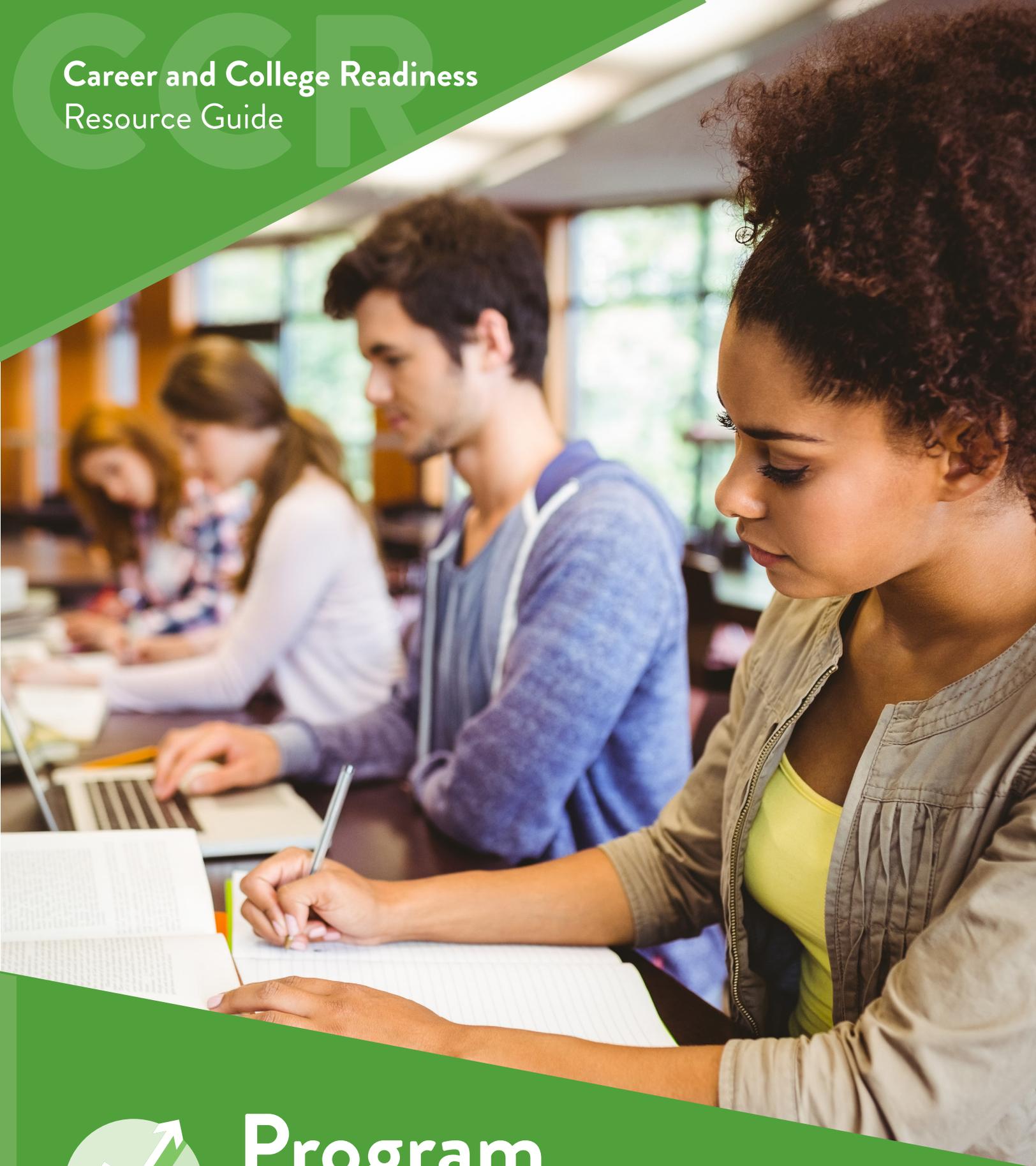


# Career and College Readiness Resource Guide



## Program Planning Guide

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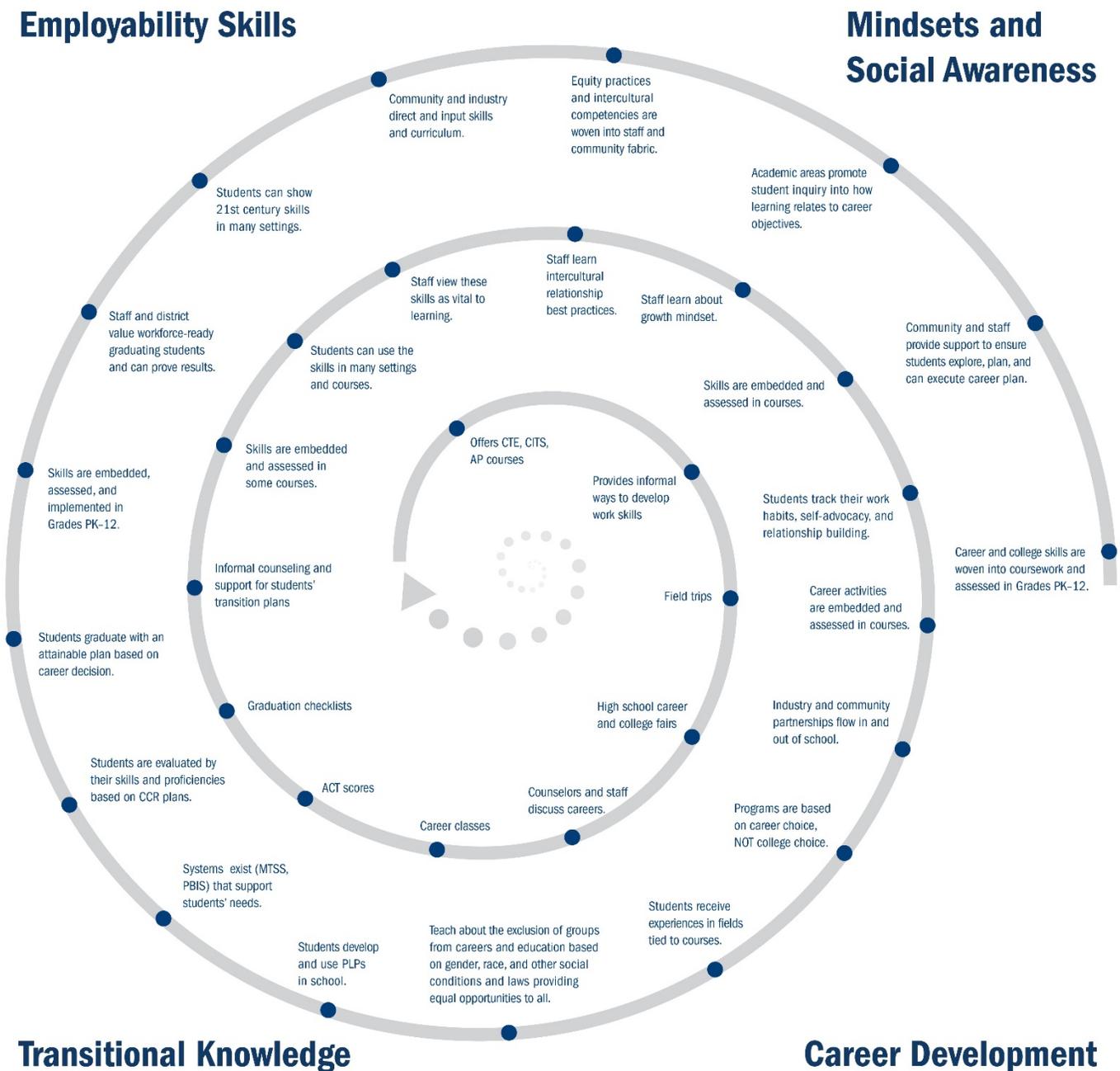
## About this Resource

