and weatherization as well as GED preparation. [JEVS Human Services](#) has a large number of other youth and young adult programs ranging from standardized test preparation and career strategies, to a diversion program for first-time, nonviolent drug offenders, to supporting young adults with disabilities working towards independence.
- **[WorkOne of Northwest Indiana's Jobs for America's Graduates \(JAG\)](#)**—This program works with local high schools to provide juniors and seniors who are at-risk of dropping out with support to graduate high school while attaining and practicing employability skills. Students learn about 37 core competencies to gain a strong attachment to the labor market. The program is currently being implemented in eight high schools and one out-of-school program. There are additional JAG programs throughout Indiana.
- **[The San Francisco Wellness Initiative](#)**—This initiative is a collaboration between San Francisco Department of Children, Youth and Their Families, San Francisco Unified School District (SFUSD), SFUSD School Health Programs, and San Francisco Department of Public Health that seeks to improve the health, well-being, and educational outcomes of students. Every year, the wellness program in individual schools trains students to be [Youth Outreach Workers \(YOWs\)](#). YOWs are paired with an adult mentor and trained to educate their peers on wellness issues such as healthy relationships, dealing with stress, and substance abuse. YOWs present in class, plan school-wide events, and encourage their peers to use the Wellness Center.
- **[Arizona Youth Call-A-Teen Resources, Inc. \(ACYR\)](#)**—ACYR provides support and opportunities for young people who are out of school or at risk of dropping out through workforce development, educational options, leadership opportunities, and a charter school with flexible scheduling and small classes. Through its [Center for Workforce Development](#), ACYR provides job readiness training on topics such as education, interpersonal



communication, financial literacy, problem-solving skills, job seeking, and customer service. ACYR works with local businesses to provide real-life work experience opportunities to teens and young adults in its program.

TECHNICAL/CAREER SPECIFIC SKILLS

- [Workforce Ready Skills](#)—SkillsUSA and the Work Force Ready System provided by Skill Connect offer assessment tools and webinars for a fee.
- [16 Career Clusters](#)—The National Career Clusters Framework outlines the knowledge and skills for 16 Career Clusters and their Career Pathways.
- [ALISON \(Advance Learning Interactive Systems Online\)](#)—This website provides free online certificate/training courses relevant to various industries (NOTE: Training is not based upon U.S. industry standards).

Job Search Skills

Obtaining a job requires both planning and practicing the prerequisite skills that will help generate success. These skills include being able to prepare resumes and cover letters, seek out employment opportunities, and successfully conduct an interview. Being able to write an effective resume and cover letter is an important skill that will serve learners throughout their lifetime. Job search skills include a range of activities including informational interviewing, using one's social networks to identify possible opportunities, and researching companies and industries of interest. Finally, conducting an effective interview includes developing one's ability to respond to questions as well as ask questions that communicate one's interest and understanding about the position being sought.

SAMPLE LESSONS

- [The Art of Communicating Without Words](#)—This activity helps youth understand how their body language is a form of communication.
- [Do You Have the Universal Skills Employers Seek?](#) —This activity teaches how to discuss non-technical skills or employability skills required by employers.
- [Why Should I Hire You?](#)—This activity prepares youth to present themselves in order to stand out from the crowd of applicants.
- [Know What You Want... and What You Have to Offer](#)—This activity identifies the importance of a focus or direction in your job search and includes mock interview questions.

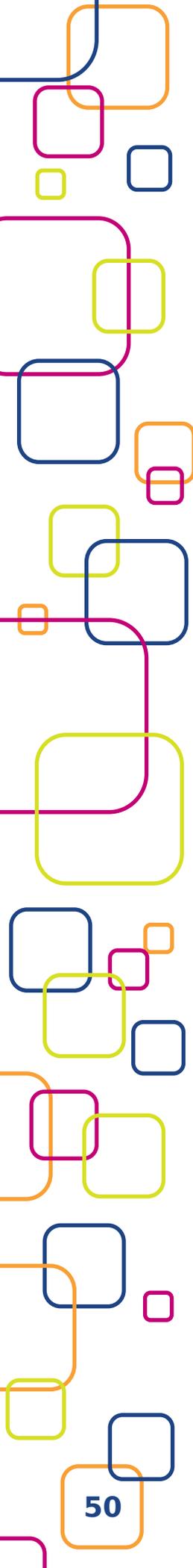
- [Getting to the Nitty Gritty with STEM Informational Interviews](#)—This activity teaches participants how to conduct an informational interview with someone who works in a career you are interested in.
- [Who Needs a Resume Anyway?](#)—This lesson helps youth understand the purpose of a resume and includes an activity to help create a resume.
- [Career Portfolios](#)—This lesson provides an introduction on how to create and use a career portfolio to showcase skills, knowledge and capabilities.
- [OK—I Have a Resume, Now What?](#)—This activity teaches participants how to search for available jobs and assess their interest in working in a specific occupation.
- [What Have We Learned & How Do We Use It?](#)—This activity shows the benefits of using multiple job search methods.
- [Putting It All Together: The Career Development Checklist](#)—This activity summarizes different ways to search for a job and provides an activity to help identify personal job search preferences.

RESOURCES FOR RESUME WRITING, COVER LETTERS, INTERVIEWS, AND OTHER JOB SKILLS

- [CareerOneStop](#)—This website provides direct links to information on a very broad-range of self-assessment, career exploration, and career planning and management topics, such as:
 - ◆ [Job Search](#)—This page has resources to help individuals plan, find jobs, apply, and negotiate after an offer.
 - ◆ [Resumes + Interviews](#)—This page assists with resumes, letters, and interviews.
 - ◆ [Salary + Benefits](#)—This page provides information on wages and salaries, paying for education and training, relocating, and more.
 - ◆ [Service Locator: People + Places to Help](#)—This page assists with locating state services, employment training, government and private sector resources, and more.

POSTSECONDARY RESOURCES

- [University of Kentucky College of Public Health](#)—UK’s College of Public Health has an expansive list of job search resources ranging from application materials, interview preparation, networking and career fairs, and job offer evaluation/negotiation.

- 
- [Cornell University College of Arts & Sciences](#)—Cornell’s College of Arts & Sciences has an extensive list of information on the job and internship process on their website. The website only includes a few links to external resources and information, but covers a lot of information on its own.
 - [Miami University’s Career Services](#)—This website includes many links to resources on self-exploration, career exploration, and the job search.
 - [Wake Forest University Career and Professional Development](#)—This website provides resources for [cover letter and resume writing](#), as well as [interview skills](#).
 - [CollegeCentral.com](#)—This website is an application services provider for small and midsize colleges and community colleges. The website includes information on resume writing, cover letters, and interviews and articles with additional information specific to college students and graduates such as [“You’ve Graduated, Now What?”](#) Students and alumni can upload their information into the resume builder and access college central’s employer postings.

EXAMPLES & ACTIVITIES FOR WORKFORCE DEVELOPMENT AND OTHER NON-SCHOOL SETTINGS

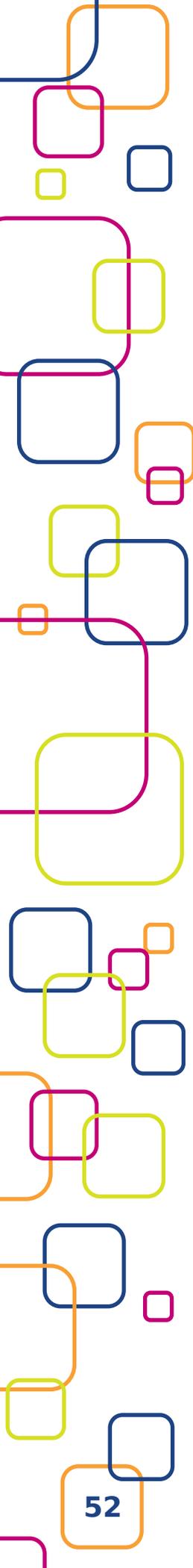
- [Merging2Worlds Lesson on Employment \(Chapter 4 Lesson 7\)](#)—This resource provides lesson plans and resources for finding, getting, and keeping a job. The lesson plan includes helpful tools such as a list of abbreviations youth may come across while looking at job ads and where to look for jobs, although it may be helpful to add some of the more recently developed jobs search engines to this activity during implementation.
- [MyFuture.com](#)—This website lists some helpful tips for finding a job combining some of the older “tried and true methods” with some of the newly developed online resources. MyFuture.com also has a [job search checklist](#) to help users navigate the process of looking for a job. The checklist includes links to more information for many of its items.
- [Get My Future](#)—This tool, found at CareerOnestop.org, includes a section of resources and tips on [getting a job](#). Topics covered in the section include networking, utilizing social media and job banks, asking employers, attending job fairs, and the resources available through school and community career services.

Financial Literacy

Financial literacy refers to “possessing the skills and knowledge on financial matters to confidently take effective action that best fulfills an individual’s personal, family, and global community goals” (National Financial Educators Council, 2013). This broad definition generates opportunity as well as challenges for school personnel to find ways to include financial literacy into the curriculum. Creating deliberate linkages with the ILP initiative may be helpful. For example helping students understand that taking remedial courses in college or changing majors can have considerable economic implications by adding additional costs to completing one’s postsecondary degree or certificate. As students increase their financial literacy, it should be expected that students will begin making more cost-conscious decisions when choosing which college to attend. The financial literacy education resources that follow are available free from their respective organizations. Each provides an example of the kind of resources that can be found online to help educators with this special emphasis area.

CURRICULUM RESOURCES

- [Mapping Your Future: Manage Your Money](#)—This series of lessons on managing finances includes a financial fitness quiz, information on bank accounts and credit cards, and more.
- [Utah Education Network: General Financial Literacy](#)—This Utah State Office of Education Curriculum on Financial Literacy includes eight lessons on topics such as banking, budgeting, and smart shopping.
- [Literacy: It Takes All Kinds](#)—This lesson is useful for introducing the concept of financial literacy.
- [Money Smart for Young Adults](#)—This Federal Deposit Insurance Corporation (FDIC) resource features four free age-appropriate curriculums that are designed to promote financial understanding in young people.
- [My Money Five](#) of [MyMoney.gov](#)—This resource outlines five principles for managing money well.
- [Youth Financial Education](#)—This website from the Consumer Financial Protection Bureau includes resources to help build financial knowledge, skills and habits for student K-12.
- [National Endowment for Financial Education](#)—This website provides youth and adult financial education resources.

- 
- [The Jump\\$tart Coalition Clearinghouse](#)—This resource contains links to many financial literacy tools, including:
 - ◆ [Bank It](#)—Bank It is an online financial literacy program that is designed to help parents and teens understand, talk about, and manage their money. Through use of both a website and guidance on how to conduct live, local workshops, Bank It covers 12 key financial topics, including budgeting, setting goals, investing, charitable giving, earning income, credit and debt, and insurance.
 - ◆ [Check It Out](#)—This lesson is about checking accounts for middle and high school students. The list includes the following materials: teacher or guest speaker notes, blank checks and check register handouts, reconciliation sheets, and a True or False quiz. This resource supports Michigan Educational Standards and Benchmarks.
 - [TheMint.org](#)—This website provides resources and tips for kids, teen, parents, and teachers on handling finances. Resources for teachers include lessons on budgeting, credit, financial decision making, and the stock market.
 - [Financial Literacy for Teens](#)—This resource from Investopedia teaches financial literacy topics such as budgeting and money management to teens. There are also links to similar resources for tweens and younger children.
 - [Financial Literacy for Everyone](#)—This resource from Practical Money Skills provides lesson plans and resources for PreK-College, including students with disabilities.
 - [Financial Literacy: Teach It!](#)—This financial literacy program from Wisconsin Education Communications Board, Media for Wisconsin’s Schools includes videos, lesson plans, and other resources for grades K-12.
 - [Finance in the Classroom](#)—This website from the Utah State Board of Education includes teacher, student, and parent resources related to financial literacy.
 - [Financial Literacy Model Curriculum](#)—This is the Ohio Department of Education financial literacy learning standards with links to resources for teaching various financial literacy topics.
 - [Merging Two Worlds curriculum](#)—In this curriculum, the last section is titled “How Do I Keep It Together? Life Planning and Curriculum Matrix.” This section includes a lesson on money management, but also

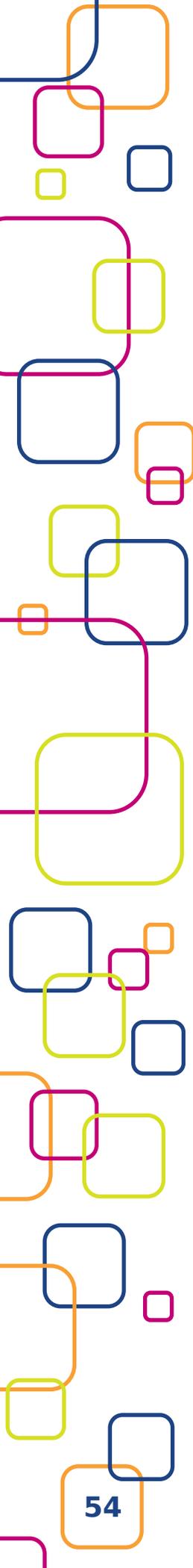
incorporates financial literacy and planning into other sections. Lesson Three on Food also incorporates developing a food budget and Lesson Five on Transportation incorporates figuring out the costs for insuring and registering a vehicle.

- [Cents Ability](#)—This nonprofit organization based in New York provides financial literacy training to teens. Their curriculum was developed with collaboration from the National Endowment for Financial Education (NEFE) and they have partnered with a large number of community based organizations, schools, and afterschool programs to reach students all over New York. The resource center on the Cents Ability website lists links to information on popular topics, such as budgeting, college, credit, investments, and saving.
- [Payscale.com](#)—This website is devoted to understanding salaries around the world. It allows you to compare salaries for various professions based on geography and determines your worth based on your employment profile.
- [Hands on Banking for Kids, Teens, and Young Adults](#)—This resource through Wells Fargo contains age-appropriate financial literacy lessons.

FINANCIAL LITERACY RESOURCES TAILORED TO LEARNERS WITH DISABILITIES

For people with disabilities, an additional aspect of financial literacy involves learning about disability benefits that they either receive or could receive, if eligible, and all the decisions therein. There are ways in which income can affect eligibility for benefits and individuals need to be well-informed about the advantages and disadvantages in regards to working, benefits, and long-term financial well-being.

- [Disability Benefits 101](#)—This resource provides information and tools for benefits planning in eight states, Alaska, Arizona, California, Michigan, Minnesota, Missouri, New Jersey and Ohio. On California's page, a resource page titled "[Getting Past the Myths](#)" provides useful information on the intersection of work and benefits.
- [Financial Soccer](#)—This tool by VISA utilizes an online soccer format to teach financial literacy. In addition to general financial literacy topics, the National Disability Institute worked with VISA to include a number of disability-related questions and answers.

- 
- [What You Need to Know About Your Supplemental Security Income \(SSI\) When You Turn 18](#)—This was published by the Social Security Administration (SSA) and is a useful resource to go over with youth as they prepare to transition into adulthood.
 - [Debunking the Three Biggest Myths about Disability Benefits and Work](#)—This resource is another publication by the SSA that answers some of the most common questions that individuals with disabilities may have about working and how it will affect their access to benefits.

Individuals with disabilities may have access to additional sources of financing and different financial needs than their peers without disabilities. The [DO-IT Program at University of Washington](#) provides a web page of information and online resources specifically for college students and individuals with disabilities.

Additional Career Planning and Management Resources

ELEMENTARY SCHOOL

- [Denver ICAP Elementary Curriculum Materials](#)—Scroll to the middle of the page to find first through fifth grade lesson plans related to career development. Second grade lessons focus on goal setting, fourth grade lessons focus on academic planning, and fifth grade lessons focus on financial literacy.
- [Academic and Career Planning is Key: Life is a Journey, Only You Hold the Key](#)—The Pewaukee School District in Wisconsin developed this K-12 Academic and Career Planning Curriculum.
- [Preschool to Grade 20 Career Plan](#)—Arizona State University: Preparatory Academy outlines career development skills and activities to complete at each grade level in the areas of Postsecondary and Career Awareness, Academic Content, Self-Efficacy Skills and Financial Literacy.

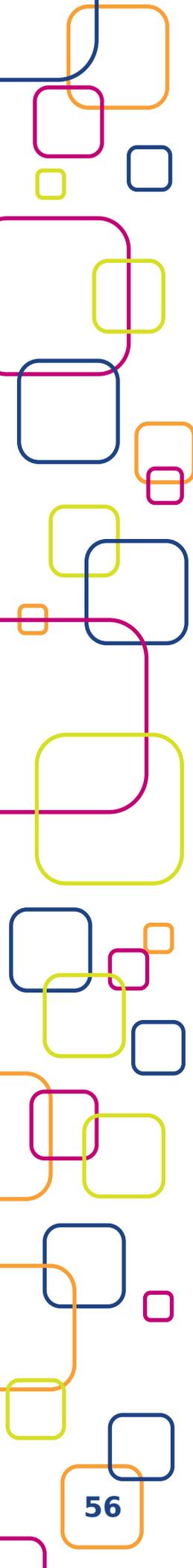
POSTSECONDARY EDUCATION

Leadership Development Programs and Resources

- [Washington College](#)—Washington College in Maryland provides leadership opportunities through peer mentoring. Mentors are matched with groups of 10 to 15 incoming freshmen. Mentors work with their group at orientation, leading them in various campus activities and

being available to answer questions. Mentors also host activities for their group of students throughout the year and provide additional support as needed.

- [Bronx Community College](#)—This community college utilizes mentors in its First Year Seminar (FYS). Mentors are trained over the summer to support the FYS by presenting information to the class and being available for students who have questions or need additional support. Mentors work very closely with faculty as a student advocate making sure FYS faculty is covering the students' needs and supporting student scheduling, especially in regards to testing times and assignment deadlines.
- [Southern Illinois University Edwardsville \(SIUE\)](#)—SIUE also has a Student Leadership Development Program. All students are able to participate in the program, and it has no costs or fees associated with it. The program requires the completion of eight leadership modules and ten hours of volunteer service and is designed in a way for students to craft the program to their career interests.
- [Wake Forest University](#)—Wake Forest University writes that “leadership development is self-development” and provides many opportunities for their students to further develop their leadership skills, including multiple leadership programs, resources for students, and leadership retreats and conferences. The university recognizes its student leaders and leading clubs and organizations with an awards ceremony each spring.
- [Campus Compact](#)—This nonprofit provides tools and resources for postsecondary institutions and professors interested in incorporating service learning opportunities into their courses. Resources include an Advanced Service Learning Toolkit, a Reflection Resource, and example program models and syllabi.
- [National Clearinghouse for Leadership Programs \(NCLP\)](#)—NCLP has a number of sample syllabi for leadership courses, as well as other publications and resources for the postsecondary context. A number of the resources do have a fee associated with them, but some are free. NCLP also holds National Leadership Symposium and Leadership Educators Institute.
- [Instructor’s Guide for Exploring Leadership for College Students Who Want to Make a Difference](#)—This resource is also available from the National Clearinghouse for Leadership Programs. Chapters cover topics



such as the Relational Leadership Model, Understanding Yourself, and Leading with Integrity and Moral Purpose.

- [The Competency Guide for College Student Leaders](#)—This guide was developed by the National Association for Campus Activities and includes information and resources about each competency as well as assessments and evaluations.
- [The Student Leadership Training Booklet](#)—Developed by California State University, Northridge, this booklet covers topics on the need for student leaders, the development of leadership skills in college, the relationship between leadership and mentoring, and additional resources for student leadership development.

Financial Literacy Resources

- [360 Degrees of Financial Literacy](#)—This website has a section with resources and tools specifically for college students. The information covers topics such as college savings, credit cards, financial aid, and loans.
- [Smart About Money](#)—This website has resources to help people in all stages of life be more financially literate including some specific resources for college students, such as [40 Money Management Tips Every College Student Should Know](#).
- [The Consumer Finance website](#)—The Consumer Financial Protection Bureau’s website includes a section for college students that covers a very wide variety of topics for students including information about understanding student loans, student banking, and credit reports.

WORKFORCE DEVELOPMENT AND OTHER NON-SCHOOL SETTINGS

Under the guidance of a caring and encouraging adult (e.g. case manager, mentor, youth advocate, career coach), adopting an ILP strategy can help youth develop the skills for self-exploration, career exploration and career planning and management. Many of the activities and resources from other settings listed above can be easily adapted for use in programs serving out-of-school youth that are operated by workforce development, vocational rehabilitation, juvenile justice, and other human service agencies and organizations.

One example is the [Right Turn Career-Focused Transition Initiative \(Right Turn\)](#). Funded through a grant from the U.S. Department of Labor’s Employment and Training Administration and led by the Institute for Educational Leadership,

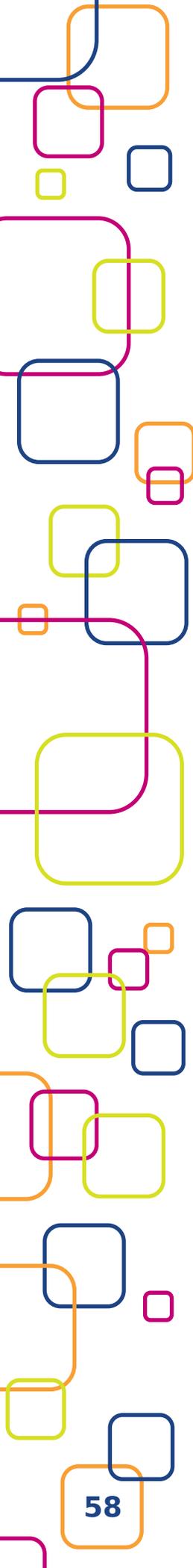
Right Turn has been implemented in nine communities across the U.S. to serve youth involved in or at risk of involvement in the juvenile justice system. Right Turn provides individualized education, training, and workforce development opportunities by engaging youth in the career development process through creation the of an [individualized career development plan](#), a form of ILP. Youth meet regularly with program staff, mentors, and other caring adults to develop and implement their ICDP. Through weekly goal-setting based on each youth's ICDP, Right Turn promotes employment, continued learning opportunities, and independent living.

