



Domains and Competencies

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About this Resource

Four domains and competencies represent Minnesota’s vision of career and college readiness (CCR) and the principles established by the Minnesota CCR Work Group. This section would be helpful for K-12 curriculum planning and a springboard for professional development for educators and administrators. In addition to defining the four CCR domains and corresponding competencies, it outlines roles and responsibilities for various stakeholders in the school community, with sample activities to document student progress toward CCR.

Highlights include:

- An in-depth explanation of Minnesota’s CCR domains, with definitions of each competency.
- A suggested list of sample CCR activities for each competency.
- A guide about how legislated Personal Learning Plans (PLP) anchor schools’ CCR programming.
- A planning template for integrating and aligning CCR competencies with Minnesota state standards.
- A list of additional resources which correspond to each CCR domain.

Career and College Readiness (CCR) Domains and Competencies

The Minnesota CCR competencies are organized within four domains: Employability Skills, Mindsets and Social Awareness, Career Development, and Transitional Knowledge.

These competencies, integrated with discipline-specific academic knowledge, identify mindsets, skills, abilities and experiences that all students need to enter the workforce or an array of postsecondary options. These competencies are consistent and interconnected. These competencies can be integrated into pre-K through 12th grade classroom instruction and experiential learning that is provided both in the classroom and in learning opportunities offered in a variety of settings throughout the school and community. A strong CCR program aligns and assesses the competencies periodically and annually. Each of these domains and their corresponding competencies are further defined on the following pages.

EMPLOYABILITY SKILLS



- Communication
- Technology & Information Literacy
- Academic Content Knowledge
- Collaboration
- Creativity
- Critical Thinking

MINDSETS AND SOCIAL AWARENESS



- Growth Mindset
- Relationship Skills
- Cultural Fluency & Global Awareness
- Self-Management
- Problem Solving
- Decision Making
- Self-Advocacy



- Career Field and Postsecondary Entrance Requirements and Options
- Personal Financial Literacy
- Financial Aid Processes
- Employment and Admission Procedures



- Career Awareness
- Career Exploration
- Career Preparation

TRANSITIONAL KNOWLEDGE

CAREER DEVELOPMENT



PLP Crosswalk: Please see this icon following each CCR domain and related competencies for a crosswalk to the legislated components of the Personal Learning Plan (PLP).



Employability Skills

Employability skills reflect the general knowledge and skills necessary for success in education, in all sectors of the labor market, and as part of the civic responsibility of all citizens. These competencies are sometimes referred to as “foundational skills” and include communication, technology and information literacy, work habits, collaboration, creativity, and critical thinking.

A visual representation of many characteristics in this domain can be found on the [Minnesota Career Fields, Clusters and Pathways Chart](#). These competencies form the “core” for career and college success in every career pathway.

Competency	Definition
Communication	Students express thoughts using appropriate written, verbal and adapted modes of communication via terminology, active participation, and are responsive within a conversation in a manner that is relevant in a variety of settings. Students are able to articulate ideas in meaningful communications for a variety of audiences and settings using appropriate terminology, conventions, formats, and register.
Technology and Information Literacy	Students use technology to research, collect, manage, transform, and exchange information using a variety of media across networks. Students understand how to select and use hardware and software suited to the task at hand. This includes understanding how to maintain data security and safety online.
Academic Content Knowledge	Students draw on information, language, procedures, and knowledge they have acquired to complete tasks, create solutions or products, and make meaning.
Collaboration	Students effectively work on teams consisting of diverse members and skill sets with integrity and empathy toward a shared purpose.
Creativity	Students combine knowledge, skills, original ideas, and imagination to make solutions, ideas, interpretations, or works that transcend traditional ideas or patterns.
Critical Thinking	Students use analytical and strategic thinking to differentiate between multiple perspectives, options, approaches and interpretations.



PLP Crosswalk: Activities to develop communication, collaboration, creativity, and critical thinking are related to **PLP Element 1** with respect to meeting state and local academic standards and developing career- and employment-related skills. Activities to develop technology and information literacy are related to **PLP Element 2** with respect to emphasizing academic rigor and high expectations.



Mindsets and Social Awareness

This domain includes skills, habits, and beliefs critical to success in life and work. These include social-emotional learning (SEL) qualities such as relationship skills, self-management, and decision making. This domain also includes growth mindset and multicultural and global awareness.