Planning for comprehensive career and college readiness (CCR) programs requires collaboration, thoughtfulness, and extended effort. This section is intended to provide tools for districts to reflect on and create local prioritized needs. Learn about existing program models around the state and determine your school or district's readiness for CCR implementation. Highlights include:

- A graphic overview of successful CCR programming with a focus on equity.
- A step-by-step action planning tool for planning and launching CCR efforts in your school or district.
- Descriptions of current CCR program highlights in our state, from elementary grades through high school.

# CCR Programming At-a-Glance

The graphic below describes promising practices, processes, and indicators of varying implementation levels of CCR. The diagram also identifies which domain the elements reside within the Minnesota CCR Domains and Competencies. Identify where your school or district currently demonstrates practices, processes, and indicators and set goals to balance within the domains.



## Equity Focus

### Participation

- What is the racial, ethnic, socioeconomic, learner ability, and linguistic makeup of our school community?
- Do we have representation in our CCR programs that is proportional to our school population?
- Do we have disproportionate numbers of students from particular groups accessing specific programs?
- If so, what are the reasons for this and how might we remedy this?

### Access and Achievement

- Consider which students are enrolling in, completing, and achieving at or above grade level in the opportunities accessed. If not, how will we remedy this?

### Strategies for Success

- What strategies are we using to ensure that students are successfully participating in the opportunities we offer?
- Are these strategies the most effective way to recruit and retain students from the various racial, ethnic, socioeconomic, learner ability, and linguistic groups in our school community?

## District Progress Check

This tool can provide district leadership a snapshot of where your district is in integrating the multiple elements that impact college and career readiness and success for students in the pre-K through 12th grade environment. This progress check tool is based on [The College and Career Readiness and Success Organizer](#) (College and Career Readiness and Success Center at American Institutes for Research).

Although this tool is not comprehensive, it can assist districts and educators in guiding conversations, planning, and collaborating on CCR efforts. This assessment will guide you through a series of questions in four areas. Your answers can be used to prioritize needs and identify gaps, and identify goals and measures in your career and college readiness programming.

Always – documented and required

Sometimes – occurs, but not required or documented

Rarely – occurs inconsistently and undocumented

Never – does not occur

### Goals and Expectations

What should learners know and be able to do to achieve career and college readiness? Goals and Expectations encompasses the work traditionally thought of as career and college. Questions in this section assist districts in addressing the necessary academic content to enroll in college without the need for remediation and the employability skills needed to be successful in the workplace.

Question:	Choose one:	Examples include:
1. Does the district expose all students to curriculum/coursework that incorporates industry-specific content? (Pertaining or relating to the specific workforce and economic needs of industry or businesses, especially within the state or regional area served by the school system.)	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Career pathway-specific courses and/or programs; experiential learning opportunities with regards to careers; variety of concurrent enrollment, Advanced Placement (AP), International Baccalaureate (IB), industry credentialed and technical skills assessments.
2. Does the district have assessments that align to industry technical standards?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Common, documented and/or required proficiencies and skills needed within a specific industry to support the needs of the industry.
3. Does the district provide ongoing opportunities for all students to extend their nonacademic learning beyond the core school day?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Employability skills, social and emotional learning, student organizations or groups, work-based learning experiences, service learning, community projects, volunteering.

Question:	Choose one:	Examples include:
4. Does the district provide opportunities for teachers to integrate employability skills in curricula in all grades and content areas?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Work habits, critical thinking, creativity, communication, technology an information literacy, teacher externships

## Outcomes and Measures

How do we know when learners are meeting expectations for career and college readiness and success? Outcomes and Measures are essential milestones and benchmarks that can be used to determine progress and future potential for success. The following set of questions will help districts determine their status with on-track indicators for readiness, measures of postsecondary readiness, and measures of postsecondary success.

Question:	Choose one:	Examples include:
5. Does the school or district use valid and reliable data related to on-track indicators including early warning indicators and academic measures of postsecondary readiness?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	<p>High School Graduation On Track Indicators: Course performance, completion and course-taking patterns, performance on assessments, behavior and conduct, social and emotional learning benchmarks, attendance, Minnesota Early Indicator and Response (MEIRS) System.</p> <p>Postsecondary readiness: High school graduation, remediation rates, progress towards credentials, postsecondary enrollment in credit-bearing courses, industry certification, persistence in postsecondary pathways.</p>
6. Do educators have the training, time, and tools to access reliable data in order to effectively analyze data, develop and/or answer questions and to take action?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	On-track indicators, measures of postsecondary readiness (listed above).
7. Does the district capture nonacademic measures of student postsecondary readiness?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Social and emotional learning benchmarks, postsecondary aspirations, work-based learning experiences, job placement and retention, credentials earned, wages earned.
8. Does the district use data related to measures of postsecondary success to inform student supports, paying particular attention to underrepresented student groups?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Employability skills, progress toward credentials, high school graduation, postsecondary enrollment in credit-bearing courses, persistence in postsecondary pathways, industry certification, work-based learning experiences, job placement and retention, credentials earned, wages earned.

Question:	Choose one:	Examples include:
9. Does the district share postsecondary readiness and success data with postsecondary institutions and industry?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Statewide Longitudinal Education Data System (SLEDS) postsecondary enrollments, P-files, ACT and MCA results, concurrent and dual credit achievement reports.
10. Does the district use labor market data to identify employers to provide work-based learning experiences?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Minnesota Department of Employment and Economic Development (DEED) regional labor market reports, regional industry boards, Workforce Innovation and Opportunity Act (WIOA) and regional workforce development boards, labor unions, employer/industry associations, Careerforce (one stop center), Work-Based Learning (WBL) participation data.
11. Does the district use labor market data to identify employers who are hiring students who graduate from district schools?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	DEED regional labor market reports, regional industry boards, WIOA and regional workforce development boards, Careerforce, local chamber of commerce.
12. Does the district use labor market data to identify emerging industries?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Regional industry boards, WIOA and regional workforce development boards, Careerforce, local chamber of commerce.
13. Does the district use labor market data to identify needed credentials?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	CTE advisory committees, industry boards, workforce development boards, local chambers of commerce, Department of Labor and Industry.