SECTION IV: WORK-BASED LEARNING

Well designed and implemented work-based learning activities enable learners to more deeply explore the nature of a career and helps them develop important employability skills. Work-based learning refers to a wide range of learning opportunities (See Figure 3). Work-based learning opportunities are important to supporting college and career readiness goals of all students. By engaging in work-based learning opportunities, learners develop a range of [employability skills that can be certified using a prepared list of skills](#) or letter that can be added to the ILP ePortfolio.

Learners engaged in work-based learning opportunities also learn about careers that can support their ability to make more effective career decisions as well as become aware of how course opportunities in high school are relevant to helping them pursue future goals. For individuals with disabilities, engaging in work-based learning opportunities is predictive of their ability to secure post-school employment (Test, Mazzoti, Mustian, Fowler, Kortering, & Kohler, 2009).

Work-based learning activities begin in elementary school with visits to work settings, such as the local hospital, and becomes more engaging as they enter middle school by expanding career awareness activities to include field trips and job shadowing. By high school and through adulthood, work-based learning is most often associated with internships, volunteer work, and co-ops. However it may also include simulated experiences in high schools and postsecondary settings that enable learners to become competent at using the tools and technology associated with the world of work. Use of project management systems, social skills to manage group activities, use of spreadsheets, web-design software, and analytic tools are also important skills that transfer to a wide range



of occupations. Many youth-serving organizations are using the competencies they are learning within work-based learning opportunities as credit that can be applied to earning a high school degree.

Concepts such as “[stackable credentials](#)” (Ganzglass, 2014) and “[badges](#)” (Goligoski, 2012) are being used to further identify the transferable skills individuals are developing.

One of the challenges to implementing work-based learning is gaining support from local employers. The [U.S. Chamber of Commerce Foundation](#) has launched a national effort to encourage employers to be more engaged in youth career development and their talent pipeline model is clearly applicable to postsecondary settings as well.

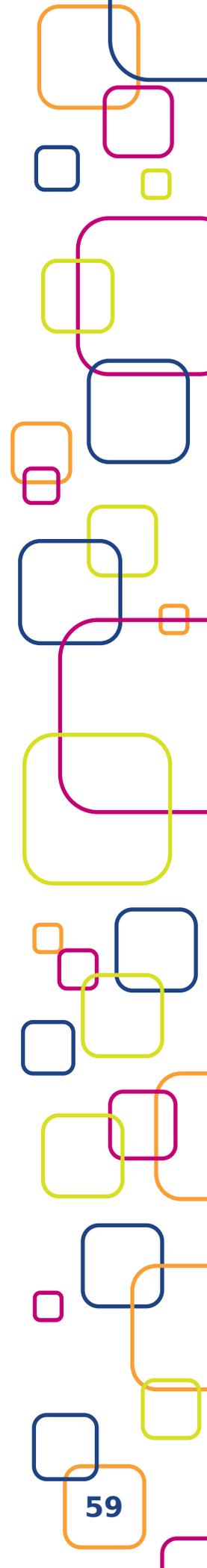
Figure 3. Minnesota’s Spectrum of Work-based Learning Experiences

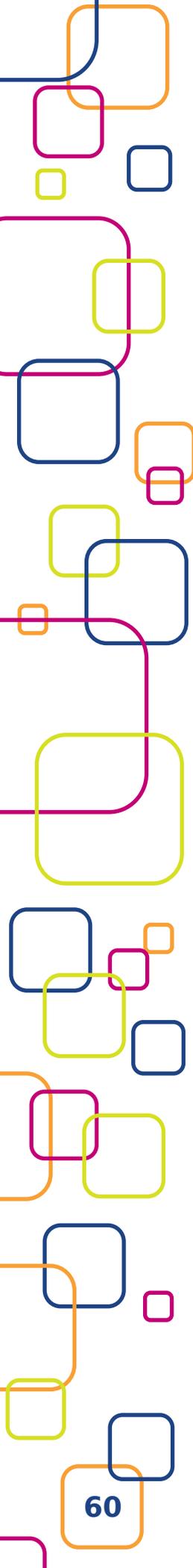
Tours	Students take part in employer-led tours of worksites which provides students with information on requirements of different jobs.
Job Shadowing	Students make brief worksite visits to spend time with individual workers to learn what their job entails.
Rotations	Students work in a number of different departments or for different employers to explore different occupations within an industry cluster.
Mentoring	Students are paired with “adult peers” from the workplace who provide guidance and encouragement on career-related, interdisciplinary projects.
Entrepreneurship	Students create an alternate work program, are their own bosses, earn money, create a project, run their business, and earn high school credit.
Service Learning	Students participate in unpaid work experience, geared to the public good, integrated with school learning through projects or similar mechanisms.
Internships/Co-Ops	Students participate in paid work experience with the employer, school coordinator, and student agreeing to follow a training plan. Students take vocational and work-related classes at school.
Youth Apprenticeship	The integration of academic instruction and work-based learning. The student commits to one or two years of paid work experience in a specific trade and is registered as a youth apprentice.

Reprinted with permission from the Minnesota Department of Education.

Secondary Education Resources

- [Kentucky Work-based Learning Manual](#)—This Kentucky Department of Education manual includes information on legal issues, learning plans and developing programs for apprenticeships, mentoring, internships, shadowing and service learning.



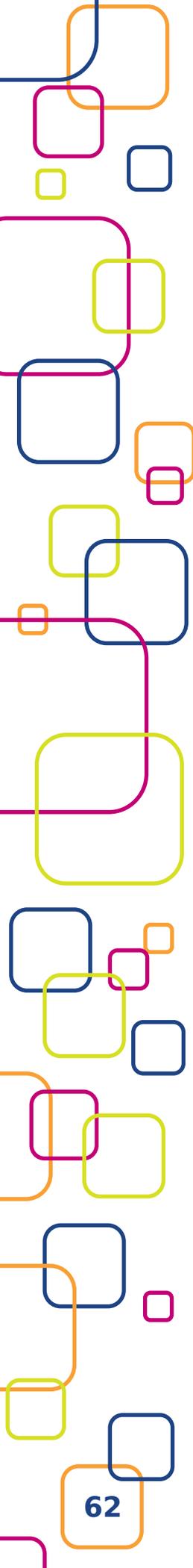
- 
- [Minneapolis Internships and STEM Opportunities](#)—This Minneapolis Public Schools website provides information about student internships and STEM engagement opportunities in the community.
 - [Virginia Work-Based Learning Resources](#)—This Virginia Career Technical Education (CTE) Resource Center website provides various work-based learning resources.
 - [Wisconsin Job Shadowing](#)—This Wisconsin Department of Public Instruction CTE webpage provides guidance on job shadowing.
 - [Utah Work-Based Learning Manual](#)—This Utah State Office of Education online manual provides guidance on work-based Learning.
 - [Minnesota Job Shadowing](#)—This resource from Minnesota State Colleges and Universities provides information on the benefits of job shadowing and links on informational interviews and how to job shadow.
 - [Minnesota Service Learning Program Recommendations](#)—This resource from Minnesota State Colleges and Universities provides information on the value and different types of service learning as an experiential learning activity. It includes links to resources on how to set up service learning opportunities.
 - [Washington Worked Based Learning](#)—This webpage of the State of Washington Office of Superintendent of Public Instruction provides information about work-based learning in the state. It includes links to the work-based learning manual, teacher guides, enrollment forms, and more.
 - [Iowa Work-Based Learning Guide](#)—Iowa’s Workplace Learning Guide 2010: Learning for Life in the 21st Century is a comprehensive resource offering guidance for developing and participating in work-based learning programs.
 - [Career Preparation for College Students: Getting Started](#)—This resource published by the University of Washington provides an overview of the opportunities available to college students to get prepared for the workforce. This page also includes a link to the video It’s Your Career, in which college students with disabilities share their experiences with work-based learning.
 - [CTE and Work-Based Learning \(ERIC Digest\)](#)—ERIC Clearinghouse on Adult Career and Vocational Education outlines the different approaches to work-based learning, identifies the components of successful experiences, and highlights the benefits of these learning experiences.

- [Kansas City Quality Work-Based Learning Toolkit: How-To-Guide to Internships](#)—This toolkit from Kansas City Public Schools, Kansas City, MO provides guidelines, tools, and resources for creating quality work-based learning opportunities.
- [How to Build Partnerships for Career Exploration: Using Job Shadows to Explore the World of Work](#)—This guide was developed by the Monadnock Center for Successful Transitions Keene State College: Keene, NH. It is written for high schools interested in developing a job shadow day and provides timelines, follow-up activities, and other resources.
- [Guide to Work-Based Learning: A Continuum of Activities and Experiences](#)—This guide was developed by the National Academy Foundation. New York, NY: National Academy Foundation. It provides recommendations for structuring quality work-based learning opportunities.
- [Washington State Worksite Learning Manual](#)—This manual from the Superintendent of Public Instruction (OSPI) Washington Office is a resource for secondary staff to assist with implementing work-based learning programs.
- [Work-Based Learning and Future Employment for Youth: A Guide for Parents and Guardians – Information Brief](#)—This brief from NCSET is a resource for parents about work-based learning.
- [Tennessee Work-Based Learning Personalized Learning Plan](#)—This packet provides sample plans for middle school through high school level work-based learning experiences. It includes guidance on identifying placements, articulating learning goals, and assessing technical knowledge and skills as well as employability skills. It also includes a sample work-based learning agreement.

Postsecondary Education Resources & Activities

Postsecondary institutions provide work-based learning opportunities typically in the form of service learning experiences, internships, and co-ops. These can be paid or unpaid work experiences and may provide an academic credit as an elective. Examples include:

- [Gaston College \(GC\)](#)—GC provides opportunities for placement to current students, prospective students, and alumni. Twenty-nine programs at GC are eligible for work-based placement opportunities.

- 
- [Lorain County Community College](#)— LCCC utilizes work-based learning opportunities to give their students experiences relevant to their future career goals and give them an advantage with employers through their work experience. LCCC offers three types of work-based learning and coursework combination, allowing students to find the combination of work and school that works best for them.
 - [Pellissippi State Community College \(PSCC\)](#)—PSCC considers service learning a “core aspect” of its mission. PSCC incorporates service learning into students’ experiences both in classes and as extracurricular opportunities. A detailed [guide for their community partners](#) can be found online.
 - [Onondaga Community College](#)—The Career and Applied Learning Center at OCC connects students to applied career learning experiences such as job shadowing, internships, service learning and volunteer placements. OCC helps connect students to internships in a wide range of fields from Federal careers, law enforcement and corrections, community service, architecture, and many more. Through a partnership with Disney, OCC is able to offer students an internship at Disney while taking a business course to connect what they are learning to business principles.
 - [Northeastern University](#)—Northeastern has established Co-Ops as an integral part of the postsecondary experiences for all students.

Examples & Resources from Workforce Development & Other Non-School Settings

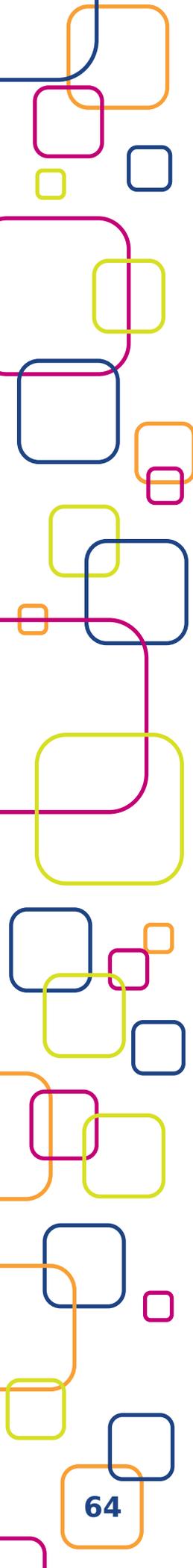
- [Inland Health Professionals Coalition](#)—Based in Upland, CA, this coalition provides work-based learning opportunities for students to provide information and encourage exploration of healthcare careers. On their website, the coalition also provides links to a [mock interview toolkit](#) with a number of job search resources as well as an [informational interview toolkit](#).
- [12 For Life](#)—This cooperative education program is a work-based learning opportunity supported by the Southwire Company and Carroll County Georgia schools that allows students over age 16 to gain work and life skills while working and earning a paycheck and completing graduation coursework.

- [WorkReady Philadelphia Toolkit](#)—This campaign, managed by the Philadelphia Youth Network, offers year-round and summer employment programs that provide skills training and work experience to in-school and out-of-school youth ages 14 to 24. The program works through collaboration and partnership with a wide variety of employers, providers, and investors and served over 10,000 youth in 2014-2015. On their website, WorkReady has a [worksite toolkit](#) which could be a helpful resource for organizations developing their worksite relationships. The toolkit involves information such as a framework for a quality worksite experience, recruiting staff to work with youth, and giving feedback.
- [San Francisco YouthWorks](#)—YouthWorks is a high school internship program that seeks to spark interest in public service careers while gaining job skills. Interns work closely with a mentor to support them through the process and also attend workshops and activities on job readiness. The program hires up to 300 high school juniors and seniors each year and provides them the opportunity to intern in over 30 city departments. The program is administered by the Japanese Community Youth Council, a nonprofit community organization that serves children, youth, and families.

SECTION V: UNIVERSAL DESIGN FOR LEARNING AND PRACTICE—CONSIDERATIONS WHEN ENGAGING IN ILP ACTIVITIES

As schools and other career development providers begin to select and implement ILP activities that build career development skills, it is important to carefully consider ways to maximize the participation and outcomes for all learners, including those with disabilities. Adopting [Universal Design for Learning \(UDL\)](#) principles can assist with this process. UDL is a set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL is a framework for designing education environments that enable all learners—including students with disabilities—to more effectively participate in learning. This is accomplished by designing activities that offer variations in learning style preferences and approaches.

Within the classroom and other learning environments, UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone, not by using a single, one-size-fits-all approach, but rather by



offering options for flexible approaches that can be customized and adjusted to meet individual learning needs. In a recent position paper, Vocational Evaluation and Career Assessment Professionals Association (VECAP) reasserted its position on the important role of UDL in [supporting career assessment and vocational programming](#) (Smith, Leconte & Vitelle, 2012).

[The Center for Applied Special Technology \(CAST\)](#) website is a good place to start to explore some of the UDL [classroom applications](#) including those specific to [postsecondary settings](#). It also includes access to the full-text digital book edition [Universal Design for Learning: Theory and Practice](#), written by David H. Rose, Anne Meyer and David Gordon (CAST 2014). The National Technical Assistance Center on Transition (NTACT) also offers a quick guide on [Universal Design for Learning in Secondary Education](#).

The following resources are also useful for guidance on applying UDL within various settings.

Universal Design for Learning in K-12 settings

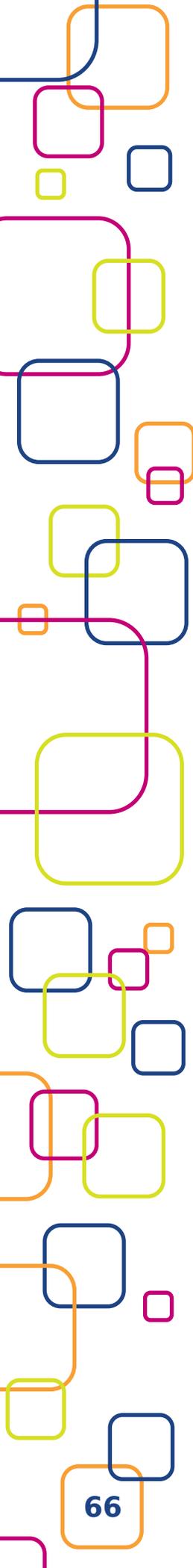
- [CAST's National Center on Universal Design for Learning](#)—This center has a [Resource Library](#) including videos demonstrating UDL in classrooms at various grade levels and presentations on implementing UDL. They have a [Technology Toolkit](#) with recommended online tools, apps, and other resources for classroom support such as graphic organizers, speech to text programs, audiobooks, study skills tools and more.
- [The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center](#)—This center at the University of Washington is dedicated to empowering people with disabilities through technology and education. The site has a number of resources including [supports for applying UDL principles in primary and secondary settings](#) and [videos and training materials](#) especially focused on supporting access to college and career programming for students with disabilities.
- [The National Technical Assistance Center on Transition \(NTACT\) Quick Guide: UDL in Secondary Education](#)—NTACT's Quick Guide on UDL provides a brief explanation of UDL and why it's important as well many links for families, administrators, and practitioners in secondary education.
- [Universal Design for Learning in the Classroom – An Introduction](#) and [UDL applied to science classrooms](#)—These are useful PowerPoints from

the Montgomery County Public Schools in Maryland for utilizing UDL in K–12 classrooms.

- [Maryland Learning Links: UDL in Your Classroom](#)—This resource includes a virtual tour of a UDL classroom, case studies for implementing UDL in various ways, best practices, and additional resources for implementing UDL.

Universal Design for Learning for Higher Education

- [UDL on Campus: Universal Design for Learning in Higher Education](#)—CAST’s National Center on Universal Design for Learning launched this website to provide information on course design, using digital media to create flexible learning environments and ensuring learning opportunities are inclusive for all.
- [The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center](#)—This center at the University of Washington is dedicated to empowering people with disabilities through technology and education. This site has some resources to assist in the implementation of [UDL in institutions of higher education](#).
- [How Do You Teach? A UDL Checklist](#) and [From Theory to Practice: UDL Quick Tips](#)—These resources by Colorado State University allow educators to self assess UDL in their classrooms and provides easy to implement suggestions.
- [Universal Design in Higher Education: Promising Practices](#)—This resource is an online guide to universal design practices that is continuously updated with additional effective practices.
- [ACCESS-Ed](#)—This website offers various products and resources to assist IHEs with implementing universal design. This includes [Accessible Virtual Campus](#), as an online map in which resources are organized by department (academics, sports and recreation, student union, information technology, residential housing, library, grounds, physical plant and transportation, student services, media and materials, and administration). It also includes [videos](#) covering a wide range of topics related to universal design such as downloadable clips depicting universal design examples with good and bad accessibility implementations.



Resources for Offering Professional Development on Universal Design

- [Professional Development Modules](#)—This resource by College Star provides instructional modules for educators on a number of topics such as cooperative learning and the Livescribe pen. It also provides links to instructional modules developed by other organizations.
- [Accessible Instructional Practices: Reaching All Learners](#)—This webinar by the National Collaborative on Workforce and Disability for Youth and CAST is useful for learning about accessible instructional practices.
- [The Montgomery College Faculty/Staff Guide](#)—This guide was produced by Disability Support Services in collaboration with TransCen Inc. to promote faculty and staff awareness of the needs of students with disabilities. Content areas include: teaching and accommodating students with disabilities, optimizing learning, strategies for interacting with people with disabilities, disability support services, frequently asked questions, the law, rights and responsibilities, and additional resources.

Universal Design for Learning and Technology

- [A Comparison of Learning Management System Accessibility](#)—This resource from the University of Illinois Urbana-Champaign reports on Learning Management Systems and their differing levels of accessibility so that IHEs can make an informed decision about which system to use.
- [Cheatsheets](#)—These one-page briefs made available by the National Center on Disability and Access to Education focus on accessibility within a particular software program (e.g., Microsoft Word), as well as other accessibility topics.
- [WebAIM \(Web Accessibility in Mind\)](#)—This website empowers organizations to develop accessible content by providing knowledge, technical skills, tools, and organizational leadership strategies.

PART B: IMPLEMENTATION STRATEGIES

The next three sections of the ILP How to Guide 2.0 identify strategies for encouraging professionals to

adopt ILPs, implement career development curriculum with quality and fidelity, and evaluate the impact of career development activities on key performance indicators that support the mission and goals of the organization. These sections identify strategies that K-12 districts and schools, postsecondary education institutions, and community based organizations may consider when planning and implementing ILPs.

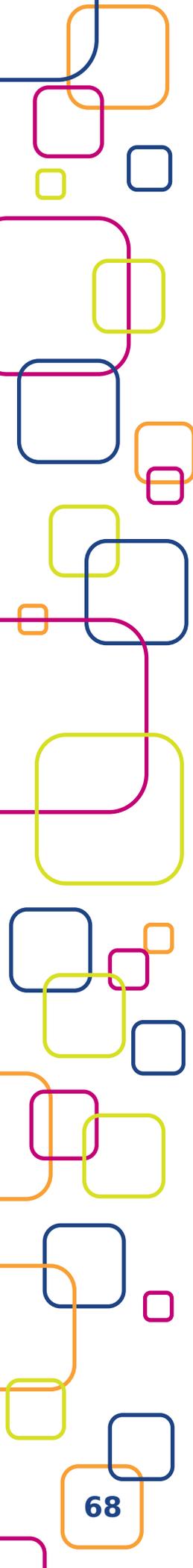
Figure 4 provides an adapted model from Wilson et al. (2011) that identifies key phases of transferring evidence-based knowledge into practice. The phases include 1) translating evidence-based practice into toolkits and how-to products, 2) product dissemination, 3) decision to adopt, 4) implementation, and 5) institutionalization based on outcome evaluation and feasibility. The ILP How to Guide 2.0 represents one of many evidence-based products that have been developed to support ILP implementation efforts (MICCR, n.d.; NCWD/Youth, n.d.; vanBruinswaardt, Solberg & Jarukitisakul, 2015), and NCWD/Youth engaged in a range of dissemination efforts as part of their technical assistance center activities.