Competency	Definition
Growth Mindset	Students embrace effort as a means to improved academic learning and job performance, viewing challenges and failures as opportunities to improve knowledge and skills for future career and college success.
Relationship Skills	Students establish and maintain healthy and rewarding relationships with diverse individuals and groups, demonstrating values, beliefs, attitudes, and behaviors that lead to inclusive academic and workplace environments.
Cultural Fluency and Global Awareness	Students develop understanding, sensitivity and appreciation of the history, values, experiences, and lifestyles of groups that include, but are not limited to, race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and ability.
Self-Management	Students are able to regulate emotions and behaviors effectively in different situations. This includes setting and working toward achieving personal and academic goals and managing stress and motivating oneself while recognizing when and how to access support.
Problem Solving	Students identify problems and determine potential solutions by accessing supportive resources and tools and analyzing possible outcomes. Students recognize that some solutions may require a systems thinking approach.
Decision Making	Students apply an intentional process, weighing options to achieve a constructive goal, reach conclusions on an ethical course of action, and explain the rationale behind their choices.
Self-Advocacy	Students develop the ability to exercise their rights by communicating or acting for themselves to articulate their needs, make informed decisions, and/or correct inequities.

 **PLP Crosswalk:** Activities to develop growth mindset are related to **PLP Element 1** with respect to meeting state and local academic standards and developing career- and employment-related skills and **PLP Element 4** with respect to setting appropriate career- and college-ready goals and identifying effective means to achieve them.



Career Development

This domain emphasizes various types of experiential learning, specifically career awareness and preparation of academic and work-place learning options and supports organized and available to assist students in preparing for success in postsecondary education or moving directly into the workforce. The framework of criteria associated with this domain includes development of career pathway-specific knowledge and skills, completion of career and technical and rigorous course content, and participation in experiential learning opportunities such as work-based learning, service learning, mentorships, and apprenticeships.

Career pathways represent an organization of related occupational areas within a specific career cluster. Each pathway has its own set of identified knowledge and skills required for initial employment and progression throughout a career. A well-designed CCR program provides a framework by which students develop a vision and realistic plans for their futures throughout their K–12 experience.

Competency	Definition
Career Awareness	Students have early exposure to career options, jobs and occupations.
Career Exploration	Students dive into specific career options and learn about career fields, clusters, and pathways and how they align with their unique preferences, developmental level, skills, interests, and values to be better prepared to make choices regarding career and education pathways.
Career Preparation	<p>Students enroll in pathway specific courses that explicitly tie the knowledge and skills learned to those necessary for future careers of interest. Courses and curriculum are aligned and structured to provide seamless progression of study in a student-chosen career pathway.</p> <p>Students enroll in rigorous courses to earn industry credentials and postsecondary credits. These education and work place experiences allow students to gain hands-on skills and knowledge using industry-validated curricula to earn postsecondary credits and industry certifications. This can also include the option to earn credits in rigorous core academic courses and career technical education courses taught by certified teachers.</p>

 **PLP Crosswalk:** The activities in this domain are related to **PLP Elements 3, 6, and 8** by helping students identify and pursue their goals, integrating strong academics and career-focused content into all classrooms, and providing students with experiential learning opportunities.



Transitional Knowledge

Career- and college-ready students possess the knowledge and skills necessary to successfully adjust to and succeed in work and postsecondary education environments following their high school graduation. As explained by Education First Consulting (2013), “students are able to explore options, identify and obtain resources, complete the steps necessary to engage in a postsecondary path, and adapt to the challenge posed by a new environment.”

This domain describes activities that all students should experience to develop the knowledge and skills needed for successful transition into postsecondary institutions and/or career pathway-focused workplace settings.

Competency	Definition
Career Field and Postsecondary Entrance Requirements	Students understand the academic knowledge, and skill requirements for successful entry to and participation in their chosen workforce or postsecondary options. Students complete prerequisites for entrance.
Personal Financial Literacy	Students develop basic money management skills that support financially responsible decision making as they transition to independent living after high school. Students can explain the relationship between income, expenses, savings, investments, and lifestyle choices through development and use of budgets and other financial tools.
Financial Aid Processes	Students understand costs and return on investment for education and training options and financial aid options, including scholarships, grants and loans, and the role of the Free Application for Federal Student Aid (FAFSA).
Employment and Admission Procedures	Students complete tasks required for entry into their next career pathway or postsecondary institution, including application completion, interviewing skills, social media profiles, resume development, and college application completion and timelines. Students understand the economic implications for their career choices.

 **PLP Crosswalk:** Activities in this domain are related to **PLP Elements 1, 5, and 7** by helping students access education and career options and identifying supports to complete coursework and prepare for postsecondary education and careers.

Sample CCR Activities

This activity guide provides a list of potential activities for students and school leaders for each CCR domain and competency. These are examples of strategies that can help guide ongoing CCR efforts and are not intended to be an exhaustive list. Currently, the activities focus primarily on high school, but most can be adapted and applied to elementary and middle school levels.

For a comprehensive list of CCR activities, see [The College and Career Readiness and Success Organizer](#) (College and Career Readiness and Success Center at American Institutes for Research).