## Pathways and Supports

What should institutions provide to enable learners to achieve college and career success? Pathways and Supports are needed to enable students to meet competitive goals and expectations, facilitate college and career planning, and scaffold the learning experience according to individual learner needs. To enable learners to meet their maximum potential, institutions must carry out a broad scope of initiatives, ranging in focus from curricular rigor and individualized supports to awareness and knowledge of postsecondary options. The following set of questions will help districts determine their status with academic organization, supports, pathways knowledge, and enrichment and preparation.

Question:	Choose one:	Examples include:
14. Does the district provide students with multiple pathways to graduation and postsecondary readiness?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Access to dual enrollment – concurrent enrollment, AP, IB, PSEO, online learning resources, stackable credentials, CTE courses/programming.

Question:	Choose one:	Examples include:
15. Does the district connect school learning, curriculum, and coursework to individual student career interests?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Minnesota Career Information System (MCIS), Naviance, Personal Learning Plans (PLP).
16. Does the district communicate with parents/guardians about the skills and knowledge students need to be postsecondary and career ready?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Mailings, email and social media blasts, parent nights, community forums and meetings, conferences, etc.
17. Does the district use Personal Learning Plans (PLPs) for all students to guide academic learning and inform career aspirations?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	MCIS, Naviance.
18. Does the district have supports in place that allow students to engage in meaningful activities identified in their PLPs?	<ul style="list-style-type: none"> <li>a. Yes – all students</li> <li>b. Yes – some of our students (%)</li> <li>c. No</li> <li>d. Unsure</li> </ul>	<p>Student participates job shadows, career and college fairs, campus and industry visits, internships, Youth Apprenticeship, WBL.</p> <p>Allocated career and college specific counselors, career centers, and/or coursework.</p>
19. Does the district expose students to a variety of college and career pathways?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	A wide variety of CTE and concurrent enrollment coursework, career exploration course, repeated career counseling and exposure events.
20. Do the representations (e.g., in messaging, collateral materials, posters, etc.) of career and college experiences reflect diversity?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Actively represent non-traditional groups in communications, presentations, posters, guest speakers, etc.
21. Does the district assess students' personal and career-related interests?	<ul style="list-style-type: none"> <li>a. Yes – tracked and recorded</li> <li>b. Yes – voluntary and not recorded</li> <li>c. No</li> <li>d. Unsure</li> </ul>	Naviance, MCIS, coursework, other temperament sorters.
22. Does the district ensure that course sequences align with students' postsecondary pathway choices?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Students have clearly defined options and pathways to best support them in their chosen path but also allows for multiple entrance and exit points.

Question:	Choose one:	Examples include:
23. Does the district provide students with postsecondary options and career information that are informed by local, regional, or state labor market needs?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Career Centers, counselors, advisory committees, workforce boards, industry boards.
24. Does the district provide opportunities for multidisciplinary and cross-functional collaborations between teachers and guidance/career counselors around shared student outcomes, coordinated instruction or counseling strategies?	<ul style="list-style-type: none"> <li>a. Always</li> <li>b. Sometimes</li> <li>c. Rarely</li> <li>d. Never</li> </ul>	Academies, curriculum pathways, common career and college learning targets throughout curriculum, cross department/discipline/school/district professional development, allocated career counseling time with licensed counselor.

## Resources and Structures

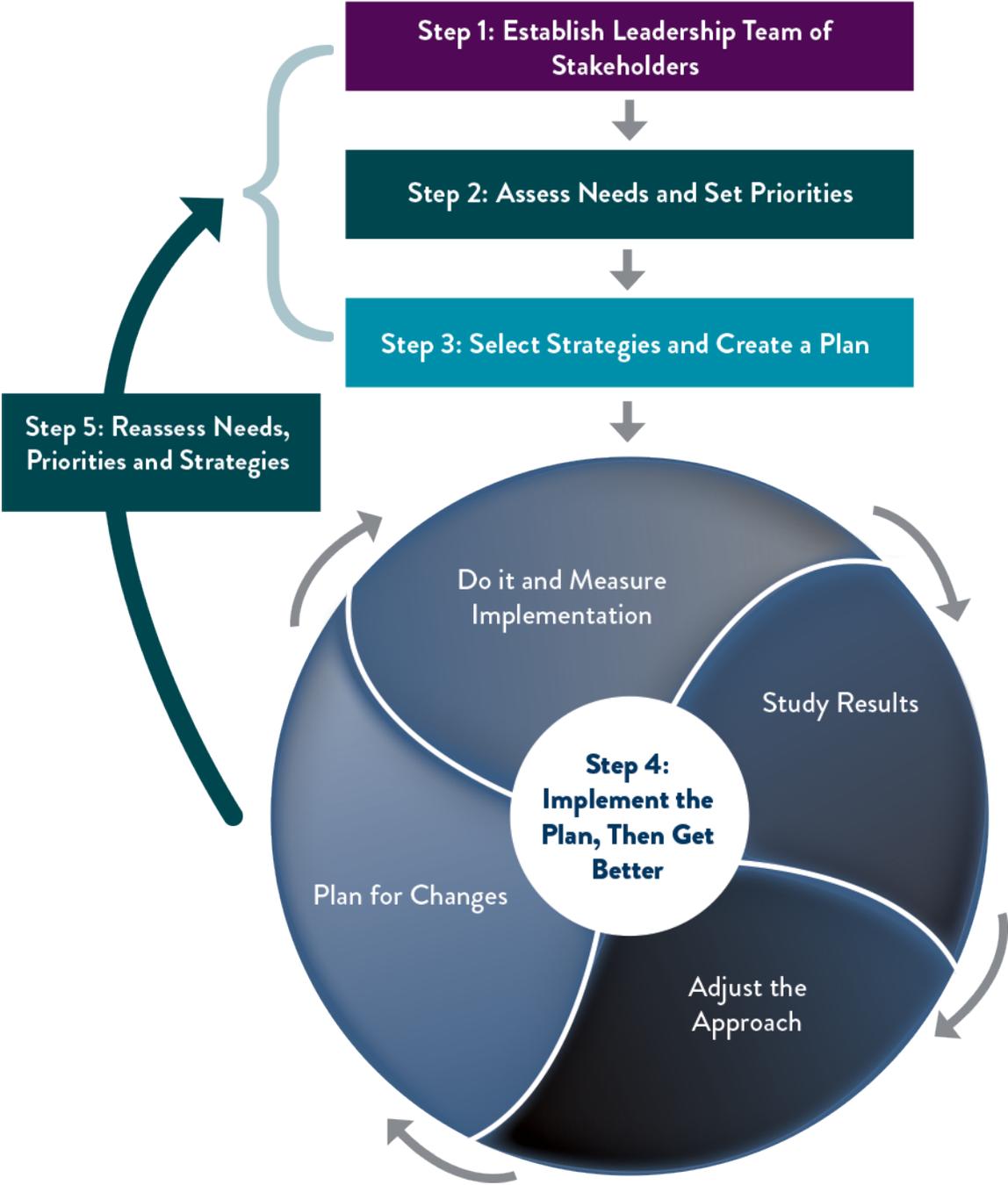
What do institutions need to enable learner readiness for college and careers? Resources and Structures are the institutional assets needed to implement successful academic programming and school improvement initiatives—including college and career readiness and success programs. Resources and Structures contribute to an institution’s continuous improvement of capability, function, and capacity. The following set of questions will help districts determine their status with resources and processes.