Section VI will describe strategies for gaining buy-in from the whole organization and key stakeholders to adopt the use of ILPs. Section VII will describe important considerations when preparing to implement ILPs. Section VIII will identify ways to evaluate the impact of ILPs in a manner that can be used to justify the continued allocation of resources to support ILP implementation.

FIGURE 4. TRANSLATING KNOWLEDGE INTO PRACTICE MODEL ADAPTED FROM WILSON ET AL. (2011)



Many of the recommendations in these next three sections were informed by the 13-state comparative case analysis (Solberg et. al., 2013), a subsequent state



leaders guide (vanBruinswaardt, et. al., 2016), and continued conversations with a number of state leaders. The recommendations are also informed by a growing literature on implementation science (Greenhalgh, MacFarlane, Bate & Kyriakidou, 2004) and the work of a number of states that are designing materials to support large-scale ILP implementation efforts.

SECTION VI: ADOPTION

Using a Professional Learning Community (PLC) to Coordinate ILPs

There are various reasons that districts, schools, higher education institutions, or community organizations adopt ILPs, including the following:

- Many states mandate that all schools will engage in ILPs.
- Districts and schools receiving federal funding to offer [career and technical education](#) are encouraged to engage in ILPs (what they refer to as graduation or career plans).
- Higher education is beginning to adopt ILPs to increase postsecondary completion rates and to ensure students are strategic in selecting courses and taking advantage of available opportunities that support the pursuit of their career goals.
- Organizations receiving WIOA funding are beginning to adopt ILPs to support working with youth with disabilities and significant mental health challenges as well as disconnected youth and young adults that include those who are participating (or participated) in foster care, English Language Learners, and court-involved youth.

One way to support the development of a whole-school ILP implementation plan is to create a professional learning community (PLC) among individuals identified to represent the key stakeholder groups (Vescio, Ross, & Adams, 2008). The Arizona Department of Education's [Administrative Toolkit](#) encourages schools to establish a team that includes educators, school counselors, career and technical education administrators, special education administrators, students, family, employers, and community leaders (2017, p.8).

In higher education, it is important to consider identifying a team balanced between individuals representing academic and student affairs, faculty, employers and student leaders. For other youth- and young adult-serving organizations, it

may be important to consider staff as well as members of the community that the youth organization's services interact with on a regular basis. For example, organizations serving court-involved youth can consider staff, a member from the legal community, a judge, employers, and school district leaders.

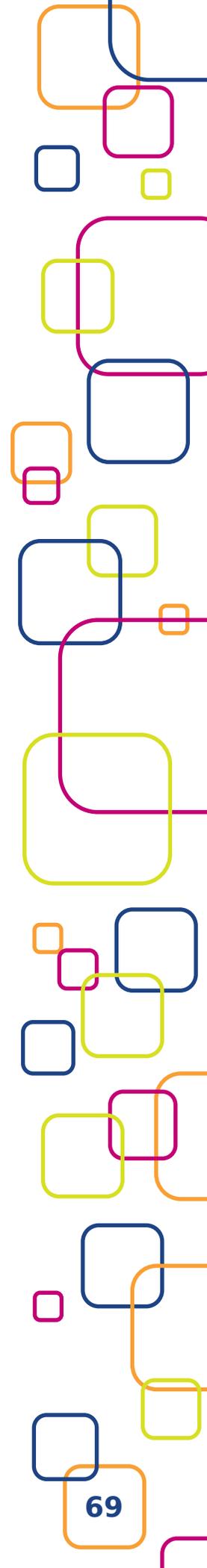
Characteristics of an effective PLC include the following:

- Establishing a shared definition of the issues and challenges that need to be addressed and a collective understanding of how all educators are responsible for addressing those issues and challenges,
- Maintaining focus on improving learning outcomes,
- Creating opportunities for reflective dialogue, and
- Establishing a collaborative enterprise of activity between and among educators.

Drawing from the Arizona Department of Education [Administrative Toolkit](#) (2017, p. 8) early discussions among PLC members might consider the following questions:

- What other successful initiatives could inform our ILP process?
- What are challenges or common misunderstandings that need to be addressed?
- How will individuals gain access to the learning (academic and/or postsecondary pathways) and work-based learning opportunities that are aligned to the career and life goals they identify?
- How will ILP efforts advance each of our respective key performance indicators?

This last question is critical for schools, higher education institutions, and community organizations. Effective ILP implementations should address a wide range of key performance indicators. For struggling schools, quality ILP implementation can be expected to increase attendance, decrease chronic truancy rates, and increase graduation rates and postsecondary participation rates. Within higher achieving schools, ILP implementation can be expected to increase postsecondary completion rates by helping students “enter college with a purpose” and complete a degree that enables them to pursue their career and life goals. For high schools and higher education, quality ILP implementation should enable individuals to “enter college with a purpose” and thereby raise postsecondary completion rates (e.g., certification, program or degree), reduce

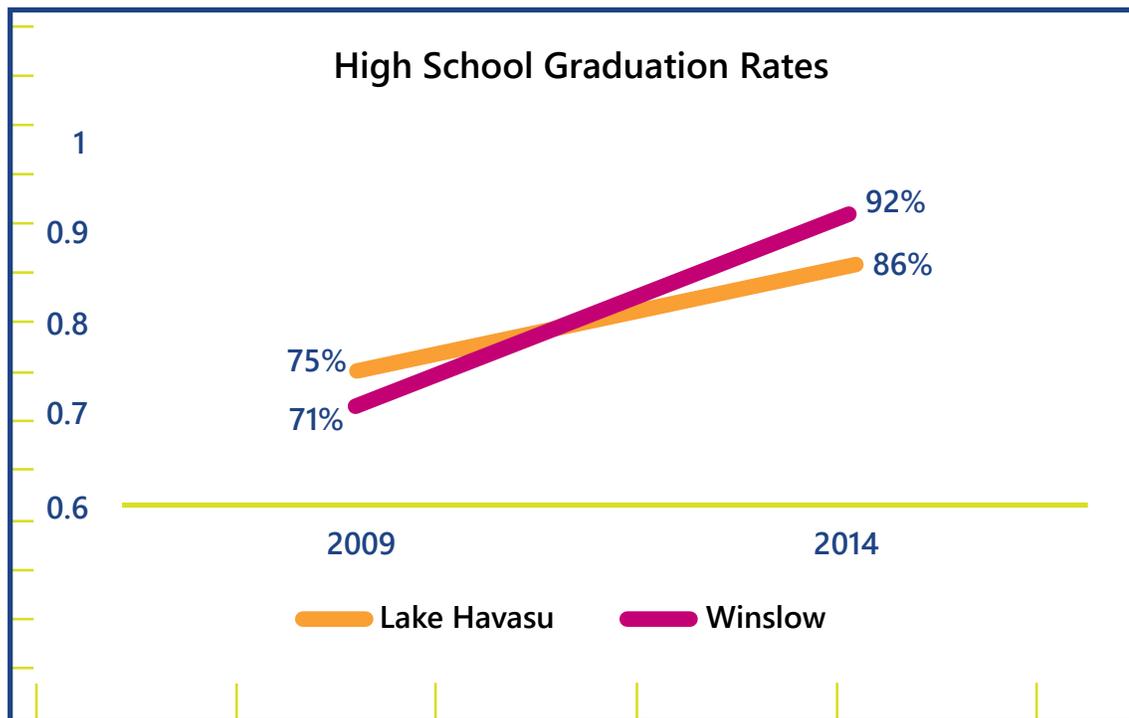


the number of remedial courses needed, reduce time to completion, and lower loan debt.

When implemented within schools and organizations that serve English Language Learners (ELL) and individuals with disabilities, quality ILPs should support successful transition efforts that include completion of a high school degree and matriculation into a postsecondary training or education program or occupations offering the opportunity to earn a living wage. For organizations receiving WIOA funding, quality ILP implementation should increase individuals' completion of a high school degree or equivalent, their engagement and persistence in postsecondary education pathways, and their motivation to become career ready and enter employment.

A number of "exemplar" schools in Arizona credit their successful turnaround efforts in high school graduation rates to their ILP efforts (what they refer to as Education and Career Action Plans, [ADE, n.d.](#)). Figure 5 illustrates these graduation rate increases within the Lake Havasu and Winslow schools between 2009 and 2014.

Figure 5. High School Graduation Rates for Lake Havasu and Winslow Schools



When forming the PLC, the following key values should be considered in guiding their efforts:

- “All Means All.” In school settings, this phrase is code for ensuring that staff and community organizations that work with students with disabilities and ELL students need to be part of the leadership team and that implementation will be designed to be fully inclusive.
- ILPs involve the “Whole School” or “Whole Organization.” That is, the goal is to ensure that all being served have access to activities that are delivered by a caring and encouraging ILP mentor.
- ILPs are “student-driven,” “client- or consumer-driven.” That is, activities are designed to build the individual’s skills to (a) examine and identify their interests, skills, and values; (b) generate career and life goals that emerge through exploring a range of careers that are commensurate with their interests and skills, and (c) create short and long-term plans (including identifying postsecondary pathways) to successfully pursue their goals.
- ILPs develop self-exploration, career exploration, and career planning and management skills, and therefore, engaging in ILPs should expand the individual’s awareness of career possibilities. This is the opposite of traditional career development activities that focus on helping individuals make a *career decision*. This focus on career development skills is intended to assist individuals to become more adaptive in taking advantage of emerging career opportunities, being able to bounce back from job layoffs, or preparing to transfer from settings in which they are “underemployed.”

For K-12 school settings, Wisconsin ([Wisconsin DPI, 2016](#), p. 5) provides a nice comparison for districts and schools to use as they begin designing their ILP implementation strategy (in Wisconsin referred to as Academic and Career Plan or ACP) (See Figure 6).

Figure 6. Comparison of Traditional 4-Year Plan and Wisconsin’s ACP

4-Year Plan (Traditional)	ACP (The Vision)
Product-based	Process-based
Some or select students (CTE, Special Ed)	All students
Acts as a 4-year plan of courses	Acts as a navigational tool for students grade 6-12 and beyond
Career application in elective CTE classes	Career application in all classes
Career development in elective courses or not at all	Career development infused throughout all courses
Student “on own” for its development	Student-driven with collaboration (mentor and parents)
HS Graduation = End point	HS Graduation = Check point
Career development is only the school counselor’s job	Career development is a systematic, whole-school responsibility

Gathering and Developing Communication Materials to Gain Buy-in

In order for the ILP “process” to be implemented with quality and fidelity, feedback from state leaders must be consistent regarding the need to be strategic in gaining buy-in from all members of a given organization (e.g., school educators; higher education staff and faculty, etc) as well as key stakeholders within the larger community (e.g., families, employers, etc.). There is a wide range of [materials](#) that can be used as examples to develop communication materials. Those cited in this section are available as open-source documents with the only expectation being that, when another organization uses the content (whole or in part) for their own materials, the organization must provide a citation to the original agency or state department that developed them.

Wisconsin has devoted a section of their Academic and Career Plan website to providing a rationale for adopting ILPs in the section titled [Communication Tools](#). In addition to testimonials, they also provide links to other short YouTube videos discussing the relevance and importance of engaging in ILPs. The [ACP Basics Flyer](#) provides an overview regarding the nature of ILPs as a student-

driven process. Finally, the [ACP in Wisconsin](#) guide offers a rationale and full explanation regarding the nature of ILPs for a varied audience, including families, employers, and community organizations.

Wisconsin also encourages the use of a short video titled [The Four Year Plan](#) from PAR, Inc. In less than two minutes, this video clearly articulates the need for all youth, not just high-needs youth, to enter a two- or four-year postsecondary program with a purpose.

Colorado's Individualized Career and Academic Plan (ICAP) [Toolkit](#) describes Key Messages and Talking Points regarding the value of engaging in ILPs and provides a sample letter template to send to families.

Arizona's Education and Career Action Plan (ECAP) [Administrative Toolkit](#) describes the "benefits" of engaging in ILPs for different stakeholders.

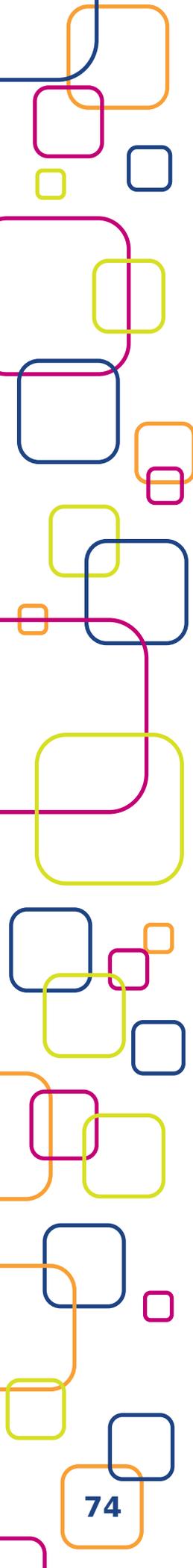
Student Benefits: Provides learning experiences in setting and attaining goals. Encourages personal responsibility and involvement in choices and decisions about education and career pathways. Provides relevance between coursework and career goals, resulting in more rigorous course selection. Increases in-class motivation and academic self-efficacy. Records better grades and attendance.

Family Benefits: Provides families increased opportunities to be involved in their children's education. Increases communication between school personnel and students' families. Informs decision making for life choices. Increases student success.

School Benefits: Improves course enrollment patterns and encourages students to select more rigorous courses. Increases student achievement. Improves relationships between students, parents, schools and community. Increases student attendance, motivation and engagement. Increases extracurricular activity participation. Increases the number of students meeting postsecondary entrance requirements.

Community Benefits: Develops a more qualified and motivated workforce. Promotes opportunities to partner with education. Provides resources for internships, mentoring programs, and job shadowing opportunities."

As part of their [implementation self-assessment](#), Arizona also offers a self-assessment for districts and schools to help them identify whether and to what extent they have developed a robust communication strategy. See Arizona's Communication and Messaging Self-Assessment in ["Appendix A"](#).



Key Points for Consideration When Seeking to Generate Stakeholder Buy-In

CLASSROOM EDUCATORS

Engaging in ILPs has been found to be associated with students engaging in goal setting and becoming more motivated to attend school because it is perceived as relevant and meaningful. ILPs also have a positive influence on grades, decision making, and stress/health management through their impact on academic competence. These outcomes are all important for establishing a learning environment where students are focused on learning how to learn. By helping students gain an understanding about the relevance of their course material, engaging in ILPs is expected to result in better classroom performance because students will become naturally more interested in the course material (Hulleman & Harackiewicz, 2009).

Educators reported that engaging in ILPs resulted in stronger connections with students and parents (Budge, Solberg, Phelps, Haakenson, & Durham, 2010). Students perceived that teachers were more encouraging and supportive. Teachers and parents perceived students as more engaged in school and more likely to be taking more difficult classes that were aligned with career and life goals. Students reported that engaging in ILPs resulted in stronger intentions to complete high school and matriculate to a postsecondary education or training opportunity.

The Denver Public Schools [ICAP Overview Presentation](#) explains the theory behind Individual Academic and Career Plans, why it is effective, and how it can be incorporated into what teachers are already doing. Scroll down to find this resource.

SCHOOL COUNSELORS

The College and Career Readiness initiative is an excellent opportunity for school counselors to assert their value within the school setting. As indicated in the preface, ILPs effectively connect and bridge college and career readiness efforts. While college readiness involves a number of academic success areas related to course performance (grades, credits earned, etc.), behavior (attendance, behavior reports), and achievement test scores, it also involves alignment of courses to match with the postsecondary entry requirements and for students with financial

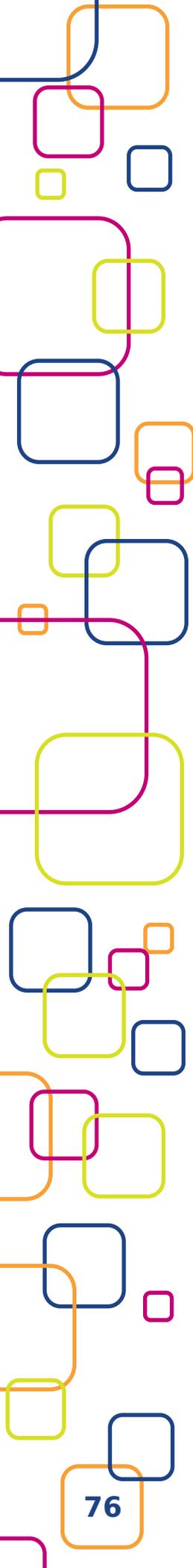
need, completion of the Free Application for Federal Student Aid (FAFSA) form. Career readiness involves career and postsecondary plans and the degree to which students are successfully completing courses and receiving work-based learning opportunities to maximize their opportunity to pursue those careers after high school graduation.

Engaging in ILPs relates to the academic, personal/social, and career planning emphases identified by the American School Counseling Association's National Model (ASCA, 2005). Central to the ASCA National Model is designing activities that have an impact on three outcome areas: academic success, career decision-making skills, and social/emotional development. NCWD/Youth's research indicates that efforts related to developing students' self-exploration, career search, and career planning and management skills support the emergence of important social/emotional resiliency skills that in turn produce better academic outcomes (Solberg et al., 2014). The results found that students reporting more confidence to engage in self-exploration, career exploration, and career planning and management reported more engagement in goal setting and academic self-efficacy which in turn was associated with better academic grades, better stress and health management, and career decision-making readiness.

In order to implement a comprehensive school counseling program, the ASCA National Model directs school counselors to coordinate opportunities to assist individual student planning to help students identify personal goals and future plans. This is an essential element and purpose of ILPs. It is especially important to note that school-wide implementation of ILPs should be coordinated by school counselors who are expected to have some expertise in career development; however, school-wide implementation should be coordinated among all or at least a team of educators. The use of an advisory or homeroom period is one way to provide access to time to conduct ILPs. This structure also allows for the annual use of student-led parent-teacher conferences. Relying on school counselors or other administrators with high student-teacher ratios will not allow for the level of implementation nor the quality of time needed to support effective ILP implementation.

CAREER AND TECHNICAL EDUCATION COORDINATORS

The Carl D. Perkins Career and Technical Education Act of 2006 directs Career and Tech Ed (CTE) coordinators to link CTE course-taking to positive secondary and



postsecondary outcomes (Kotamraju, Richards, Wun, & Klein, 2010). This college and career readiness model identifies access to career guidance as necessary to help high school students identify the secondary and postsecondary course sequence needed to pursue their career and life goals.

ILPs support these efforts by offering a verifiable document students can use to identify and regularly update their intended secondary and postsecondary courses. Moreover, by helping students engage in self-exploration, career exploration, and career planning and management activities, CTE coordinators can ensure that students are selecting career plans from a thorough examination of their interests, skills, and abilities as well as an expanding list of opportunities that are organized around the 16 career clusters and related 79 career pathways. ILP curriculum can be designed to supplement efforts to increase the number of students interested in pursuing Science, Technology, Engineering, and Mathematics (STEM) careers.

SPECIAL EDUCATION COORDINATORS

The ILP process differs from individualized education program (IEP) requirements in notable ways. The IEP is very structured with compliance standards drawn from federal legislation and is designed primarily to identify the accommodations students need to support their learning goals. ILPs complement IEPs in that they offer an opportunity to engage students in defining their own learning and course planning goals as a result of seeking to align their learning experiences to help them achieve desired career and life goals. ILPs further complement IEPs in high school settings because schools are being directed to help students with disabilities prepare high school transition plans. Teachers and parents have identified the transition planning function as a critical feature of the process (Altarum Institute, 2011).

Information on the Wisconsin's Academic and Career Planning (ACP) process [See [FAQ: How will the ACP work with a student's IEP/PTP?](#)] includes this statement:

Engaging in the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary school and employment. ... It is important that students with disabilities participate in the ACP process in the same ways that other students do so that they have the same opportunities to explore career interests; access the same school staff expertise outside of the IEP/PTP

team; and are not treated differently from the other students. (Wisconsin Department of Public Instruction, n.d.)

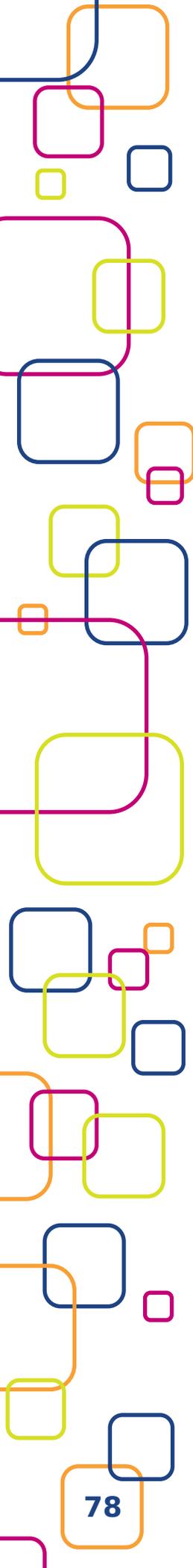
ILPs could prove useful because they offer a way to document compliance with the Individuals with Disabilities Education Act (IDEA) indicators 13 and 14. Indicator 13 refers to whether students with individualized education programs (IEPs) have identified postsecondary goals and a course of study that will support their pursuit of those goals [(20 U.S.C. 1416(a)(3)(B)]. Indicator 14 refers to whether students with IEPs have become employed and/or are pursuing postsecondary training and education one year following high school [20 U.S.C. 1416(a)(3)(B)].