Communication

Students can:	School Leaders can:
<ul style="list-style-type: none">• Create a college application essay.• Create a resume, cover letter, and thank you letter.• Plan and conduct at least one informational interview.• Develop clear and precise written work and verbal communications targeted to different audiences.• Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats.	<ul style="list-style-type: none">• Provide teachers with professional development and resources to implement strong speaking and writing skills instruction.• Identify authentic opportunities for students to speak and write for audiences within and beyond the school (e.g., greeting visitors, welcoming guest speakers, thanking volunteers, speaking to school board and/or parent groups).

Technology and Information Literacy

Students can:	School leaders can:
<ul style="list-style-type: none">• Use analytical strategies to find and assess the quality of information and identify potential bias.• Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets).	<ul style="list-style-type: none">• Adopt digital literacy standards and embed them in the K–12 curriculum.• Leverage the opportunity that Minnesota English Language Arts (ELA) Standards present to embed the information literacy elements.

Students can:	School leaders can:
<ul style="list-style-type: none"> • Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. • Effectively participate in digital learning environments. 	<ul style="list-style-type: none"> • Provide material and human resources in the school for students and teachers to develop technology and information literacy skills. • Prioritize student engagement in real-world problem solving and collaboration and communication with stakeholders using social media, podcasts, video, and other technology platforms. • Promote online distance learning opportunities that provide flexibility and increased opportunities for course choice for students.

Academic Content Knowledge

Students can:	School leaders can:
<ul style="list-style-type: none"> • Enroll in career and technical education (CTE) courses aligned with career interests to apply knowledge and skills acquired in related subject areas to solve real-world problems. 	<ul style="list-style-type: none"> • Provide educators opportunities to develop cross-disciplinary courses that partner core academic and CTE teachers/curricula that demonstrate connections between content knowledge and career/workplace applications.

Collaboration

Students can:	School leaders can:
<ul style="list-style-type: none"> • Initiate and engage in positive interactions with peers and adults. • Work on teams consisting of diverse members and skill sets with integrity and empathy toward a shared purpose. • Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. • Negotiate corrections and adaptations to team (e.g., system) tasks if necessary. Listen to and consider all team members' ideas, respond supportively to ideas given in class or 	<ul style="list-style-type: none"> • School leaders facilitate staff and students developing a collaboration rubric and explicit instruction about collaboration skills; include these competencies in conferences (student-led). • School leaders model for students, successful cooperative tasks and projects.

Students can:	School leaders can:
<p>in teams to successfully complete a project, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates.</p> <ul style="list-style-type: none"> Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. 	

Creativity

Students can:	School leaders can:
<ul style="list-style-type: none"> Find comfort with multiple paths to a solution or changing an approach when unsuccessful. Pursue their curiosity and interests through inquiry-based projects and tasks. Create innovative and novel ideas or solutions to a problem or situation. Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. 	<ul style="list-style-type: none"> Provide a nurturing environment for students and staff to take positive risks, raise questions, try new ideas, and share learning with others. Examples might include “what I learned” mini-sessions after school or student learning fairs. Promote innovative professional development models including independent and differentiated learning for educators.

Critical Thinking

Students can:	School leaders can:
<ul style="list-style-type: none"> Debate an issue, converging on an understanding, assessing a problem, and questioning. Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. Formulate and express original ideas in academic and real-world settings. 	<ul style="list-style-type: none"> Work collaboratively with an advisory group (students and community members) to share current and relevant community concerns impacting students for an authentic problem-solving opportunity.



Growth Mindset

Students can:	School leaders can:
<ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. Goals are recorded in the student’s PLP. Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. Contribute new ideas or thinking, seek clarification and understanding, and require active listening. 	<ul style="list-style-type: none"> Incorporate a transparent value system and set of practices that support students’ commitment to their educational and career goals. Provide a safe learning environment that supports students who are experiencing social, personal, or emotional distress; interpersonal conflict; depression; or isolation. Provide professional development for teachers and staff to build cultural competence. Establish a common framework and vocabulary for addressing students’ social-emotional development and academic mindsets, and establish outcomes, measures, and benchmarks for the schools to pursue. Measure and improve school culture as one important aspect of closing achievement gaps.

Relationship Skills

Students can:	School leaders can:
<ul style="list-style-type: none"> Participate in 25+ hours of community-based service projects working with and serving and learning from people with diverse backgrounds. Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. 	<ul style="list-style-type: none"> Provide funding and training for all staff to develop cultural competency so that educators are prepared to meet the needs of each student. Include student representatives on district and school leadership teams/committees to foster understanding and collaboration. Collaborate with other schools/districts on regional approaches to issues of diversity and culture.