Question:	Choose one:	Examples include:
25. Does the district provide resources to support work-based learning opportunities with business and industry?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	Formal CTE WBL-approved program, training plan, training agreement template, transportation, funding to schools, work-based learning manual, memorandum of understanding/partnership/cooperative agreement template.
26. Does the district have structures in place to share data between postsecondary institutions and industry sectors?	<ul style="list-style-type: none"> <li>a. Yes – works in collaboration with partners</li> <li>b. No</li> <li>c. Unsure</li> </ul>	
27. Does the district have data systems to capture on-track indicators including early warning indicators?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	Review data SLEDS.
28. Does the district have data systems to capture postsecondary success for all student groups?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	Review data from SLEDS. Request data from postsecondary institutions to determine graduate successes and needs (e.g., need for remedial courses).

Question:	Choose one:	Examples include:
29. Does the district have access to data to help determine the professional development needs of teachers, administrators, and counselors specifically on knowledge of postsecondary pathways and pathway supports?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	Review data from SLEDS.
30. Does the district build the capacity of educators to use data related to on-track indicators including early warning indicators and postsecondary readiness measures to inform teaching and learning?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	Utilizing the WBWF and ESSA indicators, CTE Performance Indicators, SLEDS.
31. Does the district provide ongoing professional development opportunities for all educators to increase awareness of potential college and career pathways?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	Supports and professional development related to PLP, CCR Domains and Competencies, usage of MCIS or Naviance in classroom settings, ESSA, WBWF, and WIOA expectations for students, connecting to work-based learning opportunities, identifying industry needs, online/dual enrollment opportunities, participation in cross-sector committees or advisory boards.
32. Does the district have policies or procedures in place to engage parents/guardians and families to build awareness of the college and career pathway opportunities available to students?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Unsure</li> </ul>	

# Continuous Improvement Process

The following diagram illustrates the pre-K through grade 12 Continuous Improvement Process and corresponds with the Action Planning Tool on the following pages.



# Action Planning Tool

The following action planning template can be used to prepare, plan for and monitor the CCR implementation in your school or district. It can also be used to support the development of your district World’s Best Workforce (WBWF) CCR goals and measures. The planning tool is designed to give schools and districts a place to identify where they currently are in the process and to grow their programming and instruction from that point on.

## 1. Establish Leadership Team of Stakeholders

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>A. Form a CCR Implementation Team with representation from internal and external stakeholder groups.</b></p> <p><i>Note: This team will eventually become a CCR advisory committee that will focus specifically on CCR implementation. This team should collaborate and integrate with the WBWF Advisory Group.</i></p> <p><i>Recruit team members from the broadest possible range of genders, racial, economic, language, and cultural backgrounds that reflect diversity.</i></p> <p><i>Team members could be from the following groups: administration leader(s), counselors, CTE teachers, special education teachers, core subject teachers, community and adult educators, parents, students, community partners (i.e., postsecondary, chamber of commerce, business/industry, community organizations, workforce development).</i></p>			
<p><b>B. Set a regular team meeting schedule.</b></p>			
<p><b>C. Share or redefine vision and priorities with team with equity as a main focus.</b></p> <p><i>Discussion should include <a href="#">District Progress Check</a> results and promote community awareness of CCR competencies.</i></p>			

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>D. Work through reflective questions as a team.</b></p> <p><i>Discuss the community, school, and district's level of readiness to prepare, plan, and implement CCR. Use the reflection questions in the CCR Data Inquiry and Domains and Competencies (PLP) sections to inform goals and measures and/or PLP implementation strategies.</i></p>			
<p><b>E. Review current work, policies, practices, initiatives, around CCR.</b></p> <p><i>Where applicable, build on current strategic planning and school improvement planning: WBWF, ESSA, Perkins Plans, National Association for College Admission Counseling (NACAC) standards, PLP activities, etc.</i></p>			

## 2. Assess Needs and Set Priorities

Task	Action Steps for Continuous Improvement	Person/Persons Responsible	Due Date/Progress
<p><b>A. Review district and/or school vision, mission, and goals.</b></p> <p><i>Consider CCR goals and measures in district's WBWF annual report and/or summary.</i></p> <p><i>Consider the goals and measures in the districtwide plan developed by the school board, parents, teachers, students, and superintendent.</i></p>			
<p><b>B. Assess the school community about current awareness and understanding of CCR competencies.</b></p> <p><i>Consider staff, students, parents, local community surveys, and focus groups to understand their awareness and understanding that reflects the district's or school's demographics.</i></p>			
<p><b>C. Identify internal advocates.</b></p> <p><i>Internal advocates are those who have knowledge, training, beyond academic areas, and the time to plan and apply the CCR implementation work through an equity lens.</i></p>			
<p><b>D. Identify external supports.</b></p> <p><i>External supports are those who can serve the district in the CCR implementation process. Reach out to associations or trade groups, business and industry representing communities of color, people with disabilities, women-owned businesses, LGBTQ populations, socioeconomic groups, or other underrepresented populations to promote diversity in CCR learning opportunities for students.</i></p>			
<p><b>E. Complete the <a href="#">District Progress Check</a> with internal advocates.</b></p>			

### 3. Select Strategies and Create a Plan

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>A. Define the need.</b></p> <p><i>Use a locally identified or the state continuous improvement process to identify the issues and challenges with a focus on improving student outcomes for all student groups in and beyond school.</i></p> <ul style="list-style-type: none"> <li>• <i>Analyze multiple indicators of data for all student groups, (i.e., American Indian, students with disabilities, English learners, etc.) to inform questions and conclusions.</i></li> <li>• <i>Review curriculum and instruction for bias and relevance.</i></li> <li>• <i>Inventory student opportunity for experiential learning that connects content and career readiness.</i></li> <li>• <i>Use <a href="#">Reflective Questions for Planning and Implementation of the PLP</a> to establish practices to ensure that all 9th-12th grade students have an active and useful PLP.</i></li> <li>• <i>Examine commitments to and practices to ensure equity.</i></li> <li>• <i>Use the CCR Domains and Competencies in a framework for your plan.</i></li> </ul>			
<p><b>B. Based upon the need, set goals and develop strategies.</b></p> <p><i>Review district and building strategic initiatives that support CCR objectives.</i></p> <p><i>Focus on how CCR infrastructure and components fit into the strategic</i></p>			

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><i>plan and WBWF goals of the district by asking the following questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What CCR goals and strategies should be considered?</i></li> <li>• <i>What strategies, policies, and practices are necessary to realize the district's CCR vision?</i></li> <li>• <i>To what extent do CCR learning opportunities and outcomes reflect in the participation and diversity of all students?</i></li> <li>• <i>To what extent do all of the pre-K through grade 12 teachers in the school(s) know, understand, and incorporate CCR competencies in their instruction?</i></li> <li>• <i>What are both the challenges and strengths to build upon to achieving the district CCR objectives?</i></li> </ul>			
<p><b>C. Develop an action plan.</b></p> <p><i>Develop or revisit SMART goals and measures, and design an action plan that links the identified needs to how CCR supports school goals. Refer to the CCR Data Inquiry section for sample CCR SMART goals. Include the following in the plan:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify clear and plain language goals and benefits of your CCR plan.</i></li> <li>• <i>Identify and prioritize underserved groups.</i></li> <li>• <i>Acknowledge and remove obstacles or barriers.</i></li> </ul>			
<p><b>D. Determine data and intervals to capture.</b></p> <p><i>Consider multiple data sources directly related to student outcomes. Ensure balance between career</i></p>			