COMMUNICATION WITH FAMILIES

Families and educators feel that more efforts can be made by schools to increase family participation and involvement in ILPs, and they have offered a number of suggestions (Altarum Institute, 2011). Families were most concerned that their engagement in ILPs occurred only annually during teacher-parent conferences and they expressed a desire for more “real time” connection to their child’s ILP progress. Families requested a “syllabus” outlining the grade level ILP activities that students will be doing as well as ideas on how they as families can support these activities. Information was also requested with regard to accessing resources that can help them support their child’s postsecondary goals such as college information, financial resources, etc. In addition, families requested to have more meetings with school personnel to discuss the ILP and to have access to online career information systems in order to be more connected to the ILP content.

The following are examples of communication resources that are useful for gaining buy-in:

- [ICAP Description and Benefits](#)—This short handout describes Colorado’s ILP system (ICAP) and why it benefits students.
- [Arizona ECAP Brochure](#) and [Arizona ECAP At a Glance Handout](#)—These reader-friendly resources briefly explain Arizona’s ILP program and its benefits.
- [Arizona ECAP Family Engagement Webpage](#)—This Arizona Department of Education website is designed to connect parents/families with the ILP process. It includes assessment tools such as a K-12 college, career, and



life readiness checklist, a career readiness resource list for families, and a satirical video showing why career development is important.

- [The American Dream Academy at Arizona State University](#)—This is an 8-10 week program for parents and students of first generation elementary, middle, and high school students. It teaches parents how to help their students prepare for higher education and helps students develop the confidence to pursue a college degree.
- [Understanding the New Vision for Career Development: The Role of Family](#)—This brief for families produced by NCWD/Youth with the PACER Center orients families to the process of career development and suggests ways families can support their youth.

COMMUNICATION WITH EMPLOYERS

The Arizona Department of Education [ECAP Business and Community Partners Resource](#) webpage includes a video from the US Chamber of Commerce Foundation on Talent Pipeline Management and other resources designed to appeal to businesses.

COMMUNICATION WITH STUDENTS

[Shelly Saves the Day: A Story of Career Development](#) is a resource developed by the U.S. Department of Labor’s Office of Disability Employment Policy for upper elementary and middle school students and their families to explain the nature and value of ILPs in an engaging way.

POSTSECONDARY EDUCATION FACULTY AND STAFF

Examples of communication resources development by postsecondary education institutions include the following:

- [Wake Forest Department Career Development Programming](#)—This webpage communicates to faculty the types of support they can receive for integrating career development into their curriculum. Faculty are encouraged to see themselves as an important part of a [College to Career Community](#).
- [Florida State University Career Center Resources for Faculty](#)—These resources for faculty include how to integrate career development into class assignments, presentations to classes and faculty access to available

jobs and career fair employers to assist students with the career planning and management process.

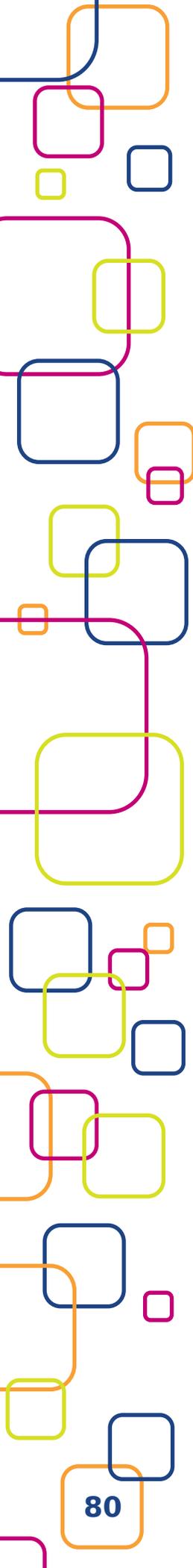
ASSESSING ILP BUY-IN

As part of their [implementation self-assessment](#), Arizona Department of Education asks districts and schools to assess the extent to which they have established a shared “culture” of collective support for engaging in ILPs (See Figure 7).

Figure 7. Arizona Department of Education Building an ECAP Culture Self-Assessment

5. BUILDING AN ECAP CULTURE: Your district/school includes all stakeholders in the school community (administration, school counselors, teachers, ESS, CTE, ELL, etc.) and the local community (business, government, nonprofit, postsecondary institutions, etc.) in the ECAP process.

Element	1	2	3	4	5
	Not Involved in Process	Minimal Involvement in Process	Active Involvement in Process	Comprehensive College & Career Readiness Culture	Artifacts
5.3 District					
5.4 Site Administration					
5.5 ECAP Leadership Team					
5.6 School Counselors					
5.7 Teachers					
5.8 Whole-school (ESS, ELL, CTE)					
5.9 Students					
5.10 Student Families					
5.11 Business and Community Members					
Reflection and Next Steps	If you scored less than 29 points in this section, consider developing strategies to engage all stakeholders in this process.			Total Score: _____/36 possible	



Using Project Management System Strategies to Guide the Professional Learning Community Efforts

The ILP leadership team may find it helpful to use a [project management system](#) to coordinate their efforts and ensure that the project proceeds timely. Using a project management system helps the professional learning community identify how ILPs can support their school goals, establish a plan for gaining buy-in among other educators or organization members, develop innovative action plan strategies, implement the strategies, and evaluate the results. The system involves four phases:

- Defining the problem;
- Designing action plan strategies;
- Implementing the action plan strategies; and,
- Evaluating the implementation impact on student outcomes.

Additionally, change management associated with communication plans and resource needs are considered for each phase. Change management refers to two essential elements of the project: communication plans and resource needs. Communication planning is necessary to initially gain buy-in by other key members of the school or organization. Communication is vital for keeping all members aware of activities, successes, and changes to the project. Resource needs refer to the technical resources, time allocations, and financial needs of the project. Technical resources refer to the professional development needs, software, computing, analysis, and/or report writing aspects of the project.

The change management strategy is designed to address five areas of resistance to change: needing a shared vision, requisite skills, resources, incentives, and an action plan (Knoster, Villa, & Thousand, 2000). To support creating a common vision for using ILPs, the system directs educators to define the problem and explain why engaging in ILPs will support the school goals, establish SMART goals (Specific, Measurable, Attainable, Realistic, and Timely), and create a communication plan to share with other educators, parents, and administrators about the nature of the project and provide implementation updates. Professional development needs address possible concerns about skills-related issues in implementing ILPs, such as how to use an online career information system and career development overview and being aware of roles and responsibilities related to conducting ILPs. Addressing resources helps the team

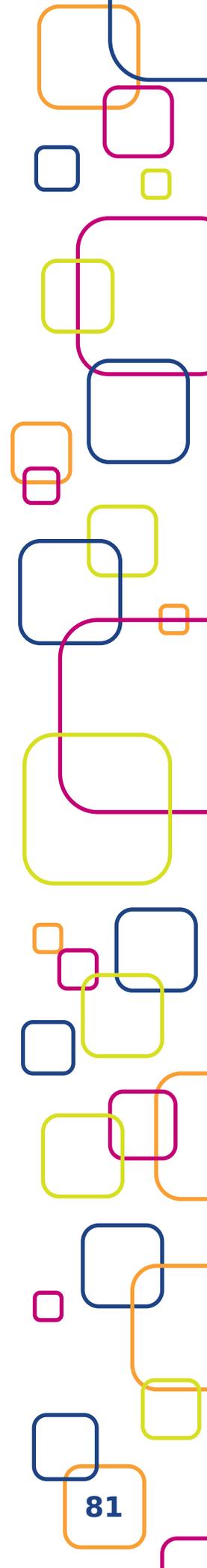
think about how and when ILP planning and implementation will occur during the school year. One issue related to scheduling is the use of the computer lab for schools that use online career information systems. Sometimes there are budget needs related to teacher release time for training or planning. The team also needs to think about the range of incentives that may be necessary to motivate educators to become involved. Finally, the action plan needs to articulate the implementation schedule, breakdown the actions into steps, and articulate a regular meeting schedule.

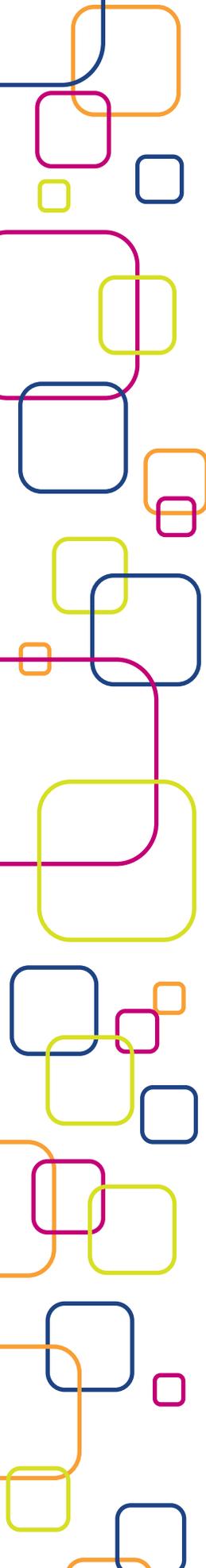
In Arizona’s [implementation self-assessment](#), Arizona assesses the extent to which the logistical support necessary for engaging in ILPs has been put in place (See Figure 8).

Figure 8. Arizona Department of Education ECAP Logistical Support

7. ECAP LOGISTICAL SUPPORT: Your district/school has a clear plan for ECAP implementation that considers the personnel and logistics of providing a quality ECAP process.

Element	1	2	3	4	5
	Not Established	Basic Plan	Developed Plan	Exemplary Logistical Support for ECAP	Artifacts
7.3 Leadership/management; it is clearly defined who will manage the ECAP process					
7.4 Personnel; it is clearly defined who will be involved in ECAP implementation					





Element	1	2	3	4	5
	Not Established	Basic Plan	Developed Plan	Exemplary Logistical Support for ECAP	Artifacts
7.5 Professional Development; there is a structured plan to meet the college and career readiness professional development needs of ALL school staff					
7.6 Scope and sequence; there is a structured plan to implement ECAP content and curriculum					
7.7 Calendar; there is a clearly defined schedule to allocate time for students to work on the ECAP process (per day/ week/month)					
7.8 Resources; necessary space, technology, and professional development resources for ECAP implementation are available					
Reflection and Next Steps	<i>If you scored less than 20 points in this section, consider creating SMART goals to address the logistics of an ECAP process at your school.</i>			Total Score: ____/24 possible	

SECTION VII: IMPLEMENTATION

Scope and Sequence

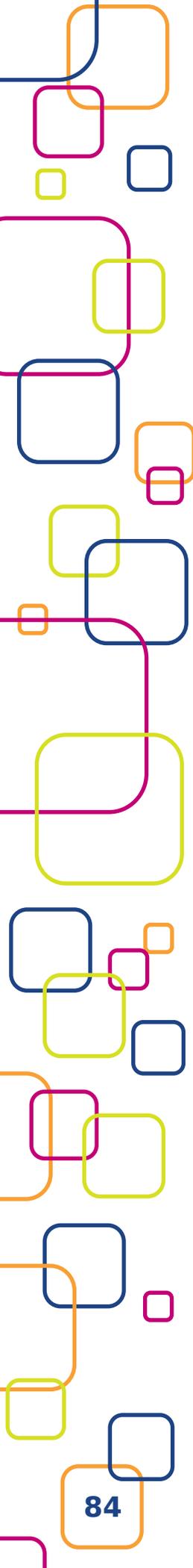
Designing an ILP implementation plan will be well served if members responsible for each key stakeholder group – educators, school counselors, career and technical education, special education, and family involvement – outline the scope of curriculum content they feel needs to be delivered within each domain (e.g., self-exploration, career exploration, and career planning and decision making) and the sequence in which it will be delivered within each grade level (i.e., scope and sequence). Since our *How To Guide* came out in 2013, a number of excellent examples of scope and sequence guides have been generated by numerous school districts, and many are now providing curriculum for the full K–12 grade levels. For example, see Colorado’s Scope and Sequence in [“Appendix B”](#). The basic concept of creating a grade-specific curriculum map can be applied in postsecondary education as well.

Wisconsin DPI provides support to districts and schools using the ILP Program Chart shown in [“Appendix C”](#) (Wisconsin DPI, 2016, page 8).

It is important to note that the same curriculum may be used differently by each key stakeholder group, or different curriculum may result in similar outcomes. This approach is designed to create a coordinated whole-school/organization effort that allows for unique and individualized content for a given group of learners. For example, work-based learning is a critical area, and staff representing regular education may identify different implementation strategies and content for implementation than those representing special education. A case in point, learners with moderate or severe disabilities often need to learn specific work skills in structured settings and may require an extended amount of time to master these skills. Whereas, some learners without disabilities can participate in more informal internship experiences of short duration. In both instances, a clear set of learning objectives and a means to track the outcomes are needed.

Arizona has developed a [template](#) to help make certain that the design stays true to the important underlying ILP characteristics. See the Arizona ECAP Attributes Checklist in [“Appendix D”](#).

Sufficient time needs to be provided for both the development of an ILP plan and to conduct ILP-related activities within the curriculum throughout the school



year. The number of hours may grow each year, but it is important to start the development of the plan with a clear understanding of how many classroom periods will be devoted to ILP activities at each grade level before identifying where in the curriculum or school day ILPs will be actually conducted.

Strong consideration should be given to ensure that written exercises are aligned to English and Language Arts (ELA) and/or applied Mathematics standards. In this way, engaging in ILPs will be clearly connected to the schools' goals for improving competencies associated with reading, writing and mathematics.

Denver Public Schools offers an excellent example of a high school [scope and sequence of career development activities](#) (See "[Appendix E](#)"). They also have an elementary grades curriculum (See Table 1). The strengths of the Denver model is that it identifies quarterly grade-level activities, links to lesson plans, and offers an evaluation strategy to assess the impact of the lessons using a pre-test, post-test format. There is also space for school examples to be added, and materials are available in Spanish.

Districts and schools interested in using the Denver Schools model may consider the following additions.

- Identify the career development knowledge, skills, and/or attitudes learners will develop in relation to each activity. For example, for Financial Planning, districts may frame the statement as: Learners will learn how to explore two-year and four-year options and the economic costs associated with each option. To support the development of a plan, the [National Career Development Guidelines \(NCDG\)](#) can be used to identify the specific skills learners should demonstrate. The career development guidelines provide a rich array of skill areas that can be selected and organized within the self-exploration, career exploration, and career planning and management domains described in this Guide. As shown in "[Table 2. National Career Development Guidelines \(NCDG\) Framework](#)", the NCDGs consist of goal statements that are organized around codes that refer to both Domains—PS (Personal Social Development), ED (Educational Achievement and Lifelong Learning) and CM (Career Management)—and Indicators and Learning Stages—K (Knowledge Acquisition), A (Application), and R (Reflection). Hence the goal "Demonstrate ability to identify abilities, strengths, skills, and talents" is

represented as indicator PS1.K—referring to Knowledge acquisition within the Personal Social domain.

- Consider a quarterly writing assignment that enables learners to identify the skills they have learned during that quarter. The written assignment can serve as an ILP artifact that is uploaded into their ePortfolio. For example, for Financial Planning, districts may prompt a written assignment by asking: “Imagine you are helping a friend or sibling think about what colleges to attend. Explain what financial considerations they should think about and describe how they can go about comparing costs of a two-year vs. four-year college option.”

Table 1. Denver Public Schools Elementary ICAP Curriculum Materials (Published June 2016)

1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Career Exploration	Goal Setting	Career Exploration	Academic Planning	PS & Financial Literacy
<u>1st Grade Lesson</u>	<u>2nd Grade Lesson</u>	<u>3rd Grade Lesson</u>	<u>4th Grade ICAP Lesson</u>	<u>5th Lesson</u>
<u>1st Grade Career (PPT)</u>	<u>2nd Grade Goal Setting (PPT)</u>	<u>3rd Grade Career (PPT)</u>	<u>4th Grade ICAP Academic (PPT)</u>	<u>5th Financial Aid (PPT)</u>
<u>1st Grade, On the Job</u>	<u>2nd Grade Worksheet</u>	<u>3rd Grade Notecards</u>	<u>4th Grade ICAP Matching SBG</u>	<u>5th ICAP Scripts</u>
<u>1st Grade, Data Catcher</u>	<u>2nd Grade Data Catcher</u>	<u>Pre Test</u> <u>Post Test</u>	<u>4th Subject Signs Standard Cards</u>	<u>5th Character Signs</u>
			<u>4th PrePost Test</u>	<u>5th PrePost Test</u>

Source: <http://dps-counseling.wikispaces.dpsk12.org/ICAP+Resources>

For K-12 school settings, the number of lessons conducted for a given grade level can be determined by the district and school. For postsecondary settings, the NCDG may offer ideas for mapping the range of career development skills to be addressed each academic year.

Table 2. National Career Development Guidelines (NCDG) Framework

Personal Social Development Domain (PS)	
GOAL PS1	Develop understanding of self to build and maintain a positive self-concept.
GOAL PS2	Develop positive interpersonal skills including respect for diversity.
GOAL PS3	Integrate growth and change into your career development.
GOAL PS4	Balance personal, leisure, community, learner, family, and work roles.
Educational Achievement Lifelong Learning Domain (ED)	
GOAL ED1	Attain educational achievement and performance levels needed to reach your personal and career goals.
GOAL ED2	Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
Career Management Domain (CM)	
GOAL CM1	Create and manage a career plan that meets your career goals.
GOAL CM2	Use a process of decision-making as one component of career development.
GOAL CM3	Use accurate, current, and unbiased career information during career planning and management.
GOAL CM4	Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
GOAL CM5	Integrate changing employment trends, societal needs, and economic conditions into your career plans.

Source: [National Career Development Association](#)

The Massachusetts Department of Elementary and Secondary Education (MA DESE) has created a set of [career development benchmarks](#) (See [“Appendix F”](#)) that are aligned with the ASCA National Model (MA DESE, n.d.). This strategy facilitates brainstorming around the possible written assignments and

assessments the PLC may elect to use to measure whether and to what extent key developmental competencies are being reached.

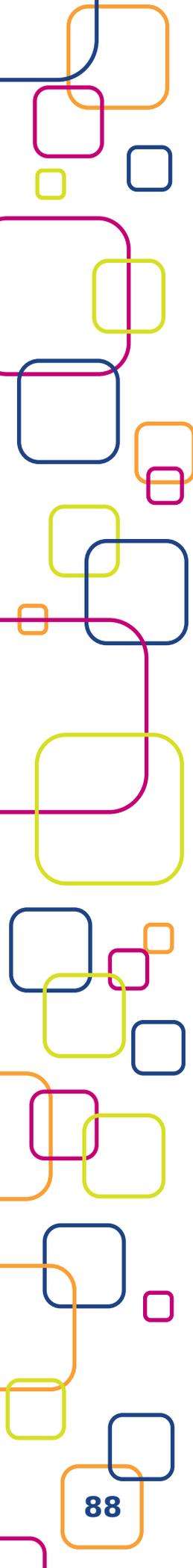
Creating ILP Artifacts that Align to Key Competencies

As noted above, written artifacts designed to be stored in the ILP ePortfolio are well-suited to integration with academic standards. For instance, writing about careers or “doing the math” to determine which careers are more financially viable or more in demand offer unique opportunities to use ILPs to promote rich subject matter.

Language Arts: For language arts, engaging in ILPs can be designed to support writing, speaking and listening, and media and technology skills in school and postsecondary settings. With respect to writing, engaging in ILPs can be used to have learners produce at least three writing types: persuasive writing, research, and fictional narratives. Persuasive writing can be achieved by asking learners to choose among two or three career options with respect to how well they match with their personal exploration results, labor market indicators of job outlook and potential economic returns, or the cost of pursuing a postsecondary education. Research writing can be achieved by having students explore a career pathway in order to identify the personal interests, skills, and values associated with the career, postsecondary options for pursuing the career, and labor market information that should be considered when evaluating whether to pursue the career. A fictional, creative writing sample can be developed by having students create a life story that incorporates the career experiences of the character as they move from high school into adulthood.

Speaking, listening, and the use of media and technology can be facilitated by students making presentations to their class as well as incorporating ILPs into student-led parent-teacher conferences. In preparing for these sessions, students can use a wide range of media and technology resources to personalize their presentation, such as incorporating video, music, and art.

Mathematics: For mathematics, engaging in ILPs provides an excellent opportunity for helping students learn to apply math to address real world issues and improve decision-making skills. Examination of labor market information allows students to estimate the relative return on investment for pursuing one or more career options. Examining the costs of two- and four-year postsecondary education options can help students determine the amount of debt they may



accumulate by pursuing different colleges and universities. Examining national and local future job outlooks can help students estimate whether it is likely the occupation will be available when they are ready to enter the occupation.

Implementation Qualities and Activities to Consider

ACCESS TO CARING AND ENCOURAGING ADULTS

While use of online career information systems is an important consideration when implementing ILPs, even more critical is that learners have access to caring and encouraging career mentors. This is not a simple matter.

For youth-serving organizations, the America's Promise Alliance has created two reports, [Don't Quit on Me](#) and [Relationships Come First](#), on this topic in their research with disconnected youth. Forbes Magazine also has an article on [How to Be a Great Mentor](#).