Cultural Fluency and Global Awareness

Students can:	School leaders can:
<ul style="list-style-type: none"> Actively listen to and consider all group members' ideas, opinions, experiences, and perspectives, and respond with patience and respect (e.g., forums and panel discussions, community engagement, school news reporting). Discuss options and alternatives as much about agreement as on conflict (e.g., current issues debate, mock government, editorials, civic action planning). Participate in community and classroom experiences that extend understanding and appreciation for culturally diverse perspectives and values. 	<ul style="list-style-type: none"> Check for bias in curriculum and assessment as a part of a district-level review of instructional materials, and assist school in implementing strategies to detect and reduce bias in curriculum and assessment. Provide staff with resources, experiences, and trainings to instill instructional- and assessment-related practices that reduce culturally biased content and foster cultural and global competency. Provide staff with professional development to develop strategies for scaffolded instruction for English learners.

Self-Management

Students can:	School leaders can:
<ul style="list-style-type: none"> Learn and practice the process of setting goals. Participate in student leadership activities that may include service projects, competitions, and other activities. Identify a way to organize their career planning materials and review them periodically (one method could be using the PLP organizing structure). Share their career plans with a caring adult and/or family member. Have students identify three learning channels to keep up-to-date on their occupational area of aspiration. 	<ul style="list-style-type: none"> Provide teachers with professional development strategies to support students' self-management skills such as using Cornell notes, study strategies, and time management. Access data regarding opportunities and challenges for various groups that can be shared as the basis for discussion with staff and/or students.

Problem Solving

Students can:	School leaders can:
<ul style="list-style-type: none"> • Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. • Follow procedures, experiment, infer, hypothesize (e.g., "What if we do it this way?"), and construct processes to complete a task. • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). • Develop a project identifying analyzing, discussing, evaluating information, to resolve a procedural, conceptual, or challenge or ethical issue. 	<ul style="list-style-type: none"> • Provide professional development and instructional planning opportunities to articulate and integrate core academic skills into career-focused courses. • Develop business and industry partnerships that can sponsor teacher externships for professional development. • Identify with partnerships the industry competencies of employability skills for career pathways, and embed skill development into core and elective coursework.

Decision Making

Students can:	School leaders can:
<ul style="list-style-type: none"> • Develop a project identifying, analyzing, discussing, evaluating, and formulating an opinion on an ethical issue arising from their career-related studies. • Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. • Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. 	<ul style="list-style-type: none"> • Ensure that curriculum and pedagogy provide sufficient opportunities for teachers to design opportunities for students to study and reflect on ethical questions and practices and identify potential solutions to problems. • Develop case studies of business and industry scenarios within career pathways, and ask students to identify the important factors and make recommendations based on consideration of key factors.

Self-Advocacy

Students can:	School leaders can:
<ul style="list-style-type: none">• Special education students set a goal of leading their own annual individualized education program (IEP) meeting.• Students moving into the workforce, or other career launch activity, practice explaining a disability, or other diverse learning need, and why.• Students convene their own personal career advisory board. With this board, have them practice and get feedback on describing their strengths, weaknesses, career goals, next steps, and asking for assistance with one thing they need to move forward.	<ul style="list-style-type: none">• Ensure that educators, students and families are aware of resources and organizations which can support self-advocacy awareness, tools and strategies.



Career Awareness

Students can:	School leaders can:
<ul style="list-style-type: none">• Identify different jobs and careers in their school, neighborhood and community.• Participate in “Bring Your Kid to Work Day” events.• Visit college campuses for activities such as STEM Day, GEMS, etc.• Interview and present information about their parent or other significant adult’s job or occupation.• Read stories about community jobs and how communities work together.• Participate in opportunities geared toward the public good, integrated with school learning opportunities.	<ul style="list-style-type: none">• Provide an opportunity for students to take field trips of business, industries and organizations in their community.• Provide an opportunity for students to become familiar with community roles and jobs.• Schedule classroom presenters from business and industry, and postsecondary institutions, to share information about careers and educational opportunities.• Provide all K–6 students with career field trips and worksite tours to explore skills and knowledge of different occupations and career clusters.• Ensure that career awareness and information is embedded across the curriculum.

Career Exploration

Students can:	School leaders can:
<ul style="list-style-type: none">• Apply content knowledge in workplace or experiential learning activities.• Make brief worksite visits to spend time with individual workers, learning what their jobs entail (job shadowing).• Work in a number of different departments or different employers to explore different occupations within an industry cluster (rotation tours).	<ul style="list-style-type: none">• Provide an opportunity for students to take and evaluate results of an interest, learning style, or values inventory.• Have students evaluate all aspects of an industry with respect to their strengths and career values.• Have students ask questions about motivation of guest speakers, professionals on industry tours, mentors, and people they interview for information about their career pathway.