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><i>readiness indicators and postsecondary readiness indicators. Refer to the CCR Data Inquiry section for possible data points and how to create visual graphs for team analysis. Link data to WBWF goals.</i></p>			
<p><b>E. Outline scope of content.</b></p> <p><i>What content should be covered? What policies and practices should be redefined? How will content be delivered? Refer to the CCR Domains and Competencies section for samples of student and leadership activities to deepen your CCR programming and outcomes.</i></p> <ul style="list-style-type: none"> <li>• <i>Activities include foundational knowledge, skills, and competencies linked to Minnesota academic standards (literacy, mathematics, science, social studies, arts and health/physical education).</i></li> <li>• <i>Activities include mindsets and learning skills.</i></li> <li>• <i>Activities include career-pathway exploration.</i></li> <li>• <i>Activities include knowledge and skills to transition to career and college.</i></li> <li>• <i>Activities provide exposure to diverse professionals and a range of further educational opportunities.</i></li> </ul>			
<p><b>F. Outline grade-level sequence.</b></p> <p><i>How should CCR content activities scaffold and be integrated through each grade?</i></p> <ul style="list-style-type: none"> <li>• <i>Elementary (pre-K through grade 5),</i></li> <li>• <i>Middle School (grades 6–8)</i></li> <li>• <i>High School (grades 9–12), PLP development</i></li> </ul>			

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>G. Define roles and responsibilities.</b></p> <p><i>Consider and define the roles of each in this work: administration leader(s), counselors, CTE teachers, special education teachers, academic subject area teachers, business/industry and community organization partners, parents, students.</i></p>			
<p><b>H. Identify key resources.</b></p> <p><i>What new tools, practices, and partners are required to realize the vision? Prioritize resources on closing gaps for underserved groups.</i></p> <p><i>Examine structural, functional, or process resources.</i></p> <p><i>What is supporting our goals? What is preventing or obstructing the goals?</i></p> <p><i>Consider the following for each identified resource:</i></p> <ul style="list-style-type: none"> <li>• <i>Operational considerations</i></li> <li>• <i>Costs and procurement</i></li> <li>• <i>Training and professional development</i></li> </ul>			
<p><b>I. Establish buy-in and support.</b></p> <p><i>How can we build this initiative with effective communication?</i></p> <p><i>Create urgency about need for CCR based on local data.</i></p> <p><i>Identify communication requirements for each new strategy to each key audience.</i></p> <p><i>Determine formats, distribution, and delivery method of communication.</i></p>			

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>J. Design and implement professional development.</b></p> <p><i>Develop effective training and accountability for staff as a whole-school effort.</i></p>			

#### 4. Implement the Plan, Then Get Better

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>A. Incorporate the plan.</b></p> <p><i>Incorporate SMART goals and measures into the WBWF plan, and provide summary of progress to the WBWF Advisory Team and published Summary Report.</i></p> <p><i>Incorporate your CCR needs and action plan into the strategic district planning process.</i></p>			
<p><b>B. Collect baseline data.</b></p> <p><i>Refer to the CCR Data Inquiry section for possible data sources and a resource to create visuals of district reported data.</i></p> <p><i>Include demographic data so that data may be disaggregated to account for differences in student groups.</i></p>			
<p><b>C. Survey and measure progress and outcomes at designated intervals.</b></p> <p><i>Share results with key stakeholders.</i></p>			
<p><b>D. Review measures and outcomes with CCR Implementation Team.</b></p> <p><i>Review disaggregated data to account for differences in student groups.</i></p>			
<p><b>E. Identify areas for improvement within the action plan.</b></p> <p><i>Refer to data and consider a broad range of grade levels, programs, and student groups.</i></p>			
<p><b>F. Implement improvement strategy.</b></p> <p><i>Allocate resources linked to specific deliverables that are time bound.</i></p>			

Task	Considerations	Person/Persons Responsible	Due Date/ Progress
<p><b>G. Review and evaluate strategy implementation effectiveness.</b></p> <p><i>Include progress in annual WBWF summary.</i></p>			
<p><b>H. Anchor change in practice and culture by linking process to annual WBWF review and updates.</b></p>			

# Personal Learning Plans: Reflection Questions for Planning and Implementation

Whether just beginning to implement this work and discuss the PLP elements with district leadership and schools board members, or whether engaged in a continuous improvement cycle, we hope these questions will guide team members toward productive and actionable conversations. An important reminder is to assess current strengths, and then to determine how to strengthen policies and practices to build from there.

## District Activities and Infrastructure

**Element 1: CCR Curriculum Implemented—A comprehensive plan and college- and career-ready curriculum that helps students meet academic standards and develop employment-related skills has been implemented.**

- Based on the district’s WBWF plan, has school leadership developed strategies and practices for implementation and continuous improvement of the district’s WBWF CCR goals, the students’ PLPs?
- Who are the persons/team in your district/school responsible for CCR implementation?
- Do all students have an active and complete PLP?
- Are the CCR goals and measures relevant to your school and community included in the World’s Best Workforce (WBWF) plan and summary report?

**Element 2: Family Engagement—With an emphasis on rigor and high expectations, students and parents have been informed of each student’s academic performance, opportunities, and plans.**

- Are assessment results shared with students and guardian? How are the results shared?
- Have candidate students, students who could be successful in a more academically advanced course with/without support, been identified?
- Have families been notified on at least an annual basis of their student’s candidate status and invited to participate in a school family night or conferences in order to learn more about the academic opportunities, interests, and career potential of their learner?
- Have families been notified and engaged in establishing the student’s PLP?

**Element 6: Align Interests and Course-Taking—Integrate strong academic content into career-focused courses and applied and experiential learning opportunities, and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content.**

- Is your district currently supporting the work of CTE and academic content area educators collaborating to create a more integrated, articulated, and systemic curriculum?
- Is your district currently integrating CCR across all grades (pre-K through grade 12)?
- What percentage of teachers explicitly link career-focused and academic content educators with career outcomes and possibilities?
- How does your school/district expose all educators to workforce needs and employability skills and ways to integrate these skills and applied learning into their teaching?
- How does your school/district expose all educators teaching to the Minnesota academic standards to ensure rigorous and relevant instruction?