LEARNER-LED FAMILY-TEACHER CONFERENCES

Learner-led parent-teacher conferences offer an especially promising practice for engaging in ILPs. Nearly all schools reported 100% parent involvement in the conferences, and focus group reports indicated that parents found this conference especially valuable and continued the conversations about careers and career planning at home. One principal reported hearing ILP discussions occurring among parents during the high school football games. In schools that provide access to ILPs through regular advisory or homeroom courses, learner-led parent-teacher conferences generally occur annually and were credited by parents as being a powerful way of forging strong connections between teachers, parents, and learners. In schools that have only one teacher or a school counselor assigned to engage learners in ILPs, these conferences occur once during the four years.

The structure for a learner-led parent teacher conference presentation can highlight the: (a) self-exploration activities and results; (b) career exploration activities and results; (c) career planning and management activities and results; and (d) artifacts that demonstrate the range of college and career readiness skills learners have attained.

Key themes to highlight in the conference include:

- Career interests,
- Relevant learning opportunities in school (courses) and out of school that have been completed or will be completed in order to pursue those interests, and
- Postsecondary training and/or educational options for continuing to pursue those interests.

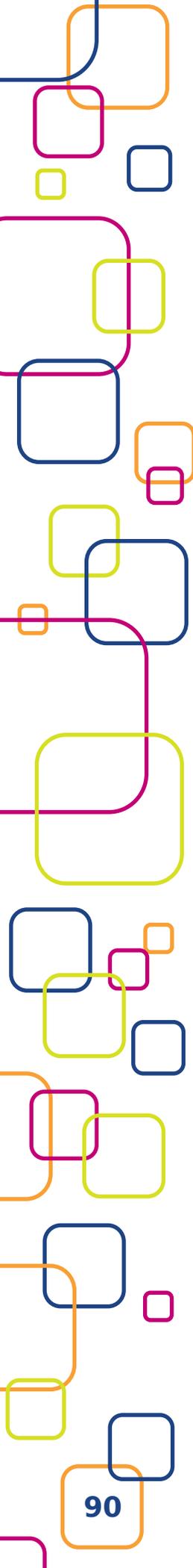
USING THE ILP PORTFOLIO TO COMMUNICATE POSITIVE DEVELOPMENT

Using the ILP portfolio to structure an exit interview or showcase enables learners to describe the range of workforce readiness skills they have developed.

- In school settings, an ePortfolio showcase at the end of key milestones such as 6th and 8th grade can be used to communicate to family the types of goals and plans students are bringing to the next phase of their education.
- Senior year in high school offers an opportunity to demonstrate learners' skills to employers and how these skills aligned with employer needs.
- In time, it is expected that sending a link to the learner's ePortfolio will enable admissions officers and employers to gain a better understanding of their skills and potential.
- In higher education, ePortfolios can be used to enable advisors to more effectively work with learners on how to maximize their workforce readiness skills in ways that align with their goals and interests.
- For learners transitioning back to education or work, the ePortfolio can structure conversations with key school, employment, or higher education representatives to determine whether and to what extent the learner is ready to take advantage of these opportunities.

ASSIGNING CAREER DEVELOPMENT ACTIVITIES TO SPECIFIC COURSES

Many of the schools that expressed a desire to establish whole-school buy-in use an advisory or homeroom course to deliver career development content. These periods are generally no more than 45 minutes in length and vary in the frequency (daily, weekly, or monthly) in which they are offered. Learners reported they would like to engage in career development activities about twice a week—many reported daily is too much and monthly not enough. A value of having



career development implemented in an advisory or homeroom period is that all teachers are provided an opportunity to lead career development activities.

PROVIDING COURSE CREDIT FOR COMPLETING ILPs

Parents and teachers alike recommended establishing a credit value to the ILPs (Altarum Institute, 2011). Many felt this was a way of “legitimizing” the career development activities within the school as well as increasing the likelihood that necessary time and personnel resources will be allocated to implementation.

Focusing Career Development to Support STEM Career Interests

Career development curricula can be designed in such a way as to help encourage students’ self-exploration and career exploration related to Science, Technology, Engineering, and Mathematics careers (STEM). Completing STEM coursework while in high school is valuable as experts predict more than 75% of jobs in America in the next decade will require some level of math, science, and technology skills (National Academy of Sciences, 2007).

Strategic course planning and parent support are two critical factors in helping encourage youth to pursue STEM careers. Longitudinal research indicates that completing algebra by 9th grade and completing high school calculus are two critical academic preparation areas that differentiated individuals who as adults entered STEM careers (Solberg, 2010). This research also found that high school seniors are more likely to indicate intentions to pursue a STEM career when their parents actively encourage STEM careers, provide informal science experiences, and have STEM materials in the home.

O*NET’s [Browse by STEM Discipline](#), as well as many commercially available online career information systems, helps students and educators explore STEM-related occupations as well as the educational pathways needed to enter a STEM career.

[STEM Transitions](#) is a project led by the Center for Occupational Research and Development (COR) in conjunction with the League for Innovation in the Community College. Although primarily focused on STEM education at the community college level, STEM Transitions’ inventory of more than 60 integrated curriculum projects designed for use in six STEM-related career clusters can also serve as a source of lesson plan activities for high school STEM teachers.

States' Career Clusters and Career Pathways

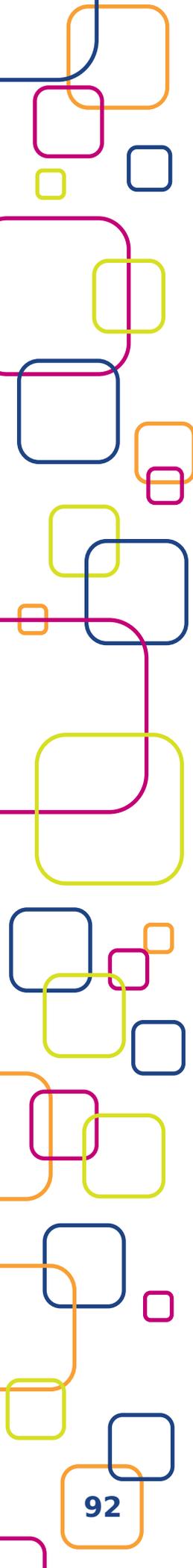
The States' Career Clusters provide a familiar, widely-accepted framework for teachers, instructors, and counselors to use for organizing career exploration activities with their high school students. Even in the various states that have modified and adapted the States' Career Clusters framework to reflect their own industry and workforce emphasis, the States' Career Clusters are the common foundation and provide the common language for career clusters and pathways use in high schools throughout the nation.

The widespread use of the Career Clusters among the states is reflected in the ILPs that are developed by the students and educators in their schools. More information on the States' Career Clusters Initiative can be found on the website CareerTech.org.

Using the 16 career clusters and 79 career pathways to help students organizing results from their self-exploration and career exploration efforts provides the opportunity for them to become aware of the general and unique qualities associated with a specific occupational objective. It also presents an opportunity to identify the common course plans that provide them with the most optimal range of career possibilities.

Implementing Career Development in a Postsecondary Context

ILPs in the postsecondary context may look very different from one institution to another, but it is important that colleges and universities provide opportunities for their learners to develop self-exploration, career-exploration, and career planning and management skills. These opportunities may take place before the semester begins and during the semester, but should be structured opportunities for students to explore their interests, develop their goals, and make a plan to reach those goals. Students need to know what supports are available and who they can go to if they have questions about their plans or want to talk through a change with someone. Often students who receive additional resources while in college do so simply because they happened upon the resource center or students who took the initiative to seek out the career services office and what it provides. By incorporating these services in a way that makes them easily available for all students, colleges can ensure that all students are given the support that they need to be successful in postsecondary and beyond.



Instead of focusing postsecondary advising strictly around specific courses each semester, a more comprehensive approach to student advising that focuses on the whole student and supporting them to discover and reach their career goals can be used. In order to make this possible, colleges may want to develop course pathways or maps that will simply and clearly layout for students the courses needed for specific degrees and certificates. Colleges may also want to move away from a one-size-fits-all advising structure for students, allowing students' needs to influence the advising they receive. The support that one student needs may be vastly different from the support needs of another student, but all students need to be given the time and opportunity to figure out what their support needs are and know where to go if additional support is needed. All students need the opportunity to develop an understanding of themselves and explore career options while they are working toward their goals in college. In changing the postsecondary advising mindset from one that is focused on semester by semester course decisions to one that is focused on career counseling and developing a plan to reach career goals, students will be better prepared to enter the workforce when they graduate.

SECTION VIII: EVALUATION AND ACCOUNTABILITY

In considering evaluation and accountability, it is important to develop rubrics that communicate expectations around the (a) quality and fidelity of implementation, (b) grade or age level developmental career readiness indicators, and (c) immediate, short-term, and long-term indicators that indicate the impact of ILP implementation.

Implementation Quality and Fidelity

States are beginning to focus on whether and to what extent ILP related career development activities are being implemented with quality and fidelity. Arizona's Quality ECAP Process (See Figure 9) offers a quick review that districts and schools can use to evaluate their ILP curriculum and implementation strategy.

Figure 9. Arizona Department of Education ILP Implementation Review

Key Components of a Quality ECAP Process	Not in Use—Fully Implemented				Inhibiting Factors	Promoting Factors
1. Self-Exploration Activities	0	1	2	3		
2. Career Exploration Activities	0	1	2	3		
3. Career Planning & Management Activities	0	1	2	3		
4. Financial Literacy Activities	0	1	2	3		
5. Work Based Learning Opportunities	0	1	2	3		
6. Comprehensive ECAP Implementation Plan & Calendar	0	1	2	3		
7. ECAP Activities Embedded within Classroom Standards & Teaching	0	1	2	3		
8. ECAP Alignment with Special Education and CTE Student Plans	0	1	2	3		
9. ECAP Leadership Team	0	1	2	3		
10. Whole School Buy-In	0	1	2	3		
11. Family Engagement	0	1	2	3		
12. Community Engagement	0	1	2	3		
13. Accessible & Transferable ECAP documentation (Portfolio)	0	1	2	3		

As indicated above, Arizona also offers a more [comprehensive implementation self-assessment strategy](#) for districts and schools.

For example, the first section of the self-assessment addresses “awareness” (See Figure 10), which refers to whether the district or school is aware of important background resources associated with implementing ILPs.

Figure 10. Arizona Department of Education Awareness Self-Assessment

1. AWARENESS: Stakeholders in your school’s ECAP process have the background knowledge necessary to have a deep understanding of the ECAP process and related College and Career Ready initiatives.

Element	1	2	3	4	5
	Not Known	Basic	Knowledgeable	Comprehensive Understanding	Artifacts
1.1 ECAP Board Rule					
1.2 American School Counselors Assoc. Framework					
1.3 Arizona Workplace Employability Skills Standards					
1.4 Arizona College and Career Ready Standards					
1.5 Available Arizona ECAP resources and locations to find additional resources					
Reflection and Next Steps	<i>If you scored less than 13 points in this section, consider researching the ECAP and related CCR initiatives before proceeding.</i>			Total Score: ____/16 possible	

The second section of Arizona’s self-assessment titled “ECAP Process” offers a more extensive self-analysis of the extent to which the district or school has implemented each element of a quality ECAP process (See [“Appendix G”](#)).

Postsecondary planning is a key element of ILP implementation for 6th-12th grade settings. For example, see the Arizona’s Postsecondary Planning Self-Assessment in [“Appendix H”](#).

Finally, assessing outcomes and impact associated with ILP implementation is another consideration. Arizona is asking districts and schools to identify both the process and outcome indicators associated with engaging in ILPs (See Figure 11).

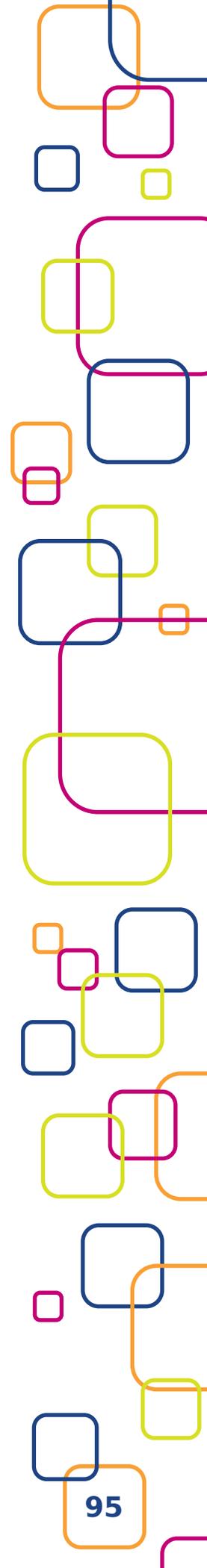
Figure 11. Arizona Department of Education Assessment/Data Collection Self-Assessment

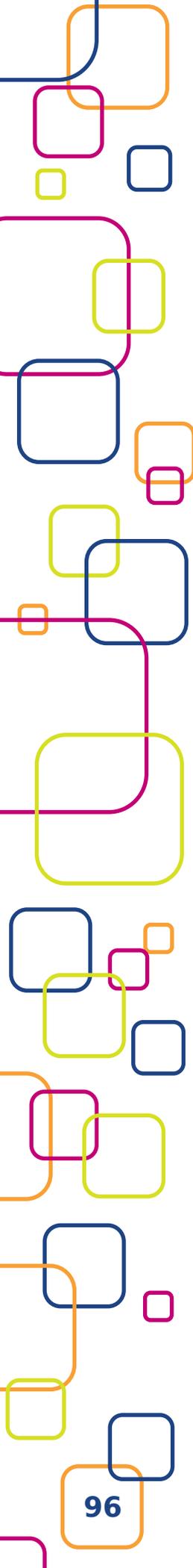
9. ASSESSMENT/DATA COLLECTION: Your district/school has developed a comprehensive assessment and data collection plan for the ECAP process that allows for deeper implementation over time based on data driven adjustments.

Element	1	2	3	4	5
	Not Established	Basic Process/ Minimal Collec- tion	Developed Pro- cess/ Accom- plished Collection	Comprehensive Assessment & Data Collection Process	Artifacts
9.3 Clearly defined assessment and reevaluation process for continued growth and deeper implementation					
9.4 Process data collected					
9.5 Outcome data collected					
9.6 Perception data collected from staff, students, and families					
Reflection and Next Steps	<i>If you scored less than 13 points in this section, consider refining your data collection and assessment process for ECAPs.</i>			Total Score: ____/16 possible	

Career Readiness

The [U.S. Chamber of Commerce Foundation](#) is advocating that states consider including a career readiness indicator to be added to their longitudinal data systems. This recommendation is based on the Every Student Succeeds Act’s





mandate that states add this to their accountability systems. The challenge is how to measure career readiness. Based on [NCWD/Youth's previous research](#), a number of career readiness indicators were identified. Individuals who were classified as "career ready" were able to:

- Identify one or more careers of interest
- Clearly describe plans to pursue the careers of interest
- Connect career plans to personal interests, skills, & values
- Identify how current courses relate to career plan
- Articulate skill & entry requirements for careers
- Engage in additional learning opportunities
- Describe their needed skills & future development plan
- Exercise these skills throughout life – Ready to engage in lifelong career planning & management

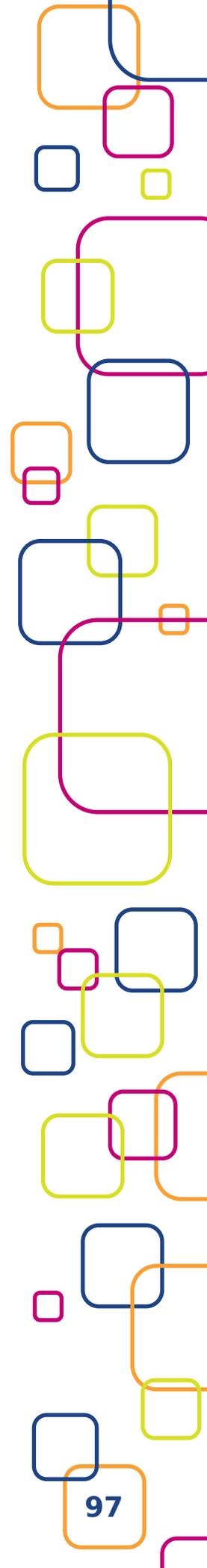
Based on these indicators, it is possible to create a written exercise and rubric that can classify whether and to what extent they are meeting career readiness benchmarks. Obviously, more research is needed, and as a starting point, districts and schools might consider the following strategy and indicators.

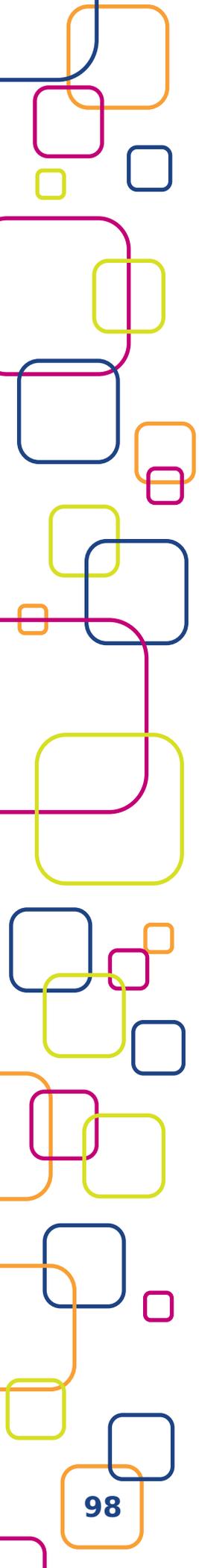
- [District Readiness – Academic and Career Planning – Wisconsin](#)—These activities for district personnel identify what is already available for academic and career planning services, introduce the ACP process, and assess what participants know about this career development program.
- [Finding an Academic and Career Planning Champion – Wisconsin](#)—This activity helps districts define the role and identify someone to be an ACP leader in a school or district.
- [Reflective Questioning – Wisconsin](#)—This is a reflection activity for district administrators, building administrators, teachers, and staff to think about how the ACP process fits into the goals, values, beliefs, and vision that these different groups have about their work as educators.

Resources Related to Tracking Outcomes

- [Pre/Post Tests for ICAP Lessons Using Excel](#)—DPS facilitates assessment of their career readiness curriculum through easy-to-use excel graphs designed for their ICAP curriculum. Scroll to the bottom of the page to see examples and procedure.

- **[Arizona Education and Career Action Plan \(ECAP\) Implementation Site Assessment](#)**—This site-assessment tool is designed to provide a snapshot of how effectively a school is implementing the ECAP process. The tool can be used with district leadership, school administrators or a site’s ECAP Leadership Team to help identify gaps and assets in the ECAP implementation process. It can be useful in generating meaningful discussion and collaboration among stakeholders.
- **[Arizona ECAP Attributes Checklist](#)**—This checklist created by the Arizona Department of Education identifies key components of ILP program in areas of personal goals, academic goals, career planning, extracurricular activities, resume development, etc. It could be used by schools to ensure high quality programming.
- **[Glendale High School ECAP Measurement Readiness Tool](#)**—This self-evaluation helps the school counseling program to determine whether all appropriate ILP supports are being provided.





National
Collaborative on
Workforce and
Disability

NCWD
For Youth



Navigating the Road to Work

PART C: ADDITIONAL RESOURCES

This section lists a series of additional resources that may be useful to the users of this *How to Guide*. It is organized

around topical areas such as commercially available curriculum, assessment tools, and industry endorsed certification and credentialing products. The listings are not all-encompassing in any given category, but they do provide a direct linkage to the content of the previous sections.

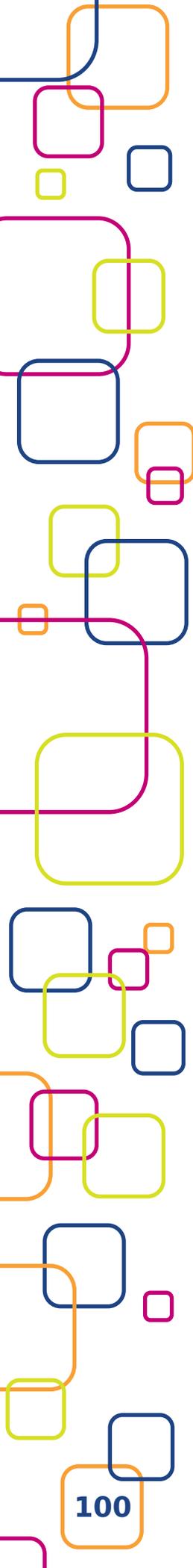
The U.S. Department of Labor does not endorse any of the products, vendors, or tools referenced in this publication. Any mention of vendors, products, or tools is for informational purposes only.

COMMERCIALY AVAILABLE PRODUCTS

Curriculum

These products have been vetted in a variety of venues.

- **Success Highways**—Success Highways helps students develop six key resiliency skills that are known to promote academic success, career decision making, and health management. The resiliency skills include: (a) Importance of school; (b) Academic Confidence (self-efficacy); (c) Academic Motivation; (d) Academic Stress; (e) Well-being; and (f) Social Connections. Students receive individualized assessment information for each resiliency skill. Fifteen classroom lessons provide teachers and school counselors the opportunity to engage students in learning about how each resiliency skill relates to their future life success and helps them learn how to set goals to improve each resiliency skill. The assessment information is also used to provide schools with at-risk profiles for schools to more effectively conduct response to intervention (RTI) programming.
- **American Careers**—American Careers educational programs are integrated, standards-based programs designed to help students understand that what they learn in language arts, math, science, technology, and other core subjects is an essential requirement for today's world of work. Career Communications, Inc., publishes American Careers programs for high school, middle school, and elementary classrooms that integrate academics and careers. All the programs are designed to support



a wide variety of national and state standards, including the Common Core State Standards. One of the programs, STEM It Up!, is a multidisciplinary, experiential approach to learning about science, technology, engineering, and mathematics through exploration, discovery, and problem solving.