Students can:	School leaders can:
<ul style="list-style-type: none"> • Visit a college campus and tour classrooms, labs, and student activity centers to learn about programs of study. • Research occupations of interest, including labor market information data, and discuss findings with a parent/guardian, teacher, or counselor. • Identify the requirements needed to pursue occupations of interest and which postsecondary institutions offer the corresponding program of study. • Research registered apprenticeship opportunities and identify next steps for planning and setting goals. • Compare occupations using a list of important characteristics such as skills, work conditions, salary, type of preparation needed, employment outlook, etc. • Identify conferences and professional learning communities where information can be obtained and networking connections can be made. 	<ul style="list-style-type: none"> • Identify what percentage of students in their district and region pursue four-year college degrees, associate’s degrees and other kinds of postsecondary training, enter the military, or directly into careers. Design exploration activities for each area. • Create partnerships with business and industry for a state-approved work-based learning program in their district. • Provide professional development for teachers to integrate career exploration activities within core instruction.

Career Preparation

Students can:	School leaders can:
<ul style="list-style-type: none"> • Receive grade-level presentations by counselors and CTE teachers on the value of concentrating course enrollment in multiple courses within a career pathway. • Identify the coursework progression associated with certificate programs, associate’s degrees, and four-year college degrees within a career pathway, along with earning capabilities at each level. • Enroll in career pathway courses aligned with self-evaluations and interest surveys. • Use the Minnesota Career Fields, Clusters, and Pathways Chart to identify career pathways of interest, aligned programs of 	<ul style="list-style-type: none"> • Ensure the availability of middle school elective course options focused on career exploration opportunities. • Maintain Perkins Program Approval status (update every five years) to utilize CTE Levy funding for CTE teachers and programs. • Utilize regional employment data to identify key job sectors and develop CTE courses and pathways to address job needs (partner with business and industry). • Update high school graduation requirements to include successful completion of one CTE course.

Students can:	School leaders can:
<p>study, and prerequisites leading to advanced core academic and CTE courses.</p> <ul style="list-style-type: none"> • Enroll in high school courses that offer opportunities to earn industry credentials and postsecondary credits aligned with career areas of interest. • Participate in student organization competitions and conferences that offer industry credentials. • Participate in work-based learning and/or youth apprenticeship programs aligned with industry requirements. • Receive mentoring from adult peers who provide guidance and encouragement on career-related learning projects. • Create their own project or business to manage and earn money while earning high school credit (entrepreneurship). • Participate in entry-level paid or unpaid work experiences within a career pathway, supervised by a CTE work-based learning coordinator (internship). • Participate in paid work experiences leading to industry credentials, supervised by a CTE work-based learning coordinator (youth apprenticeship). • Complete an informational interview every year, and learn about the lifelong use of this career management skill. 	<ul style="list-style-type: none"> • Facilitate a discussion of career pathway options to earn while learning. • Design course registration materials that provide an accurate and clear understanding of all the career pathways and opportunities. • Provide flexible scheduling for students to participate in career development and career launch activities (e.g., job shadows, business and industry tours, etc.). • Align CTE and core curriculum coursework with Technical Skill Assessments (TSA), postsecondary articulation agreements, and concurrent enrollment agreements in multiple career pathways. • Provide professional development training and funds for teachers to acquire necessary certifications to teach courses leading to industry credentials or dual credit. • Convene CTE advisory committees multiple times each year (with membership from business and industry sectors aligned with school CTE programs) to inform the alignment of school programs with current industry needs. • Provide career pathway training experiences aligned with classes for potential of earning industry credentials. • Provide teacher professional development activities for teachers to learn more about current workforce needs, including teacher externships, teacher day camps or tours. • Show students how to use technology to house the contact information of each of their growing network of contacts. Teach students the skills of how to keep in touch with their network over time. Discuss the mutuality of value of the relationship for both the students and the business professional.



Career Field and Postsecondary Entrance Requirements

Students can:	School leaders can:
<ul style="list-style-type: none">• Learn about and schedule general college entrance exams (ACCUPLACER, ACT, PSAT, SAT) and career-specific exams (ASVAB, COPS, PLAN, DAT).• Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements.• Participate in college fairs and/or college visits to better understand postsecondary options and entrance requirements.	<ul style="list-style-type: none">• Coordinate job shadow/mentor relationships for all seniors to gain exposure to career fields of interest and nontraditional career fields.• Help students identify the professional competencies required in two to three career fields they are considering. Have them propose creative ways to acquire and demonstrate those competencies.• Provide sufficient counseling services and staff positions to provide all students with guidance on making secondary education choices that will lead to workplace and postsecondary success.