**Element 7: Provide Student Support—Students are able to access information, support, and opportunities that help them achieve their career- and college-ready goals as well as gain information around postsecondary education costs and eligibility.**

- What district/school supports are in place to assist students in fulfilling postsecondary goals?
- Has a CCR curriculum, instruction and assessment plan been integrated into grades pre-kindergarten through grade 12?
- Which career and college awareness activities and experiential learning opportunities have been identified for pre-K through grade 12?
- Do students have the information they need to understand college acceptance criteria and financial obligations related to postsecondary options?
- Are students registering for coursework that aligns with their career interests and highest level of academic challenge?
- Is there a system of support in place for students who are engaging in rigorous/dual-credit courses/articulated credit, and other career options and opportunities?
- Does the existing school schedule maximize students' access to dual-credit or postsecondary opportunities?

**Element 8: Collaborative Partnerships—Collaborative partnerships (pre-K through grade 12) have been established in support of students' transition to postsecondary as well as providing students with experiential learning opportunities.**

- Does your district/school have a process in place, using local Labor Market Information (LMI) data, to ensure that programs and courses are industry relevant and rigorous?
- How recently have teachers participated in an externship with business and industry leaders?
- What partnerships are developed at your district/school to support students' postsecondary and employment transitions?
- What percentage of students participate in applied and experiential learning or career connected opportunities such as work-based learning, apprenticeships, mentorships, job shadowing, service learning?
- Do any new programs/courses need to be developed to better align with student interests?
- Have students had the opportunity to be exposed to a variety of different work environments?

## **Student Activities and Self-Advocacy/Agency**

**Element 3: Learning Style and Environments—Students can identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college ready goals.**

- At what grades do students have the opportunity to identify their interests, skills, and abilities both formatively or by using career inventory assessments?
- In your district/school, who is responsible for helping students understand results from interest/ability assessments?
- How are students making course-taking choices based upon their talents, interests, and aspirations?
- Are students able to articulate their learning style and seek out opportunities to help them meet their learning needs?
- Are students able to articulate what their work environment will be like based on their career of interest? How might they gain this knowledge or an experience of that environment?

**Element 4: Timeline for Achieving Goals—Students have set appropriate career- and college-ready goals and can identifying effective means and a timeline for achieving their goals.**

- Does the timeline students have created align with their career goals, interests, and aspirations?
- Are candidate students accessing opportunities and successfully earning postsecondary credits prior to graduating from high school?
- Are students accessing career opportunities and successfully earning industry certifications prior to graduating from high school?
- Are students on track to graduate within four years? Are any credit recovery needs being addressed?

**Element 5: Identify Education and Careers—Students are able to access education and career options.**

- Which resources does your school provide for students to explore education and career options?
- Are students accessing and participating in leadership opportunities aligned with their interests?
- Are all students able to have access to CTE and other career development courses and experiences?

**Element 9: Annually Review and Revise—Students, students’ parents/guardian, and the school district has annually reviewed students’ PLPs to ensure that students are on track to make adequate progress toward their career and college readiness goals.**

- Are students reviewing and revising their PLPs at least annually in collaboration with teachers and guardians?
- Do students have an organized way of managing their PLPs so they can continue to access the information after high school graduation?

# Program Spotlights

This section of the toolkit provides elementary, middle and high school examples of some promising CCR practices throughout the state. Each spotlight indicates the CCR domains emphasized in the school’s practices and programming. For more information on the spotlights, you are encouraged to contact the school directly.

## Elementary School

### KASSON-MANTORVILLE PUBLIC SCHOOLS



CCR Domain(s): Mindsets and Social Awareness

[Kasson-Mantorville Elementary](#) recognizes the importance in building community partnerships to support social and emotional growth from the very beginning. Over the last two years, community-based educators from Kasson and Mantorville have come together to learn and support students around the [Early Childhood Indicators of Progress](#). This group has included child care providers, [Head Start](#) teachers, preschool teachers, paraprofessionals and elementary teachers committed to building students’ skills, specifically in Social Emotional Learning and Approaches to Learning. Professional development on specific components of the domains has equipped community-based educators with tools for students’ success as they transition to kindergarten. The collaboration between programs throughout the community has led to readiness indicators that are used for all children heading into kindergarten as a way to prepare our classrooms to best meet students’ needs.

### MAHTOMEDI PUBLIC SCHOOLS



CCR Domain(s): Career Development

At [Wildwood Elementary School](#), the counselor goes into K-2 classrooms with lessons around career exploration. Career-based stories are read to these groups, and activities are done around them. For example, the counselor dresses up as a builder in the kindergarten classes, and reads "I Want to be a Builder." Then she engages students in hands-on activities with them using the tools a builder would use—which include a hammer, a screwdriver, a saw, and a drill. Each student in class is encouraged to use at least one of the tools.

First-graders read the book "Career Day" and select the careers as a baker. Students then make a no-bake cookie recipe. Second-graders read the book "Clothesline Clues to Jobs People Do" and explore the career of chef and make a dessert.

### MANKATO AREA PUBLIC SCHOOLS



CCR Domain(s): Transitional Knowledge, Career Development

At [Kennedy Elementary School](#), fifth-graders dig deep into career preparation through a research project on job preparation requirements, average pay, and job outlook for careers of interest. School counselors in Mankato present annual career readiness lessons in grade K–5

classrooms. With help from school counselors, fifth-graders learn about financial literacy skills and develop an understanding of cost of living. They use these financial literacy skills to compare average pay for their careers of interest with cost of living in the region and converse with classmates about pay, job outlook, and training during their research.

## OWATONNA PUBLIC SCHOOLS



CCR Domain(s): Mindsets and Social Awareness, Career Development

At [Wilson Elementary School](#), fifth-graders explore the concept of success and how a mindset of success can help them prepare for future careers. Through career exploration lessons, students identify successful individuals and explore different qualities of success in relation to future careers. Students identify interests and use technology to research careers that align with their interests. Counselors deliver these career exploration lessons in classrooms throughout elementary school, with the capstone experience being the exploration of success and development of self-awareness in relation to career interests in fifth grade.

## TRITON PUBLIC SCHOOLS



CCR Domain(s): Career Development

At [Triton Elementary School](#), kindergarten students participate in a weeklong career exploration curriculum. They explore “Things I Like to Do” and how they relate to possible careers. Students are exposed to a variety of careers and create masks for themselves with a career that fits what they like to do. During this week, the counselor delivers daily lessons on what careers are and how interests relate to careers. Career and interest exploration continues through each student's elementary career.

## Middle School

### PILLAGER SCHOOL DISTRICT



CCR Domain(s): Mindsets and Social Awareness, Transitional Knowledge, Career Development

At [Pillager Middle School](#), students in grades 5-9 participate in [Metier](#), an experiential learning program and lifestyle design game wherein students find the truest, happiest, and greatest versions of themselves in a career field that makes them come alive. The program is built on three principles from famed UCLA basketball coach John Wooden: (1) be true to yourself, (2) help others, and (3) make each day your masterpiece. Play is the truest version of oneself, it is how one learns best. Flow is the happiest version of oneself, it is how one focuses best. Love is the greatest version of oneself, it is how one serves best. Combining these three elements within a career field that sparks one’s curiosity allows students to find their Metier: the job and life they love and loves them back.