ONLINE CAREER INFORMATION SYSTEMS

Comprehensive online career information systems should provide students with access that provides a wide range of validated assessments that explore unique patterns of interests, skills, and values which can be applied in careers (Osborn, Dikel, & Sampson, 2011). The system should also provide access to career information that is organized in a number of ways, including the 16 career clusters. In addition to updated labor market information, the system should connect students to educational opportunities. More advanced systems also provide a range of tools for career planning and management, including writing cover letters and resumes, interviewing skills, and decision-making strategies.

As an ePortfolio, the ILP serves as a repository of the self-exploration, career exploration, and career planning and management activities that students have completed. In addition, online systems allow for the attachment of skill-based evidence in a number of formats. Most importantly, such systems should provide the opportunity for students to share their ILP with admissions counselors or potential employers. Online career information systems offering fee-based access:

- [Naviance](#)
- [XAP](#)
- [Career Cruising](#)
- [CareerLocker](#)
- [Kuder Career Planning System](#)
- [MyPath101](#)

ASSESSMENT INVENTORIES

There are a number of commercially available products for providing assessment information. See **Quintessential Careers** for a review and ratings for over two dozen popular commercial and free-access self-exploration assessment tools involving personality, aptitudes, interests, values, career assessment, and more. Some of these include:

- [The Strong Interest Inventory](#)—This assessment helps students to understand their personality and related interests, identify careers related to their interests, select matching education and training options, understand leadership, risk-taking, and teamwork preferences, and more.
- [The Myers-Briggs Type Indicator](#)—This personality assessment is designed to measure psychological preferences in how individuals perceive the world and make decisions. This assessment uses a matrix of sixteen different personality types to interpret results.

MORE NATIONAL AND STATE-SPONSORED OPEN ACCESS, WEB-BASED RESOURCES

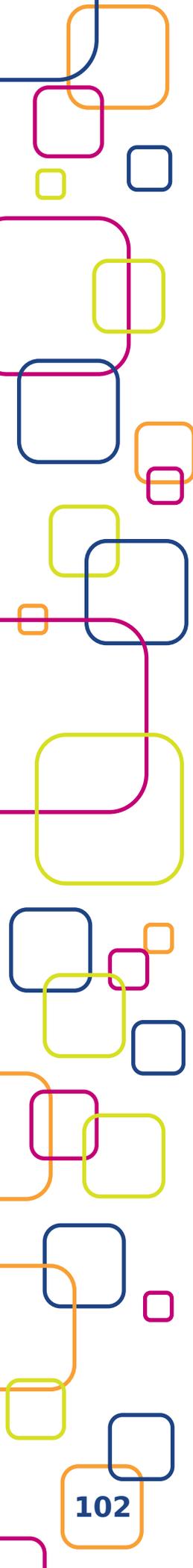
Every state has various online resources to help with self-exploration and assessment, career exploration, and career planning and management as well as other labor market information (LMI). For a comprehensive list of such state-by-state online resources, please visit [ACINet State Information](#).

One example of the kind of useful student self-assessment interest tools available on state websites is Texas' Oscar Interest Profiler described below:

- [Texas Career Check](#)—Texas Career Check is a useful, student-friendly interest profile and work importance indicator tool based on O*NET and is operated by the Texas Workforce Commission/Labor Market and Career Information.

The CareerOneStop website also offers help to job seekers:

- [CareerOneStop – Job Seeker Tools](#)—This website provides links to a list of 10 or more top-rated sites in six job-seeker categories: (1) General Job Boards; (2) Niche Boards; (3) Career Exploration Tools; (4) Career Planning Tools; (5) Social Media Job Search; and (6) Other Tools (including interview preparation, labor market information, training grants, and more).



COMPREHENSIVE STATE AND LOCAL PROGRAMS

- [Arizona: ECAP Implementation](#)—This implementation resource for Education and Career Action Plans includes resources for professional development, community partnerships, family engagement, and outreach.
- [Wisconsin: ACP Implementation Guide](#)—This guide explains how to implement the Academic and Career Planning Process, including lessons on policy and planning, leadership and culture, professional development, family engagement, community partnerships, and outreach.
- [Kentucky: ILP Toolkits and Resources](#)—Kentucky uses Career Cruising to create Individual Learning Plan documents for students, but there are toolkits with implementation resources for middle and high school teachers, educational leaders, parents, and outreach.
- [Colorado: ICAP Implementation Guide and Toolkit](#)—This Individual Career and Academic Planning Guide includes information on how to get started, an implementation toolkit, resources, and quality indicators.
- [Academic and Career Planning is Key: Life is a Journey, Only You Hold the Key](#)—The Pewaukee School District in Wisconsin developed this K-12 Academic and Career Planning Curriculum.

INDUSTRY-SPONSORED WEBSITES

As noted in Section II, there are a wealth of websites centered on occupations in specific industry sectors. What follows is a sampling of some of the largest ones.

Healthcare

For the healthcare industry, there are several websites to assist career exploration, including:

- [ExploreHEALTHCareers.org](#)—This website provides career exploration information for a broad range of dental, medical, allied health, veterinary, and related occupations.
- [VCN.org](#)—The Healthcare Virtual Career Network is sponsored by the American Association of Community Colleges ([AACCC](#)) and offers in-depth profiles for 82 healthcare careers, including a breakdown for those that require only a high school diploma or some college, an associate's degree, or a bachelor's or graduate degree.

Information Technology

For the information technology (IT) and telecommunications industry, the Computing Technology Industry Association ([CompTIA](#)) provides a Career Compass which offers tools to help users define career goals and learn what training and industry-based certifications are available:

- [CompTIA Career Compass](#)

Manufacturing

For the manufacturing industry, including advanced manufacturing, check out:

- [National Association of Manufacturers](#)
- [National Council for Advanced Manufacturing](#)
- [National Council on Competitiveness](#)

In particular, the National Association of Manufacturers' [Dream It, Do It](#) website introduces young people to exciting career opportunities in advanced manufacturing and the education and training needed for these careers.

Restaurant and Food Service

For career and jobs information on the restaurant and food service industry, see the [Jobs & Careers](#) section on the National Restaurant Association website.

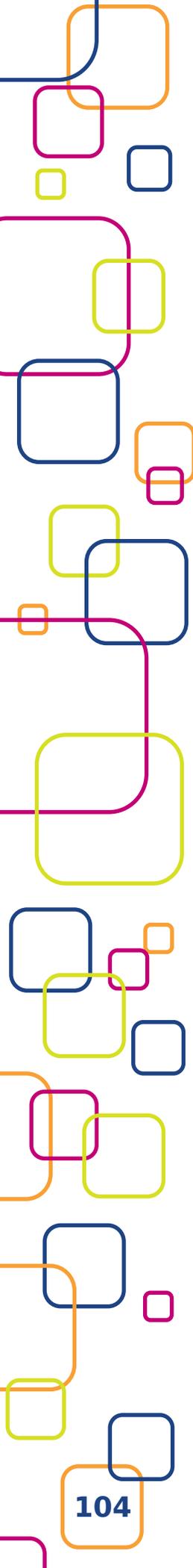
Retail

For information on career opportunities in the retail sales industry, check out the National Retail Federation Foundation's [Retail Careers Center](#).

WORK READINESS CREDENTIALS

The 2009 Achieve report, [Measures that Matter - Work-readiness Certification and Industry Credentials: What Do State High School Policy Makers Need to Know?](#) lists additional sample career readiness soft skills assessments that educators and counselors might want to consult and consider as part of their approach to work-readiness soft skills instruction:

- [Comprehensive Adult Student Assessment Systems \(CASAS\)](#)—This system assesses adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS is approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess



both native and non-native English speakers. The assessments (Workforce Skills Certification Program) cover reading comprehension, math, critical thinking, problem solving, applied performance, and basic technology.

- [National Career Readiness Certificate](#)—Developed by ACT and linked to WorkKeys (job skills assessment system), candidates are assessed in applied mathematics, reading for information, and locating information. Based on scores, they are awarded gold, silver, or bronze-level certification that indicate readiness to succeed in different kinds of jobs.
- [Work Certified](#)—This program assesses reading comprehension, mathematics, business writing, computer literacy and business tools, customer service, work maturity, and other skills. It was developed by the Treasure Coast and Palm Beach workforce development regions in Florida, and it has been adopted by other Florida districts as well as some districts in Illinois and Texas.

FAMILY ENGAGEMENT

The Institute for Educational Leadership (IEL) provides various resources and support for family-school-community partnerships. Recognizing the importance of family and community engagement (FCE) as an essential element for student achievement and school improvement, districts have established dedicated departments and positions to advance engagement efforts at both the school and district levels. IEL convenes and supports the [District Leaders Network on Family and Community Engagement](#) with a primary goal of building capacity in the field through opportunities for district leaders to share with and learn from their peers while promoting effective engagement practices. IEL also houses the [Coalition for Community Schools](#), which offers guidance on creating successful linkages between schools, families, and community organizations.

The following resources are useful for learning how to enhance family engagement strategies:

- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)—U.S. Department of Education
- [Community and Family Engagement: Principals Share What Works](#)—Institute for Educational Leadership's Coalition for Community Schools
- [Taking Leadership, Innovating Change: Profiles in Family, School and Community Engagement](#)—Harvard Family Research Project, 2010

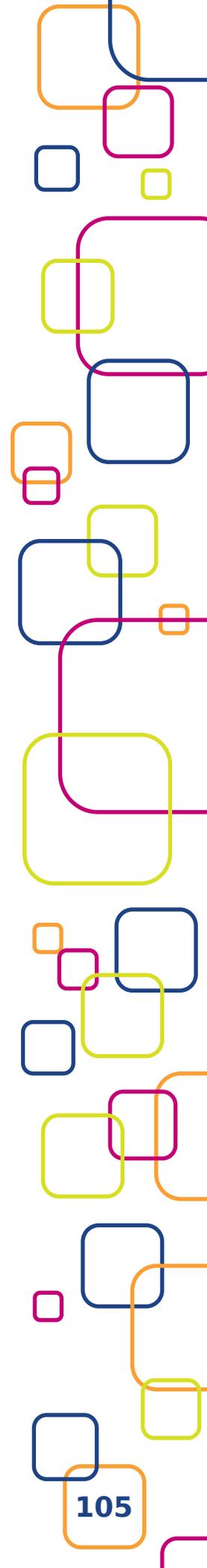
- [How to Develop a Logic Model for District wide Family Engagement Strategies](#)—Harvard Family Research Project. 2009
- [Tools for Latino Family Outreach: Supporting Student Success in the Middle-grades and Beyond](#)—Postsecondary Access for Latino Middle-grade Students (PALMS)
- [Boston Public Schools](#)—Parent University

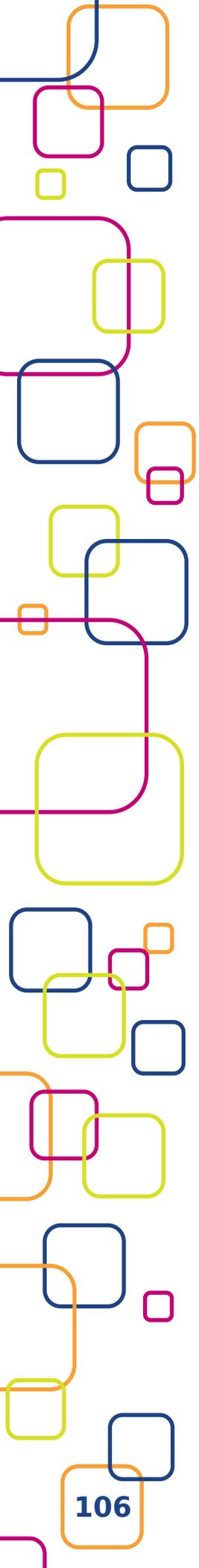
CONNECTING TO OTHER YOUTH PLANNING PROCESSES

Some students may be receiving treatment and/or have a treatment plan for services they are receiving for any number of reasons, including mental health needs, substance abuse, disabilities, health problems, involvement with the juvenile justice system, and/or involvement in other systems of care.

The following resource is designed for youth to help them understand and participate fully in the planning process for any treatment they receive. This resource emphasizes a strengths-based treatment planning approach that aligns the treatment plan to the young person's personal goals in various life domains. This guide could be used to help youth connect the goals they set as a part of their Individualized Learning Plan (ILP) to any treatment plans.

- [A Youth Guide to Treatment and Treatment Planning: A Better Life](#)—This guide was developed with support from the Child, Adolescent and Family Branch, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. 2011.





National
Collaborative on
Workforce and
Disability

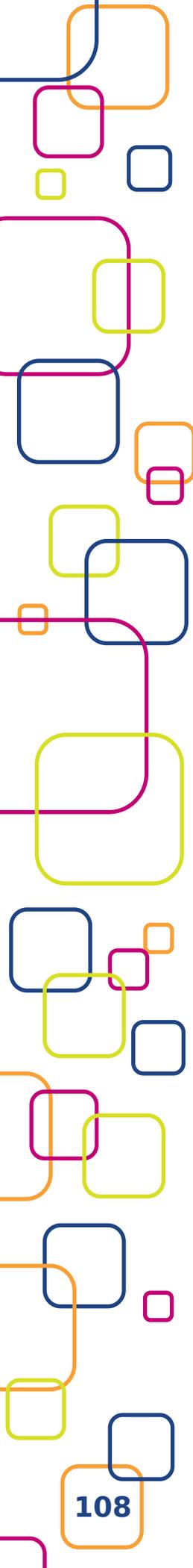
NCWD
For Youth



Navigating the Road to Work

REFERENCES

- Altarum Institute. (2011). Parent and educator perspectives on ILPs: Final recommendations from a four state report. Report available from Altarum.
- Arizona Department of Education. (2015) *Arizona ECAP implementation: Administrative toolkit*. Retrieved from <https://cms.azed.gov/home/GetDocumentFile?id=58dd349c1130c00c4014770a>
- Bowers, J., & Hatch, P. A. (2005). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Budge, S. L., Solberg, V. S., Phelps, L. A., Haakenson, K. & Durham, J. (2010). Promising practices for implementing individualized learning plans: Perspectives of teachers, parents, and students. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO.
- Choitz, V., Soares, L., & Pleasants, R. (2010). *A new national approach to career navigation for working learners*. Retrieved from the Center for American Progress Website: https://cdn.americanprogress.org/wp-content/uploads/issues/2010/03/pdf/career_counseling.pdf
- Colorado Department of Education. (2014). [ICAP toolkit process for individual career and academic planning](http://www.cde.state.co.us/postsecondary/icaptoolkit). Retrieved from <http://www.cde.state.co.us/postsecondary/icaptoolkit>
- Ganzglass, E., (2014). Scaling 'Stackable Credentials': Implications for Implementation and Policy. Center for Postsecondary and Economic Success (CLASP). Retrieved from: <http://www.clasp.org/resources-and-publications/files/2014-03-21-Stackable-Credentials-Paper-FINAL.pdf>
- Goligoski, E. (2012). Motivating the Learner: Mozilla's Open Badges Program. *Access to Knowledge: A Course Journal*, 4(1). Retrieved from <http://web.stanford.edu/group/ojs3/cgi-bin/ojs/index.php/a2k/article/view/381>



Gramlich, M., Crane, K., Peterson, K. and Stenhjem, P. (2003). *Work-based learning and future employment for youth: A guide for parents and guardians*. Retrieved from National Center on Secondary Education and Transition: http://www.ncset.org/publications/info/NCSETInfoBrief_2.2.pdf.

Greenhalgh, T., Robert, G., MacFarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: Systematic review and recommendations. *The Milbank Quarterly*, 82(4), 581–629.

Howard, K. A. S., & Walsh, M. E. (2009). Conceptions of career choice and attainment: Developmental levels in how children think about careers. *Journal of Vocational Behavior*, 76, 143-152.

Jenkins, Davis & Cho, Sung-Woo (2014). *Get with the program... and finish it: Building guided pathways to accelerate student completion*. (CCRC Working Paper No. 66).

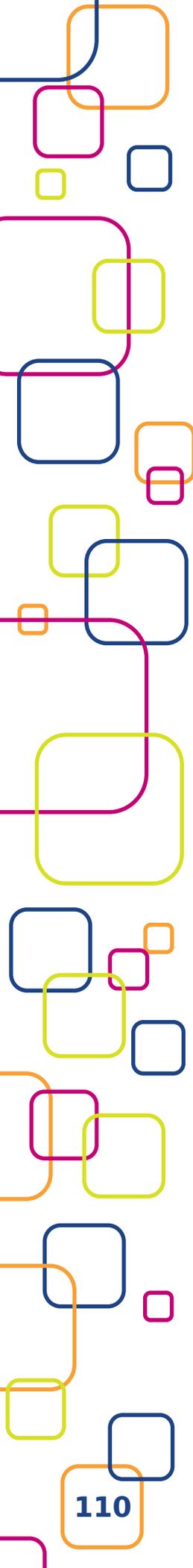
Jones, E.P., Flanagan, S., Zaff, J.F., McClay, C., Hynes, M., & Cole, M. (2016). *Relationships come first: How four career development and workforce readiness programs prepare young people for work and life*. Washington, DC: America's Promise Alliance.

Hulleman, C., & Harackiewicz, J. (2009). Promoting interest and performance in high school science classes. *Science*, 326(5958), 1410-1412. doi:10.1126/science.1177067.

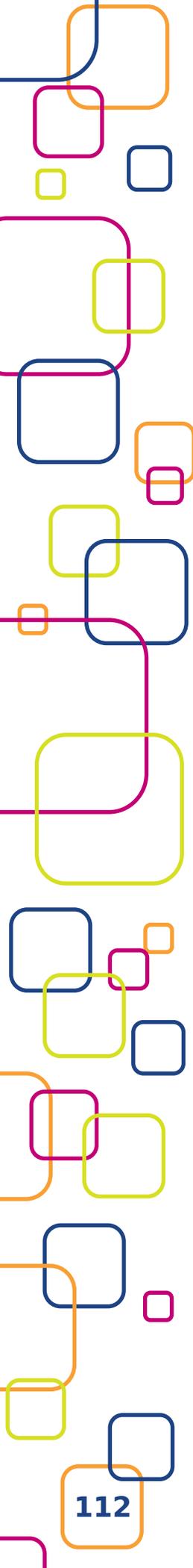
Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

Kotamraju, P., Richards, A., Wun, J., & Klein, S. G. (2010, April). *A common postsecondary data dictionary for Perkins accountability*. Louisville, KY, and Berkeley, CA: National Research Center for Career and Technical Education, University of Louisville, and MPR Associates, Inc.

- Massachusetts Department of Elementary and Secondary Education, Advisory Committee Studying the Development and Implementation of Six-Year Career Plans. (2016). *Helping Youth Become the Drivers of Their Own College and Career Readiness Success*. Retrieved from <http://www.mass.gov/edu/docs/eoe/publication-reports/six-year-career-plan-advisory-committee-report-.pdf>
- Massachusetts Institute for College and Career Readiness (n.d.). *Individualized learning plan*. Available at: <http://sites.bu.edu/miccr/ccr-resources/research-literature/individualized-learning-plan>
- McAdams, D. P. (2013). The psychological self as actor, agent, and author. *Perspectives on Psychological Science*, 8(3), 272-295.
- Muller, R. D. & Beatty, A. (2009). *Work readiness certification and industry credentials: What do state high school policy makers need to know?* Retrieved from Achieve Website: <http://www.achieve.org/files/WorkReadinessCertificationandIndustryCredentials.pdf>
- National Academy Foundation. (2011). *Guide to work-based learning: A continuum of activities and experience*. Available at: <http://www.ccsso.org/Documents/2016/NationalAcademyFoundationGuidetoWorkBasedLearning.pdf>
- National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2007). *Rising above the gathering storm: Energizing and employing America for a brighter economic future*. Retrieved from the National Academies Press website: http://www.nap.edu/catalog.php?record_id=11463
- National Collaborative on Disability and Workforce for Youth (n.d.). *Individualized Learning Plan*. Available at: <http://www.ncwd-youth.info/ilp>.
- National Collaborative on Workforce and Disability for Youth. (2005). *The 411 on Disability Disclosure Workbook*. Washington, DC: Institute for Educational Leadership.
- National Collaborative for Workforce and Disability for Youth (2008). *Youth and Disability Disclosure: The Role of Families and Advocates*. Washington, DC: Institute for Educational Leadership.