Personal Financial Literacy

Students can:	School leaders can:
<ul style="list-style-type: none">• Participate in an activity like Minnesota Career Information System (MCIS) Reality Check to learn how much money they need to earn to cover expenses and which occupations can support their lifestyle.• Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing.• Develop tables that compare and contrast post-high school income and expense options (work, education), including earnings, housing, transportation, food, and clothing.	<ul style="list-style-type: none">• Partner with banking and credit union financial institutions to implement their financial education curricula.• School leaders identify curriculum placement of financial literacy activities within core and elective courses to provide students access to engaging money management scenarios and planning activities.• Collect and share information about scholarships. Have professional guest speakers and others share their stories and facilitate class discussions about ways to earn and learn.

Students can:	School leaders can:
<ul style="list-style-type: none"> • Develop a budget for the 12 months following high school graduation and review with a parent and adult mentor. • Calculate the difference in earnings over a lifetime for two to three career pathways. 	

Financial Aid Processes

Students can:	School leaders can:
<ul style="list-style-type: none"> • Calculate potential college costs and estimate their federal student aid eligibility. • Identify, research, and apply for scholarships matching personal criteria. • Attend financial aid support sessions with parents/guardians to acquire information on FAFSA completion and postsecondary aid opportunities. • Identify, research, and apply for financial aid available from student’s and parent’s employers. • Identify, research, and apply for financial aid based on family “legacy” status at postsecondary institutions. 	<ul style="list-style-type: none"> • Partner with postsecondary institutions to offer support sessions to families to complete the FAFSA. • Encourage curriculum/program development that embeds activities to build awareness of college costs and financing options within course delivery and counseling services.

Employment and Admission Procedures

Students can:	School leaders can:
<ul style="list-style-type: none"> • Develop and update a resume to document academics, awards, achievements, work, volunteer, and community service activities. • Participate in career and technical education student organization (CTSO) event categories that simulate job application processes. • Meet individually with a school counselor to review resume, transcript, and application process for jobs and postsecondary. 	<ul style="list-style-type: none"> • Provide instruction on effective job application completion and provide examples (embed in CTE courses, utilize Chamber of Commerce volunteers). • Provide multiple opportunities for students seeking to join the workforce after graduation to participate in mock interviews (CTE courses, CTSO organizations, Chamber of Commerce volunteers).

Students can:	School leaders can:
<ul style="list-style-type: none">• Keep track of school application and admission requirements and dates such as financial aid, scholarships, housing, transcripts, etc.	<ul style="list-style-type: none">• Engage local business and industry with students to ensure smooth transitions into the workforce.• Analyze Department of Employment and Economic Development (DEED) data to inform relevant coursework and ensure that choices are aligned with workforce needs.

CCR Integration Planning Tool

A planning tool for aligning and integrating CCR strategies with Minnesota State Standards is provided below. For your convenience, the sample lists K-12 benchmarks for the standard. [Access to a blank template of this tool can be found in the appendix.](#)

Grade Level	Subject Area(s)/Unit of Study
Samples include all grade levels	Samples include reading, writing and cross-disciplinary application

CCR Domain	CCR Competency
Mindsets and Social Awareness	Problem Solving

Alignment to Minnesota State Standards
To which standard(s) could this CCR Domain or Competency explicitly and implicitly connect?
<ul style="list-style-type: none"> Kindergarten Example: Participate in shared research and writing projects. Explore a number of books by a favorite author and express opinions about them. Grade 1 Example: Participate in shared research and writing projects. Explore a number of “how-to” books on a given topic and use them to write and demonstrate a sequence of instructions. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Teaching and Learning Skills
What actions, habits, or practices do students need to demonstrate in order to be proficient in this standard?
<p>English Language Arts (ELA) Standards: Draw evidence from information text to support analysis, reflection, and research using informational text.</p> <ul style="list-style-type: none"> Kindergarten Example: Participate in shared research and writing projects. Explore a number of books by a favorite author and express opinions about them. Grade 1 Example: Participate in shared research and writing projects. Explore a number of “how-to” books on a given topic and use them to write and demonstrate a sequence of instructions. Grade 2 Example: Participate in shared research and writing projects. Read a number of books on a single topic to produce a report; record science observations and/or answer a question.

Teaching and Learning Skills

What actions, habits, or practices do students need to demonstrate in order to be proficient in this standard?

- Grade 3 Example: Recall information from experiences or gather information from print and digital sources and sort evidence into provided categories.
- Grade 4 Example: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of resources. Explain how an author uses reasons and evidence to support particular points of view.
- Grade 5 Example: Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work and provide a list of resources. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s.)
- Grade 6 Example: Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Grade 7 Example: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Grade 8 Example: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Grades 9-10 Example: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)
- Grades 11-12 Example: Delineate and evaluate the reasoning in seminal environmental publications and the premises, purposes and arguments in works of public advocacy (e.g., political campaign addresses, local and national news articles, scientific journals, etc.)