Metier is unconventional and creative for a number of reasons, but two stand out. First, Metier is the first educational program built entirely around flow states. Flow is an optimal state of consciousness wherein you

feel your best and perform your best. According to research, those with the most flow in their lives are the happiest. Simply put, flow follows focus. By monitoring what gets students into flow, Metier can access greater levels of performance and productivity, learning and motivation, and most of all creativity, as referenced by our partner organization, the Flow Genome Project headed by Steven Kotler and Jamie Wheal in *The Rise of Superman* and *Stealing Fire*. The second reason Metier has and will continue to thrive is in its intricate, research-based design. The three levels of Metier are as follows.

In the first level of Metier in grades 5–6, each student is a Wayfinder. Students find the intersection of how they play, flow, and love. The combination of these three building blocks is the formula to passion and the truest (play), happiest (flow), and greatest (love) versions of oneself.

In the second level of Metier in grades 7–8, each student is a Flowblazer. Students complete exploration of six to eight career fields per year all the while asking: “Does this career field make me come alive?” Each month is deliberately sequenced by “hearing it” from an expert in the field through informational interviews, “trying it” by participating in a hands-on, career-focused game or activity, and “seeing it” by going on a field trip to an area business or organization.

In the third and final level of Metier, students become Fieros. Fieros design three lives around their playful, flowful, and helpful selves in their top-scoring fields and conduct their own interviews, projects, and experiences before giving way to the high school courses and electives that match their personalized learning plans on their way to their future Metiers.

## ACADEMIA CESAR CHAVEZ



CCR Domain(s): Transitional Knowledge, Career Development

[Academia Cesar Chavez](#) introduces scholars in grades 6–8 to the college experience once a week for 30 minutes during advisory period. Scholars have been assigned an advisor to support them in learning about college and career readiness. These advisors are middle school teachers who have received the appropriate curriculum to guide scholars. Every Friday is College day. Each scholar in the middle school is introduced to norms, habits, financial literacy, and competencies required for college participation. Scholars complete a Scholar Learning Plan (SLP) that identifies their personal goal, academic goal, and life goal. Every Friday, scholars are required to wear a college T-shirt provided by the school. The curriculum is specific for each grade level. The middle school scholars participate in a bimonthly speaker’s bureau to learn about careers and literacy. Each year, scholars visit three colleges to experience the life of a college student. In May, Academia Cesar Chavez organizes a college fair for parents and middle school parents.

## High School

### AUSTIN PUBLIC SCHOOLS



CCR Domain(s): Career Development, Transitional Knowledge

At [Austin High School](#), students complete 48 lessons over the course of four years with their homeroom teacher. Example topics include setting goals and writing resumes in

Grade 9, exploring career interests and college programs in Grade 10, choosing colleges and test preparation in Grade 11, and financial literacy and healthy choices in Grade 12.

Counselors develop and modify the curriculum and hold monthly meetings with staff who serve as grade-level liaisons. Liaisons help teachers understand the lessons, coordinate the logistics of extended lessons with guest speakers, and help revise lessons as needed. Community representatives visit the school as guest speakers during the extended lessons. Guest speakers have included representatives from postsecondary institutions, local employers, members of workforce development programs, the military, and the Chamber of Commerce. Austin High School partners with Hormel Foods, Riverland Community College, Austin's Workforce Development, Austin Aspires, and Mower Refreshed to help educate youth.

## BIG LAKE PUBLIC SCHOOL DISTRICT



CCR Domain(s): Transitional Knowledge, Career Development

[Big Lake High School](#) has students getting “REAL” with an innovative approach to work-based learning that prepares students for both college and a career by connecting learning in the classroom with real-world applications in the workplace. Students enrolled in REAL enter into a program of study that integrates academic content with technical skills and 21st century employability skills within a career-based environment. In the REAL program, students have the opportunity to explore potential career options working alongside a mentor on the job. They are able to see from the inside the different careers that they can pursue during and after high school. The REAL program helps students identify career interests and skills by providing connections to industry professionals and opportunities to explore career interests first hand. Students can then select courses of study that are tied to their individual career goals. REAL not only provides students with opportunities in traditional pathways such as manufacturing, construction, healthcare, and transportation but also allows for experiences including (but not limited to) performing arts, culinary arts, cosmetology, and service industries.

Youth Apprenticeship experiences are an integral part of the REAL program and help foster the skills students need to succeed in college and career. In a Youth Apprenticeship experience, students are employed by a participating employer under the supervision of a skilled mentor. Both parties agree to contract with one another in hopes of working toward higher education and in many cases a career. Youth Apprentices are able to leave the school grounds for work-based learning, earn a wage on the job, and complete high school credits in the process.

Big Lake School District recommends a solid implementation plan, consisting of six equally important components: trained licensed instructors to secure sustainability; education/reacclimation for staff to understand the real data within student populations and how they relate to students who attend universities and those who do not; parent involvement through open dialogue and a community education course titled “Opportunity Knocks,” where the apprenticeship model is shared; business partnerships with schools that will move the apprenticeship forward; creating a reason “why” for students through opportunities that drive student enthusiasm, excitement and learning; the apprenticeship model that provides exposure to industries in surrounding communities and specific, job-embedded training; and instilling pride in the program for all

participants through celebrations, such as signing opportunities, that bring the community together to give the apprentice some well-earned attention.

The [REAL program has impact on lives](#). Whether students choose a career right out of high school or after college, all future members of the workforce need to develop the “soft skills” such as creative problem solving, conflict resolution, communication, and teamwork that will be highly valued in a wide range of fields. The REAL program does not place college and career readiness into separate categories but instead connects rigorous academic classroom learning with vocational coursework that merges in-classroom experiences with industry-related opportunities.

## BLUESKY ONLINE



CCR Domain(s): Employability Skills, Career Development

At [BlueSky Online Charter School](#), integrated strategies are implemented across grade levels in curriculum, coursework, and experiences.

Students at all grade levels are required to complete segments of the MCIS career portfolio. They engage with concepts from MCIS and integrate into activities through the middle year programs. An intentional and directed curriculum is in place that supports career exploration and creation of a portfolio, which culminates in an annual college and career fair that involves stakeholders in the community.

Students participate in virtual job shadowing and receive feedback. Every junior participates in a college and career program by connecting them with employers and presenters from the community (e.g., Dakota Tech with auto repair shop). Courses within the Moodle platform indicate “hot careers” with resources, and students can click on resources to get more information. Related to this exploration is the MCIS feature Reality Check, where students can pick a career and lifestyle, and then see how it relates to budgeting. MCIS has embedded content, and this is submitted to the counselor in the end.

Courses are assigned to pathways allowing students to receive a seal of a completion on the diploma.

This approach was best planned and implemented with a planning team to initiate, implement, and coordinate efforts.

## HAWLEY PUBLIC SCHOOLS



CCR Domain(s): Career Development, Transitional Knowledge

At [Hawley High School](#), all seniors participate in an annual job shadowing day. Each year, all 12th-graders propose two jobs that they’d like to shadow. Staff at Hawley High School make the initial contacts with each job site and explain the expectations of the day to employers. Each employer is mailed an informational packet that includes expectations, sample interview questions, and an evaluation form.