- 
- National Collaborative for Workforce and Disability for Youth (2009). *The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals (YSPs), and Other Adult Allies Who Care About Youth With Disabilities*. Washington, DC: Institute for Educational Leadership.
- National Collaborative on Workforce and Disability for Youth. (n.d.) *Cyber Disclosure for Youth with Disabilities* (Supplement to The 411 on Disability Disclosure Workbook.) Washington, DC: Institute for Educational Leadership.
- National Collaborative on Workforce and Disability for Youth [NCWD/Youth]. (2013b). Individualized learning plans (Fact Sheet). Washington, DC: Institute for Educational Leadership. Retrieved from <http://www.ncwd-youth.info/wp-content/uploads/2016/12/FactSheet-ILP.pdf>
- National Collaborative on Workforce and Disability for Youth [NCWD/Youth]. (2014b). Understanding the new vision for career development: The role of family. (Info Brief 39). Washington, DC: Institute for Educational Leadership. Retrieved August 8, 2014 from <http://www.ncwd-youth.info/wp-content/uploads/2016/09/Infobrief-Career-Development-Family-Role.pdf>
- National Family, School, and Community Engagement Working Group. (2010). *Taking leadership, innovating change: Profiles in family, school, and community engagement*. (Harvard Family Research Project Human-Centered Design). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/taking-leadership-innovating-change-profiles-in-family-school-and-community-engagement>
- National Financial Educators Council. (2013). Financial literacy definition. Retrieved from <https://www.financialeducatorsCouncil.org/financial-literacy-definition>
- Office of Disability Employment Policy (2011). *Skills to pay the bills: Mastering soft skills for workplace success*. Washington, DC: U.S. Department of Labor.
- Omatsu, G. (n.d.). *The student leadership training booklet*. Retrieved from California State University, Northridge: https://www.csun.edu/sites/default/files/leadership_booklet.pdf

- Osborn, D. S., Dikel, M. R., Sampson, J. P., & Harris-Bowlsbey, J., (2011). *The internet: A tool for career planning* (3rd Ed.). Oklahoma City, OK: National Career Development Association.
- Owen, J. E., Komives, S. R., Lucas, N., & McMahon, T. R. (Eds.). (2007). *Instructor's guide for exploring leadership: For college students who want to make a difference*. San Francisco, CA: John Wiley & Sons, Inc.
- Perry J. C., President M. A., Harmon J. A., Mizen A. S., Calhoun-Butts C., Riley S. A.,... Arendt C. (2014). *Making my future work: A college and career readiness program* (Manual). Cleveland, OH: Cleveland State University.
- Renner, Jana L. (2013). First-year student exploration of career and life goals: an application of O'Banion's advising model. *The Mentor: An Academic Advising Journal*. Retrieved from: <https://dus.psu.edu/mentor/2013/01/student-exploration-goals-o%E2%80%99banion%E2%80%99s-advising-model>
- Rose, D. H. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Smith, F. G., Leconte, P., & Vitelle, E. (2012). The VECAP position paper on universal design for learning for career assessment and vocational evaluation. *Vocational Evaluation and Career Assessment Journal*, 8(1), 13-26.
- Social Security Administration (2016). *What you need to know about your supplemental SSI when you turn 18*. (SSA Publication No. 05-11005 ICN 480260). Washington, DC: U.S. Government Printing Office.
- Solberg, V. S. (2010). *The emerging role of STEM support careers*. Paper presented as part of the J. Miller and G Pearson symposium titled *Tomorrow's Scientists and Engineers* at the 2010 Annual Meeting of the American Association for the Advancement of Science, San Diego, California.
- Solberg, V. S., Gresham, S., Phelps, L. A. & Budge, S. (2010, April). *Identifying indecisive decision-making patterns and their impact on career development and workforce readiness*. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO.

- 
- Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). *Impact of exposure to quality learning experiences on career development*. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118th Annual Convention of the American Psychological Association, San Diego, CA.
- Solberg, V. S., Wills, J., & Larson, M. (2013). *Using individualized learning plans to produce college and career ready high school graduates*. (Policy Brief 6). Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2016/11/PolicyBrief_issue_6.pdf
- Solberg, V. S., Wills, J., & Osman, D. S. (2012). *Promoting quality individualized learning plans: A "how to guide."* Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Retrieved from <http://www.ncwd-youth.info/wp-content/uploads/2016/10/NCWDYouth-ILP-How-to-Guide-Feb2013.pdf>
- Solberg, V. S., Wills, J., Redmond, K., & Skaff, L. (2014). *Use of individualized learning plans: A promising practice for driving college and career readiness efforts. Findings and recommendations from a multi-method, multi-study effort*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. Retrieved from: <http://www.ncwd-youth.info/wp-content/uploads/2018/03/ILPs-A-Promising-Practice-for-Driving-College-and-Career-Efforts.pdf>
- Solberg, V. S., Howard, K. A. S., Gresham, S., & Carter, E. (2012). The impact of quality learning experiences on self-determination skills: A path analytic study among students with disabilities. *Career Development for Exceptional Individuals*. DOI: 10.1177/2165143412439887
- Substance Abuse and Mental Health Services Administration. (2011). *Identifying mental health and substance use problems of children and adolescents: A guide for child-serving organizations* (HHS Publication No. SMA 12-4670). Rockville, MD: Author.

Symonds, W. C., Schwartz, R. B., & Ferguson, R. (2011). Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century. Harvard Graduate School of Education.

Test, D.W., Mazzoti V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving post school outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32 (3), 160-181.

Valencia College. (n.d.). What is lifemap?. Retrieved from <http://valenciacollege.edu/lifemap>

vanBruinswaardt, C., Solberg, V. S., & Jarukitisakul, C. (2015). Designing statewide career development strategies and programs. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.

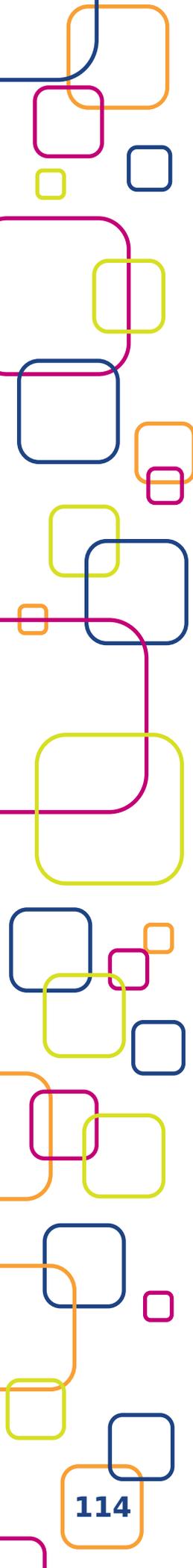
Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. doi:10.1016/j.tate.2007.01.004

Vocational Evaluation and Career Assessment Professionals Association (VECAP). (2012). The VECAP Position Paper on universal design for learning for career assessment and vocational evaluation. *Career Assessment Journal*, 8 (1), 13-26.

Walker, K., Olson, B., & Herman, M. (2017). Social and Emotional Learning in Practice: A Toolkit of Practical Strategies and Resources. St. Paul, MN: University of Minnesota Extension. Retrieved from <http://www.extension.umn.edu/youth/training-events/sel-toolkit>

Washington Office of the Superintendent of Public Instruction (2012). Washington State Worksite Learning Manual. Retrieved from <http://www.k12.wa.us/CareerTechEd/WorkBasedLearning/WorksiteLearningManual.pdf>

Wehmeyer, M. L. & Palmer, S. B. (2003). Adult Outcomes for Students with Cognitive Disabilities Three-Years After High School: The Impact of Self-Determination. *Education and Training in Developmental Disabilities*, Vol 38(2), 131-144.



Westmoreland, H., Lopez, M. E., & Rosenberg, H. (2009). How to Develop a Logic Model for Districtwide Family Engagement Strategies. (Harvard Family Research Project).

Westmoreland, H., Rosenberg, H., Lopez, M. E., & Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. (PTA and Harvard Family Research Project Issue Brief Series: Family Engagement Policy and Practice).

Whitehouse, E., Ingram, K., & Silverstein, B. (2016). Work matters: A framework for states on workforce development for people with disabilities. Washington, D.C.: Council of State Governments (CSG) and National Conference of State Legislatures (NCSL). Retrieved from http://www.csg.org/NTPWD/documents/SEED_Report_2016.pdf

Wilson, K. M., Brady, T. J., and Lesesne, C. on behalf of the NCCDPHP Work Group on Translation. (2011). An Organizing Framework for Translation in Public Health: The Knowledge to Action Framework. *Preventing Chronic Disease: Public Health Research, Practice, and Policy*, 8, 1-7.

Wisconsin Department of Public Instruction. (2016). ACP in Wisconsin: Implementing Academic and Career Planning. Retrieved from <https://dpi.wi.gov/acp>

Workforce Innovation and Opportunity Act of 2014, Pub. L. 113-128. 128 Stat. 1425. 14 July 2014. Retrieved from <https://www.govtrack.us/congress/bills/113/hr803>

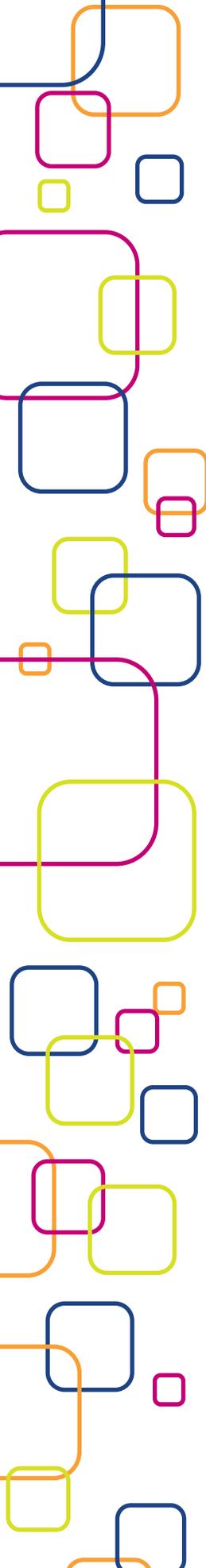
Yoder, N. (2014). Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks. Revised edition. Center on Great Teachers and Leaders at the American Institutes for research. Retrieved from <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

APPENDIX A

ARIZONA DEPARTMENT OF EDUCATION COMMUNICATION AND MESSAGING SELF-ASSESSMENT

6. COMMUNICATIONS AND MESSAGING: Your district/school has a clearly defined communications and messaging system in place that represents vision for what the ECAP process is and why it is important.

Element	1	2	3	4	5
	Not Established	Basic Plan	Developed Plan	Comprehensive & Consistent Communication & Messaging	Artifacts
6.3 Clearly stated vision and goals for the ECAP process					
6.4 Awareness of Arizona's available communications/messaging tools					
6.5 Communications/messaging plan for in-building staff					
6.6 Communications/messaging plan for student awareness; students are aware of the ECAP process and able to articulate their plan					
6.7 Communications/messaging plan for families; families are aware of and understanding the importance of their engagement with the ECAP process					



Element	1	2	3	4	5
	Not Established	Basic Plan	Developed Plan	Comprehensive & Consistent Communication & Messaging	Artifacts
6.8 Communications/messaging plan for community/business partnerships; partners understand the necessity for their engagement with the ECAP process					
Reflection and Next Steps	<p><i>If you scored less than 20 points in this section, consider using Arizona's C/M tools and developing your own plans for communicating the necessity of ECAP.</i></p>			<p>Total Score: ____/24 possible</p>	

APPENDIX B

COLORADO DEPARTMENT OF EDUCATION SCOPE AND SEQUENCE—OBJECTIVES

Below is a matrix of POSSIBLE objectives you might select to do with your students in order to develop a meaningful ICAP Process. One the far left you will find the statutory minimums and on the right you will find developmentally appropriate objectives that will meet the requirements. In order to help all students to become college and career ready, it is considered a best practice to think about the climate and culture of the school/district in which the ICAP process is being developed. Think about the unique needs and characteristics of the students and community you serve. Based on those attributes develop a scope and sequence that is appropriate for your school/district. Once you have established developmentally appropriate objectives, use the matrix on the second page to help you think of developmentally appropriate actions/activities that can be used for meeting the objectives.

CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) Objectives	Elementary Awareness	Middle Discovery	Lower High Research/Initiation	Upper High Applied Experience/ Transition
Individual Exploration/ Self Discovery Documentation of quality self-exploration activities allowing students to become aware of their passions, values, personality, strengths, abilities, skills, aptitudes, roles, financial aspirations which guide subsequent career exploration efforts.	Demonstrate knowledge of their preferences, interests and dreams Demonstrate knowledge of individual strengths and needs Demonstrate ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges	Understand the relationship of personal abilities, goals, skills, interests, and motivation to academic achievement Identify a personal and/or academic goal Create a plan for goal attainment	Demonstrate knowledge of their preferences, interests, hopes, dreams, passions and individual interests Demonstrate ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges	Identify personal preferences, skills, and interests that influence career choices and success Demonstrate critical thinking skills to make informed, ethical, and socially responsible decisions regarding wants, needs, and aspirations

<p>CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01)</p> <p>Objectives</p>	<p>Elementary</p> <p>Awareness</p>	<p>Middle</p> <p>Discovery</p>	<p>Lower High</p> <p>Research/Initiation</p>	<p>Upper High</p> <p>Applied Experience/Transition</p>
<p>Interest surveys Rule 2.01(1)(a) Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education, Rule 2.01(1)(i)</p>		<p>Evaluate and make meaningful adjustments to goal/plan Share with others: personal, strengths, skills aptitudes, skills</p>	<p>Demonstrate ability to make informed decisions Recognize the effect of peer pressure on decision making Understand the consequences of decisions and choices Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships Use appropriate communication and conflict resolution skills with peers and adults Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals</p>	<p>Understand the relationship among, and importance of, respecting rules, laws, safety, and the protection of individual rights Understand when and how to utilize family, peer, school, and/or community resources Use appropriate communication and conflict resolution skills with peers and adults Apply problem solving and decision making skills to make safe and healthy choices</p>
		<p>118</p>		

CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) Objectives	Elementary Awareness	Middle Discovery	Lower High Research/Initiation	Upper High Applied Experience/Transition
<p>Career Exploration</p> <p>Documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes, and anticipated postsecondary studies.</p> <p>A written postsecondary and workforce goal for the student, Rule 2.01(1)(a)</p>	<p>Understand the concepts of job and career</p> <p>Build awareness around the world of work and the importance of education to a successful life</p> <p>Students associate the work lives of adults to subject matters being learned in school</p> <p>Understand the importance and value of work and jobs to society</p>	<p>Build awareness of career planning and acquire information about careers and educational and training pathways leading to them.</p> <p>Students use research and information resources to obtain career information</p> <p>Students associate adults and their work lives with subject matters learned in school and understand in general terms what qualifies people for that work</p>	<p>Demonstrate knowledge of their culture and environment</p> <p>Demonstrate ability to take care of oneself emotionally and physically</p> <p>Explore a variety of career clusters, pathways and industry sectors.</p> <p>Learn about postsecondary education and the variety of postsecondary training that leads to various careers.</p> <p>Learn about the variety of traditional and nontraditional occupations and related training options</p> <p>Understand the influences and impact of cultural biases and stereotypes on career options</p>	<p>Learn about workplace culture through activities and their leadership style</p> <p>Understand how changing economic and societal needs influence employment trends and future training</p> <p>Understand how work and leisure interests can help to achieve personal success and satisfaction</p> <p>Demonstrate knowledge of the current job market trends</p>

<p>CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) Objectives</p>	<p>Elementary Awareness</p>	<p>Middle Discovery</p>	<p>Lower High Research/Initiation</p>	<p>Upper High Applied Experience/Transition</p>
<p>Anticipated postsecondary Studies, Rule 2.01(1)(a) Yearly benchmarks for reaching that (postsecondary) goal, Rule 2.01(1)(a) Interest surveys, Rule 2.01(1)(a) Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education, Rule 2.01(1)(i)</p>		<p>Students can describe traditional and nontraditional career choices and how they relate to career choice Students understand the effect of career choices on quality of life</p>	<p>Develop skills to locate, evaluate and interpret career information. Supported in making informed decisions about possible career paths Understand the effect of career choices on quality of life</p>	<p>Understand that self-employment is a career option and demonstrate knowledge of the variety of professional, technical and vocational skills necessary for self-employment Understand the value of ethical standards and behaviors in education and the workplace</p>
		<p>120</p>		

CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) Objectives	Elementary Awareness	Middle Discovery	Lower High Research/Initiation	Upper High Applied Experience/Transition
<p>Academic and Career Planning and Management</p> <p>An international sequence of courses reflecting progress toward accomplishment of the student's postsecondary and workforce objectives, Rule 2.01 (1)(c)</p> <p>Academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned, Rule 2.01(1)(b)</p> <p>Concurrent enrollment of the student's postsecondary studies as the student progresses through high school, Rule 2.01(1)(g)</p>	<p>Understand the expectations of the educational environment</p> <p>Build awareness that learning, critical thinking, and working hard are key habits to develop to be a happy and successful worker in the future.</p> <p>Understand the importance of individual effort, hard work, and persistence</p> <p>Understand the relationship of academic achievement to current and future success in school</p> <p>Demonstrate individual initiative and a positive interest in learning</p>	<p>Apply study skills necessary for academic achievement</p> <p>Understand the importance of planning.</p> <p>Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to academic success</p> <p>Demonstrate employability skills such as individual initiative, teamwork, problem solving, time management, organization, and communication</p> <p>Use research skills to locate, evaluate, and interpret career and educational information</p>	<p>Demonstrate understanding of the education and training needed to achieve career goals</p> <p>Use research skills to locate, evaluate, and interpret career and educational information</p> <p>Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market</p> <p>Identify the relationship of course content, educational achievement, and career choices</p>	<p>Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills</p> <p>Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,</p> <p>Demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources</p>

<p>CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) Objectives</p>	<p>Elementary Awareness</p>	<p>Middle Discovery</p>	<p>Lower High Research/Initiation</p>	<p>Upper High Applied Experience/Transition</p>
<p>Relevant assessment scores, Rule 2.01(1)(d) Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education, Rule 2.01(1)(i) The student's plans for and experiences in Contextual and Service Learning, if applicable, Rule 2.01(1)(e)</p>	<p>Use appropriate communication skills to ask for help when needed Work cooperatively in small and large groups towards a common goal Use study skills and test-taking strategies</p>	<p>Demonstrate awareness of educational, vocational, and technical training opportunities available in high school Use critical thinking skills and test-taking strategies Understand the choices, options, and requirements of the middle school Understand the importance of high school course and/or program selection in relation to future academic and career options Understand high school graduation requirements Understand individual assessment results in relation to educational progress 122</p>	<p>Demonstrate awareness of educational, vocational, and technical training opportunities available in high school and beyond Understand the relationship of dependability, productivity, and initiative to academic and job success Understand the importance of high school course and/or program selection in relation to future academic and career options Understand high school graduation requirements and post-secondary entrance requirements</p>	<p>Develop and utilize time and task management skills and other key employability skills Apply decision making skills to career planning Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market Use employability and job readiness skills in internship, mentoring, shadowing and/or employment experience</p>

CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) Objectives	Elementary Awareness	Middle Discovery	Lower High Research/Initiation	Upper High Applied Experience/ Transition
<p>Contextual and Service Learning: Activities performed by the student that establish connections between school-based instruction and the world of work, careers, and learning that occurs beyond the school itself, Rule 2.00(4)</p> <p>A record of the student's college application or alternative applications as they are prepared and submitted, Rule 2.01(1)(f)</p> <p>The student's progress toward securing scholarships, work study, student loans, and grants, Rule 2.01(1)(h)</p>			<p>Understand individual assessment results in relation to educational progress</p> <p>Demonstrate the skills needed to develop a high school academic and career plan based on ability, interest, and achievement</p>	
<p>Evidence of ICAP Completion</p> <p>Annual Reflection (Portfolio, Plan, Project, Performance, etc.)</p>				

APPENDIX C

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION ILP PROGRAM CHART

Self-Awareness Activities		KNOW		Exploration Activities		EXPLORE		Career Planning Activities		PLAN		Management Activities		GO	
Writing Personal Reflections	Identifying Strengths	Identifying Needs	Career Interest Inventories	Setting Career Goals	Resume Builder	Cover Letters	Modify Academic Goals as Necessary	Setting Personal Goals	Identifying Strengths	Revising Goals	Career Cluster Exploration	Career Pathway Exploration	Investigate Post-Secondary Options	Campus Visits & Reflections	Modify Intentional Sequence of Courses as Necessary
Ability Profiler	Learning Style Assessment	Personality Assessment	Creation of Program of Study	Job Fair Participant & Reflection	Applications to Post-Secondary Options	Leadership Opportunities	Modify Personal Goals as Necessary	Graduation Requirements	Virtual Courses	AP or Advanced Courses	CTSO Participant & Reflection	Career Research Paper	Personal Financial Literary Concepts	Financial Plan	Modify Career Goal
Academic Preparation															
Elective Courses	CTE Courses	Dual Enrollment/ YO/CO	Job Shadowing	Work-based Learning	Gather Letters of Recommendation	Mock Interviews & Reflections	Update Regularly/ Quarterly	International Baccalaureate Programs	Extra/Co-Curricular Involvement	Career Academies	Internship or Externship	Youth Apprenticeship	Choosing a Post-Secondary Option	Decision Making Reflection	
Project Lead the Way	Industry or Technical Certifications	STEM	Service Learning Projects	Work Experience	Academic Planning Activities			ASVAB	Forward ASPIRE, ACT/ SAT, Compass, Accuplacer	WorkKeys	Volunteering	Labor Market Considerations	Setting Academic Goals	Intentional Sequence of Courses	

APPENDIX D

ARIZONA DEPARTMENT OF EDUCATION EDUCATION AND CAREER ACTION PLAN (ECAP) ATTRIBUTES CHECKLIST

Personal Goals

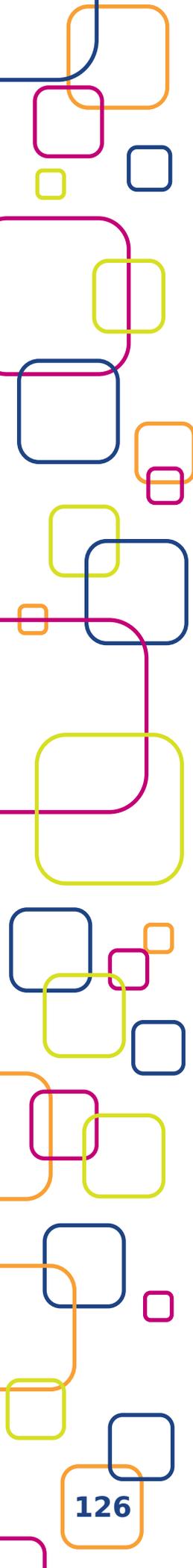
- The process assists the individual student in setting appropriate personal goals for the period during high school.
- The process assists the individual student in setting appropriate personal goals for life beyond high school graduation.
- A system exists for each student to maintain and update his/her personal life goals.
- The system provides for appropriate adult guidance for the student in developing his/her personal life goals.