CCR Activities

What actions, habits, or practices or applications do students need to demonstrate in order to be proficient in this standard and career and college ready?

- Develop confidence and skills in identifying and resolving both procedural and conceptual challenges.
- Follow procedures, experiment, infer, hypothesize (e.g., "what if we do it this way"), and construct processes to complete a task.
- Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in statistical analysis, construction, manufacturing, or family and consumer science courses).
- Develop a project identifying analyzing, discussing, evaluating information, to resolve a procedural, conceptual, or challenge or ethical issue.

Progress Monitoring Method

What are possible strategies or ways to assess these skills?

- PreK-3: Cooperative game observations, physical education tasks, small group report presentations, “how to” posters and/or demonstrations.
- Grades 3-6: Exhibition project, Minnesota History Day project, cooperative learning project, Future Problem Solver events.
- Grades 7-9: Group science projects or labs, Future Problem Solvers, Editorial projects, community and service projects, debate team activities.
- Grades 10-12: Career Technical Education Student Organization team events and competitions, International Baccalaureate Career Programme (IBCP) Reflective Project, Advanced Placement (AP) Capstone, Business/Industry related field work and projects (i.e. Vantage), Community Service, Social Justice papers and/or projects, WE Day projects, Student United Nation activities.

CCR Measure or Indicator

What are possible connections to current assessments and/or measures of participation, progress and/or proficiency?

- Formative and Summative or Rubric assessment data
- Project or presentation scores, grades, or feedback
- Observation notes, feedback or critique
- Informal feedback or evaluation

Personal Learning Plans

[Minnesota Statutes, section 120B.125](#), requires all students, beginning in 9th grade, to have a Personal Learning Plan (PLP) that includes academic scheduling, career exploration, career- and employment-related skills, community partnerships, college access, all forms of postsecondary education and training, and experiential learning opportunities. A PLP is a personalized plan for students to use with parents, school staff, and administrators. It can be used to plan, assess, and record student progress toward career and college readiness. The legislated elements are outlined below.

Element	Description
1	Provide a comprehensive plan to prepare for and complete a career and college ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits.
2	Emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level on the Minnesota Comprehensive Assessments (MCA) that are administered during high school.
3	Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career- and college-ready goals and postsecondary education and employment choices.
4	Set appropriate career- and college-ready goals with timelines that identify effective means for achieving those goals.
5	Help students access education and career options.
6	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.
7	Help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
8	Help identify collaborative partnerships among prekindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transition to postsecondary education and employment and provide students with applied and experiential learning opportunities.
9	Be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

PLP and CCR Efforts

According to a recent five-year [research study](#) by the National Collaboration on Workforce and Disability, students who engage in intentional and thoughtful career and college planning through individual learning plans are more likely to have self-awareness about their interests and career aspirations. Personal or individual learning plans "... are increasingly understood to be the lynchpin tool for linking the twin goals of college readiness and career readiness." Schools and districts can utilize the PLP to drive CCR efforts, as it includes the legislated minimum required elements for 9th through 12th grade students in Minnesota. The elements also serve as programming benchmarks for a robust CCR program.

A PLP should be reflective of student interests and abilities; it is a helpful tool for students as they progress toward high school graduation. The PLP can guide course selection, experiential learning opportunities, career exploration and development and postsecondary exploration activities. The PLP records and demonstrates the milestones in a student's future planning and preparation. These milestones can help students to set goals for postsecondary and/or training and enrollment.

When developing a PLP for a student, district and school staff should ensure that they are considering a holistic view of the student and his or her diverse learning needs and assets. Background, including race, ethnicity, gender, language, socioeconomic status, culture, individualized learning style, and educational needs, should be reflected in the student's unique PLP. Districts can use electronic planning tools such as MCIS and Naviance to help inventory career interests and record CCR activities and milestones. Schools also can use informal inventory of strengths and learning styles to help students become aware of their abilities and aspirations. These tools and resources allow access by students, parents, and educators to analyze and monitor student progress. The student's plans may need to be translated into the parent's preferred reading language.

Stakeholder Support for PLP Implementation

Creation and implementation of a PLP involves many stakeholders. It is a whole-school and community process with the focus on the student at the center. Consider the table below which outlines how stakeholders can provide support of the PLP elements. These statements can help to provide guidance for a range of stakeholders, and to gain buy-in within your school community. [Please see the complete list in the Appendix.](#)

Element 4	Set appropriate career- and college-ready goals with timelines that identify effective means for achieving those goals.
<i>Student</i>	<ul style="list-style-type: none"> I can create an achievable plan that includes goals and timelines based on my discipline area and career interests and strengths.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> I will support my student’s efforts to create plans and goals for their future postsecondary education and career interests.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> I will provide resources and instruction on how students can assess their learning style, strengths, and career interests and develop an educational plan that includes goals and timelines.
<i>Administrator</i>	<ul style="list-style-type: none"> I will provide time and resources for educators and counselors to assess student learning styles, strengths, and career interests to deliver lessons and guidance for students in creating personal learning plans.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> I will provide schools and students with information, experiential learning opportunities and planning guidance to understand the necessary skills and educational pathways required to enter specific fields of work.