Once the job shadow is confirmed by a staff member, seniors contact the job shadow site to arrange details. Prior to the job shadowing day, English teachers help each student develop a resume and cover letter, which

they bring to their job shadow site, and also teach a lesson on interviewing skills. In senior social studies classes, students complete a research project studying the job that they will be shadowing. Seniors also participate in a lesson facilitated by the social studies teacher, school counselor, and principal on professional behavior and expectations of the day.

On the day of the event, students spend a full day at the workplace, during which time they complete a mock job interview, have a discussion with the host about specifics of the job, and shadow someone doing the job. Coordinating the senior job shadowing day pulls all senior staff together, and the response after the day is that it was an incredibly valuable experience.

## OSSEO AREA SCHOOLS



CCR Domain(s): Employability Skills, Career Development, Transitional Awareness

Four years ago, as [Osseo Area Schools](#) was planning for districtwide grade span changes, its school board approved a strategic priority to incorporate career and college readiness (CCR) programming into the district's middle school and high school advisory programs.

After some research, the district selected the comprehensive Ramp Up to Readiness career curriculum to use in advisories from sixth grade to 12th grade. The district paired the Ramp Up to Readiness curriculum with the Minnesota Career Information System (MCIS), allowing students to document the results of their career and college readiness activities in their MCIS portfolio. Osseo uses the MCIS portfolio to meet the state requirement that all students have a Personal Learning Plan (PLP) by grade 9, and that their PLPs are updated every year.

Osseo Area Schools has three comprehensive high schools, one area learning center, and four middle schools that are all using the Ramp Up to Readiness curriculum. The amount of time in advisories varies from school to school. In one school, for example, the advisory meets every day 30 minutes. At another school, the advisory meets once a week for an hour. The ALC has a full-time teacher doing Ramp Up to Readiness. Each secondary school is required to ensure that students complete all the Ramp Up to Readiness activities at each grade level every year. Seniors must meet the advisory CCR requirements in order to participate in their school's commencement ceremony.

In addition to the CCR curriculum, each of the three high schools has a College and Career Resource Center. According to Osseo's Career and College Readiness Coordinator, Godfrey Edaferierhi, "Osseo's College and Career Resource Centers are really something to be proud of. We work closely with our community, industry and business partners, and parents to develop resources and services. We are constantly looking for ways to revamp so we can reach more kids." Students access the Centers to obtain college materials, to make sure their FAFSA is complete, and to sign up for college fairs. Each of the district high schools has a CCR specialist who also teaches and coordinates CTE work-based learning. In addition, Osseo Area Schools offers a cooperative education course that teaches work readiness skills. Initially, some students are hesitant to access the career centers. But as Godfrey says, "When you have Career and College Readiness curriculum in the classroom, you are bringing it to the students. They engage. They ask questions. And then they pursue the College and Career Resource Center." Staff at the Centers help students as they decide what is next for them after graduation.

Osseo Area Schools implements CCR with fidelity. They also know there is always room for improvement. At the end of each year, the district surveys students and staff to make sure they have reached all students to talk to them about CCR before they graduate. They ask the seniors to evaluate the program, and they evaluate the feedback to make improvements.

When teachers understood the PLP was both a requirement and an effort that would help students plan for their futures, they enthusiastically got on board. The key, says Godfrey, was that the initiative was a board-approved strategic priority. Each leadership group then elected one teacher to be the CCR champion in their building. Teachers received initial training, and now Godfrey works closely with teachers for ongoing professional development and program improvements. Teachers receive a stipend or curriculum writing time to update and adjust grade-level curriculum to complement the overall curriculum.

District administrators believe the program is having a positive impact on students. Gaps between some student groups are decreasing, and enthusiasm for college and career pathways is increasing. Although administrators cannot say for sure what has moved the needle, they believe career and college programming is playing an important role in advancing the district's goal of equitable achievement for all students.

## WHITE BEAR LAKE AREA SCHOOLS



CCR Domain(s): Career Development, Transitional Knowledge

[White Bear Lake Area High School](#) accelerates the path to college and career success with the help of a wide array of college and career planning tools, through use of data, and by leveraging relationships. Information from career interest inventories and surveys helps create portfolio-like snapshots of each student, including achievement data, their interests, goals, strengths, perceived barriers to accessing rigorous coursework, and identifies who they consider trusted adults on staff. Those trusted adults become key partners in encouraging students to enroll in rigorous college credit-bearing courses and supporting them in the development of their academic identity.

The district also uses information from surveys and focus groups to ensure that student voice and interests are considered in the design of their course offerings. The students' feedback is also critical for identifying the supports that will be needed for students to be successful. Furthermore, teachers are surveyed to determine what assistance they see that students need and professional development that would benefit staff. Guided by the Equity and Achievement Coordinator in the district, a "boot camp" was created to build relationships between students, teachers, and families to gather feedback related to understanding what pathways are available, and how to prepare for success in advanced and concurrent coursework.

The district also invests in maintaining a student-to-counselor ratio below the state average. Counselors play a key role in outreach and in helping students plan for rigorous courses as the district strives to achieve equitable enrollment in advanced coursework that matches the demographics of the school.

Through analysis of college and career data, continued focus areas for the district include career pathway exposure and exploration at the middle school level to improve the transition into high school. This will provide students with the opportunity to create an enhanced "academic identity" upon entering high school.

## Unique Partnerships

### APPLIED LEARNING INSTITUTE



CCR Domain(s): Career Development, Transitional Knowledge

The [Applied Learning Institute \(ALI\)](#) is a renewal of technical education in the Arrowhead Region of Northeastern Minnesota, serving to ignite the next generation of a highly skilled, technologically advanced talent pool required by regional business and industry partners. ALI provides hands-on, project-based learning opportunities utilizing advanced curricula and state-of-the-art equipment. Formed in 2006, ALI is a partnership that connects the five Minnesota State campuses of the Northeast Higher Education District with 24 regional high schools, as well as regional business and industry partners.

### RICHFIELD PUBLIC SCHOOLS



CCR Domain(s): Mindsets and Social Awareness, Career Development, Transitional Knowledge

The [Richfield College Experience Program \(RCEP\)](#) opened its doors to students from Richfield and surrounding school districts on August 22, 2016. Located in the new Partnership Center at Normandale Community College, RCEP is a high school partnership between Richfield Public Schools and Normandale Community College to support students ages 16–20 with the desire and motivation to graduate from high school and achieve success in college. At RCEP, students work toward their high school graduation with Richfield teachers while simultaneously earning free college credits at Normandale Community College through a process called dual enrollment. Each student will have the opportunity to enroll in college courses to help them move forward in their academic and career goals at no cost. The students will be supported by Richfield Public School teachers and Normandale staff. RCEP focuses on students for whom a traditional learning environment is not meeting their educational needs.

RCEP is open to any 9–12 student from surrounding school districts. Richfield counselors, social workers, outreach workers, and teaching staff will continue to work with RPS students and other students from neighboring, racially isolated districts, (Edina, Bloomington, Minneapolis, and Eden Prairie Public Schools) to ensure that students have the opportunity to increase their crosscultural fluency, interactions, and competencies. RCEP offers credit-bearing courses during the regular school day/year.