Academic Goals

- The process assists the individual student in setting appropriate academic goals consistent with the student's individual skills and interests leading to high school completion.
- The process assists the individual student in setting appropriate academic goals for education and work beyond high school graduation.
- A system exists for each student to maintain and update his/her academic goals.
- The system provides for appropriate adult guidance for the student in developing his/her personal academic goals.

Career Planning

- The process and system provide opportunities for the student to assess his or her interests and skills related to a variety of options including careers.
- The process and system provide opportunities for the student to explore careers from a variety of approaches such as virtual career searches, CTE classes, service learning, job shadowing, internships and externships, etc.
- The process and system provides an opportunity for the student to maintain a record of the results of his/her interest and career surveys.

- 
- The process and system provides an opportunity for the student to maintain a record of the results of his/her experiences such as virtual career searches, CTE classes, service learning, job shadowing, internships, externships, work experiences, etc.

Extra Curricular Activities

- The process provides an opportunity for the student to receive guidance from an appropriate adult in understanding the value and importance of participating in extracurricular activities.
- The process engages students with the appropriate adult to assist him/her in identifying those extracurricular and out of school activities which meet his/her interests and abilities.
- The process assists students in understanding leadership and civic responsibility, and encourages participation in activities that lead to personal development in these areas.
- The process and system provides an opportunity for the student to record and maintain a record of participation and level of responsibility assumed in relation to leadership and civic responsibility.

Resume Development

- The process provides opportunities for the students to learn what a resume is.
- The process provides assistance for the student in developing a resume which includes appropriate information regarding the student's academic, work, and service experiences, as well as the skills and individual qualities the student possesses.
- The process includes the opportunity for the student to revisit his/her resume periodically to edit and update information.
- The process and system provides a method for obtaining and maintaining appropriate letters of recommendation.

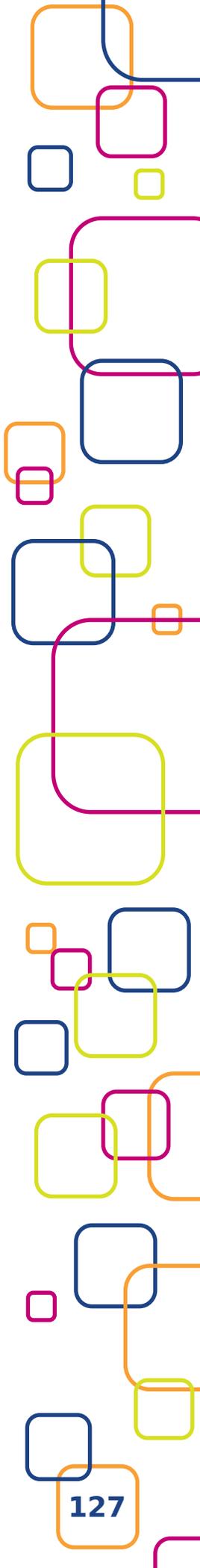
Postsecondary Planning

- The process provides support for assisting the student and his/her family in the development of a postsecondary plan.

- The process includes a system for assisting the student and his/her parents in understanding the completion of necessary forms and other required products for college and postsecondary application.
- The process is designed to assist the student and his/her parents in understanding the various admission requirements to postsecondary educational institutions and/or work experiences including providing information regarding scholarship opportunities and financial assistance.
- The process includes a system for assisting the student in maintaining a record of all postsecondary planning activities.

Management System

- An appropriate adult(s) supervises the ECAP process with the student and parents throughout the full four years of high school.
- There is an articulated system for assuring that all components of the process are consistent and that there is a common language around the process which is understood by administration, teachers, non-teaching staff, students and parents.
- There is a consistent and transparent system for gathering and maintaining student data while assuring student confidentiality.
- There is a clearly defined and guaranteed system for assuring an annual (or more frequent) review of each student's individual ECAP.
- There is a clear and transparent process for actively engaging parents in the development of each student's individual ECAP throughout the four years of high school.



APPENDIX E

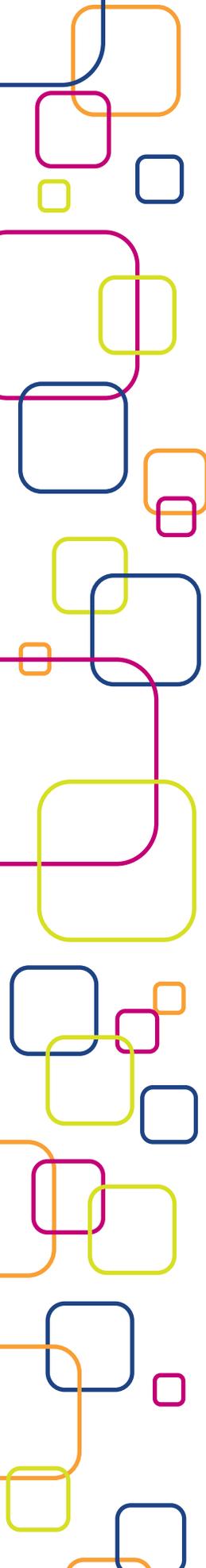
DENVER PUBLIC SCHOOLS HIGH SCHOOL SCOPE AND SEQUENCE (9TH GRADE)

Q1: Due Oct 31	Q2: Due Dec 21	Q3: Due March 24	Q4: Due June 2
<p>ACADEMIC PLANNING</p> <p>Introduce transcripts and graduation requirements</p> <p>Introduce Naviance course planner</p> <p>Match career and educational objectives to complete Naviance 4-year course plan</p>	<p>GOAL SETTING</p> <p>Introduce post-secondary readiness to evaluate 21st century knowledge, attitudes, and skills</p> <p>Introduce goal setting</p> <p>View sample scholarship and common app</p> <p>Introduce resume building service learning, and extracurricular opportunities</p>	<p>PS & FINANCIAL PLANNING</p> <p>Explore college options (CE/ASCENT/AP)</p> <p>Introduce college costs and financial planning (FAFSA, Forecaster, COF)</p> <p>Prepare for College EXPO (2nd PPT) – only for those 9th graders planning on attending</p>	<p>CAREER EXPLORATION</p> <p>Complete interest Profiler in Naviance</p> <p>Explore interests and research career options</p> <p>Research educational requirements and earning implications</p>
<p><u>9th_01 Lesson Plan</u></p> <p><u>9th_01.Academic (PPT)</u></p> <p><u>9th_01_4-Year Plan Review</u></p> <p><u>9th_01_Pre/Post-Test</u></p> <p><u>High School Graduation Requirements</u></p> <p><u>Credit Evaluation</u></p> <p><u>Graduation Progress Worksheet</u></p>	<p><u>9th_02_ Lesson Plan</u></p> <p><u>9th_02_ Goal Setting (PPT)</u></p> <p><u>9th_02_ Interests and Activities</u></p> <p><u>9th_02_ Service Learning</u></p> <p><u>9th_02_ Pre/Post-Test</u></p>	<p><u>9th_03 Lesson Plan</u></p> <p><u>9th_03_ PS & Financial (PPT)</u></p> <p><u>9th_03_ College Expo (PPT)</u></p> <p><u>9th_03_ CCD, Metro, & UCD</u></p> <p><u>9th_03_ COF handout</u></p> <p><u>9th_03_ admissions activity</u></p> <p><u>9th_03_ Bingo handout</u></p> <p><u>9th_03_ Pre/Post-Test</u></p>	<p><u>9th_04 Lesson Plan</u></p> <p><u>9th_04_ Career (PPT)</u></p> <p><u>9th_04_ Profiler Handout</u></p> <p><u>9th_04_ Pre/Post-Test</u></p>
<p>ESPAÑOL:</p> <p><u>9th_01.Academic (PPT)</u></p> <p><u>9th_01_Pre/Post-Test</u></p>	<p>ESPAÑOL:</p> <p><u>9th_02_ Goal Setting (PPT)</u></p> <p><u>9th_02_ Readiness Rubric</u></p> <p><u>9th_02_ Interests and activities</u></p> <p><u>9th_02_ Service Learning</u></p> <p><u>9th_02_ Pre/Post-Test</u></p>	<p>ESPAÑOL:</p> <p><u>9th_03_ PS & Financial (PPT)</u></p> <p><u>9th_03_ CCD, Metro, & UCD</u></p> <p><u>9th_03_ admissions activity</u></p> <p><u>9th_03_ Pre/Post-Test</u></p>	<p>ESPAÑOL:</p> <p><u>9th_04_ Career (PTT)</u></p> <p><u>9th_04_ Cluster handout</u></p> <p><u>9th_04_ Cluster Survey</u></p> <p><u>9th_04_ Pre/Post-Test</u></p>

APPENDIX F

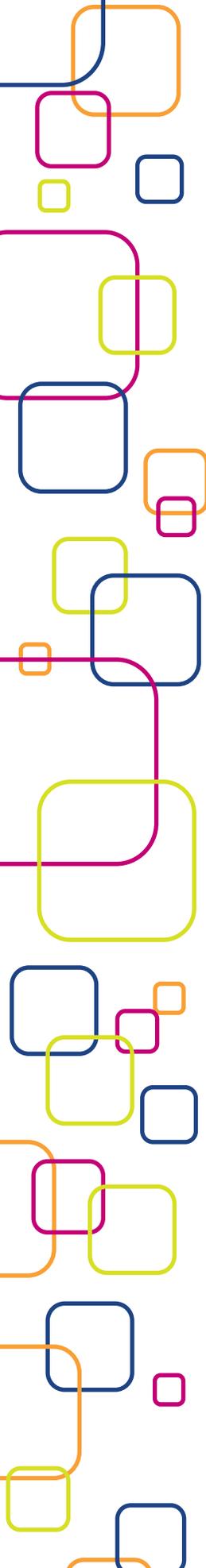
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION CAREER DEVELOPMENT BENCHMARKS

	Benchmarks	Competencies
Academic Technical Development	Learners will develop and demonstrate: A1: 21st century academic, technical and employability skills for success in school and in the workplace;	A1-1: Flexible, higher order thinking skills (e.g., project management, leadership, problem solving)
		A1-2: Technical and technological skills (e.g., blueprint reading and computer software management)
		A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)
	A2: strong academic, technical, and employability skills for career and life management;	A2-1: Communication and literacy skills for self-advocacy and presentation (e.g., college and job interviews)
		A2-2: Mathematical life skills for time and money management
		A2-3: Organizational skills for career and life management
		A2-4: Critical thinking skills to use and evaluate information (e.g., evaluating credit card offers)
		A2-5: Technical literacy for career and life management (e.g., online banking, managing FAFSA online)
	A3: knowledge of how education and work are interrelated and contribute to the economy and society;	A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (e.g. outsourcing, medical research)
		A3-2: Skills in researching and evaluating economic and societal information for career planning and career management



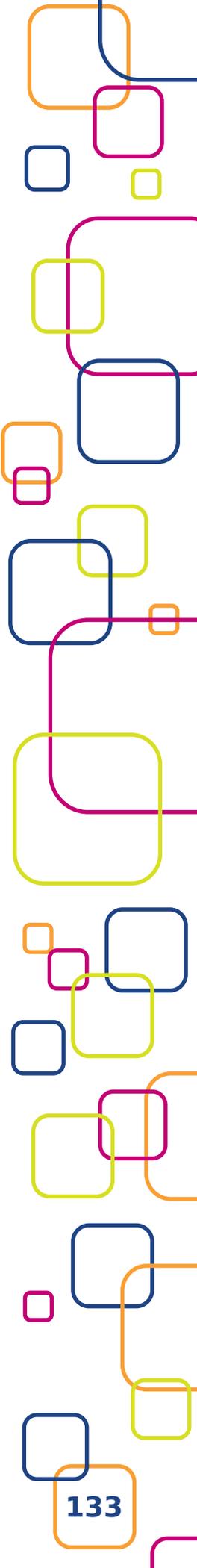
	Benchmarks	Competencies
Academic Tech. Dev. (cont.)	A4: an appreciation for the relevance of education in their lives (i.e., answering, “Why do I need to know this?”).	A4-1: Knowledge of the benefits of education for career and life management
		A4-2: Knowledge of the benefits of education for personal and professional satisfaction
		A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential
Workplace Readiness Development	Learners will develop and demonstrate: W1: knowledge and skills in the planning and decision-making process;	W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation)
		W1-2: Knowledge of decision-making as a complex process
		W1-3: Skills and strategies for effective decision-making (including rational, intuitive and consultative styles)
		W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests
		W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio)
		W1-6: Skills to plan and navigate career transitions
	W2: an exploratory attitude toward self, life, and the world of work;	W2-1: Skills and attitudes for developing and maintaining the identity of a learner for life
		W2-2: Knowledge of how and where to access career and labor market information
		W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning

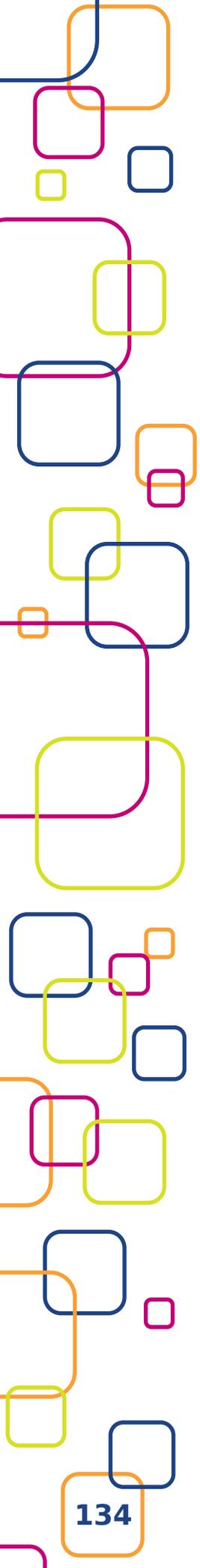
	Benchmarks	Competencies
Workplace Readiness Development (cont.)	W3: workplace specific knowledge and skills for employability and career advancement;	W3-1: Knowledge of performance assessments measure learning and productivity
		W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention
		W3-3: Knowledge of risks and rewards of various careers
		W3-4: Knowledge and skills necessary for employment, retention and advancement
		W3-5: Knowledge of the transferability of skills and its values
	W4: an awareness of social and cultural conditions that affect career decision-making and workplace success;	W4-1: Knowledge of the interrelationship of life roles
		W4-2: Skills in managing competing life roles at home, school, work, and in the community
		W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success
	W5: knowledge of all aspects of an industry, service, trade or occupation.	W5-1: Knowledge of the structures, dynamics, and opportunities within industries and organizations
		W5-2: Knowledge of industries' role in local, national, and global arenas
		W5-3: Skills to locate, understand, evaluate, and use safety information



	Benchmarks	Competencies
Personal/Social Development	<p>Learners will develop and demonstrate:</p> <p>PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility, and self-direction;</p>	PS1-1: Skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself)
		PS1-2: Skills in relating individual learning styles, interests, values, and aptitudes to one's concept of self
		PS1-3: Attitudes and skills for personal responsibility and self-determination
		PS1-4: Skills in applying personal ethics in all settings
	<p>PS2: attitudes, behaviors, and interpersonal skills to work and relate effectively with others;</p>	PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community
		PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work, and in the community
		PS2-3: Knowledge of and respect for individual differences
		PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success
	<p>PS3: attitudes, behaviors and skills necessary for managing personal and environmental variables that impact career development;</p>	PS3-1: Knowledge and skills in maintaining personal and psychological well-being (e.g., locating information, services, support; stress management skills)
		PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work, and in the community (e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)

	Benchmarks	Competencies
Personal/Social Development (cont.)	PS4: attitudes, behaviors, and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work, and in the community).	PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups (e.g., Gay Straight Alliance)
		PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language; seeking balanced representation on group projects)





National
Collaborative on
Workforce and
Disability

NCWD
For Youth



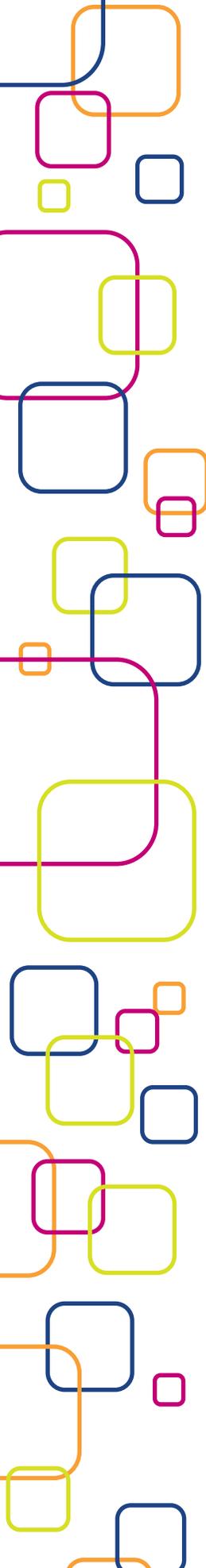
Navigating the Road to Work

APPENDIX G

ARIZONA DEPARTMENT OF EDUCATION ECAP PROCESS SELF-ASSESSMENT

2. ECAP PROCESS: Your district/school provides the necessary tools, activities, and exercises for a student to develop self-awareness, career awareness, and career planning and management skills.

Element	1	2	3	4	5
	Not Established	Minimal Implementation	Accomplished Implementation	Fully Integrated into Curriculum & Culture	Artifacts
2.3 Self-exploration: students identify strengths, skills, interests, and values					
2.4 Career exploration: students align a career choice to individual interests, skills, and values					
2.5 Career exploration: students gain knowledge about the skills and qualities required to be successful in various careers					
2.6 Career exploration: students understand the education and training required to pursue a chosen career pathway					
2.7 Career exploration: students gain an awareness of current Arizona labor market information					



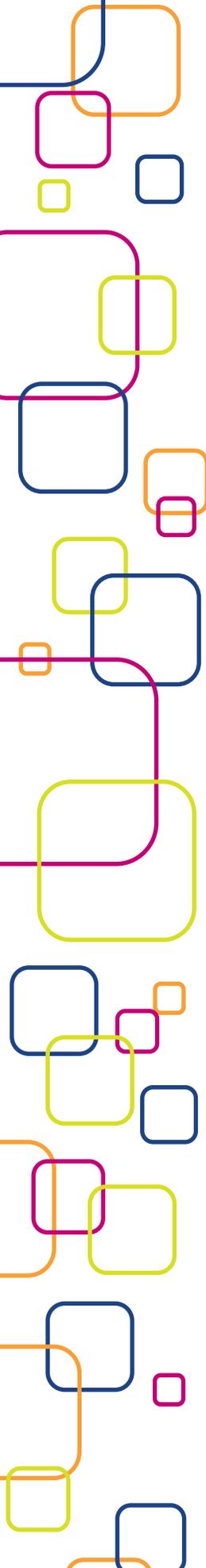
Element	1	2	3	4	5
	Not Established	Minimal Implementation	Accomplished Implementation	Fully Integrated into Curriculum & Culture	Artifacts
2.8 Career planning & management: students gain the skills to search for and obtain employment (using a social network, résumé and cover letter writing, interviewing, etc.)					
2.9 Career planning & management: students build workplace employability skills (communication, critical thinking, professionalism, intergenerational and intercultural competency, etc.)					
2.10 Work based learning: students participate in apprenticeships, internships, job shadowing, volunteer service, etc.					
2.11 Financial literacy: students build skills and knowledge on budgeting, student loans, comparing college costs, taxes, etc.					
Reflection and Next Steps	<i>If you scored less than 29 points in this section, consider developing a more comprehensive ECAP process.</i>			Total Score: ___/36 possible	

APPENDIX H

ARIZONA DEPARTMENT OF EDUCATION POSTSECONDARY PLANNING SELF-ASSESSMENT

4. POSTSECONDARY PLANNING: Your district/school provides the necessary tools and activities for students to research and develop knowledge about postsecondary options and complete necessary steps to continue postsecondary education or training to attain their selected career pathway.

Element	1	2	3	4	5
	Not Established	Minimal Implementation	Accomplished Implementation	Fully Integrated into Curriculum & Culture	Artifacts
4.3 Research postsecondary pathways such as college, vocational school, military service and volunteer service; utilize local or school career centers					
4.4 Research postsecondary schools or training aligned to interests, skills, career pathway					
4.5 Explore admission requirements and create a course plan to meet these requirements					
4.6 Complete and submit necessary college or technical school applications					



Element	1	2	3	4	5
	Not Established	Minimal Implementation	Accomplished Implementation	Fully Integrated into Curriculum & Culture	Artifacts
4.7 Develop a financial plan based on postsecondary education choices, including FAFSA completion and scholarship searches.					
Reflection and Next Steps	<i>If you scored less than 16 points in this section, consider developing more opportunities for postsecondary exploration and planning for your students.</i>			Total Score: ____/20 possible	

National
Collaborative on
Workforce and
Disability

NCWD

For Youth



Navigating the Road to Work

National
Collaborative on
Workforce and
Disability

NCWD

For Youth



Navigating the Road to Work