The CCR Program Planning Guide provides reflection questions for schools and districts to use when planning and implementing PLPs.

Appendix

CCR Integration Planning Tool

This sample tool can be adapted by teachers or schools to plan and assess the career and college ready competencies throughout the grades to assure that all of the competencies are embedded in the teaching and learning of Minnesota standards. [Download a blank template of this tool.](#)

Grade Level	Subject Area(s)/Unit of Study

CCR Domain	CCR Competency

Alignment to Minnesota State Standards To which standard(s) could this CCR Domain or Competency explicitly and implicitly connect?
<ul style="list-style-type: none">•

Teaching and Learning Skills What actions, habits, or practices do students need to demonstrate in order to be proficient in this standard?
<ul style="list-style-type: none">•

CCR Activities What actions, habits, or practices or applications do students need to demonstrate in order to be proficient in this standard and career and college ready?
<ul style="list-style-type: none">•

Progress Monitoring Method What are possible strategies or ways to assess these skills?
<ul style="list-style-type: none">•

CCR Measure or Indicator What are possible connections to current assessments and/or measures of participation, progress and/or proficiency?
<ul style="list-style-type: none">•

Stakeholder Support for PLP Implementation

<p>Element 1</p>	<p>Provide a comprehensive plan to prepare for and complete a career and college ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits.</p>
<p><i>Student</i></p>	<ul style="list-style-type: none"> • I have identified careers that I am interested in exploring. • I can plan my academic coursework and experiences to prepare for those I am interested in. • I can identify my career skills and give examples of how I use them in an academic setting.
<p><i>Parent or Guardian</i></p>	<ul style="list-style-type: none"> • I have provided input in my students' PLPs and understand their career interests. • I will regularly discuss my students' plans. • I will assist my students in identifying career skills by contacting community members.
<p><i>Educator or Counselor</i></p>	<ul style="list-style-type: none"> • I will review my students' PLP plans when advising on course selection for career pathways that interest them. • I will provide my students will multiple ways to learn about content that relates to the interests in the PLP. • I will provide opportunities for students to learn and hone their career skills. • I will interact with the student's parents to ensure that they understand the importance of the student's plan.
<p><i>Administrator</i></p>	<ul style="list-style-type: none"> • I know that all students have an active PLP. • I have provided sufficient time for educators and students to discuss the PLP in a face-to-face meeting. • I expect and observed that all courses include opportunities for career and postsecondary exploration. • I will assist staff in accessing and incorporating current employment trends in course development. • I will reach out to diverse community members to develop their support and partnership in supporting students' goals within their PLPs.
<p><i>Business or Community Partner</i></p>	<ul style="list-style-type: none"> • I will connect with my local district(s) and share information with them on the projected needs and innovative ideas in my sector(s) of the economy. • I will share information about careers and pathways students can pursue in my career field. • I will actively provide opportunities to support students' PLPs, especially for students who are traditionally not represented in my career field.

Element 2	
Emphasize academic rigor and high expectations and inform the student, and the student’s parent or guardian if the student is a minor, of the student’s achievement level on the Minnesota Comprehensive Assessments (MCA) that are administered during high school.	
<i>Student</i>	<ul style="list-style-type: none"> • I understand the importance of choosing coursework that reflects my PLP to prepare for my career choices. • I am demonstrating growth in all of my coursework and on the MCA math and reading assessments.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> • I will encourage and support my student to participate in coursework that reflects my student’s PLP goals and their career interests. • I will learn more about the importance of my student’s growth in the MCA assessment.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> • I encourage all students to take rigorous courses based upon the goals of their PLP. • I have high expectations for every student. • I support students toward their interests reflected in their PLPs. I provide rigorous classroom opportunities for all students. • I encourage all students to take rigorous courses based upon the goals of their PLPs.
<i>Administrator</i>	<ul style="list-style-type: none"> • I will provide dual-credit coursework opportunities and needed supports for ALL students. • I will provide coursework that reflects my students’ PLP goals and interests. • I will ensure that enrollment in ALL courses including dual-credit courses, matches the demographics of my school.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> • I will emphasize how a student’s strengths could lead to a successful career in a number of different fields.

Element 3	
Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career- and college-ready goals and postsecondary education and employment choices.	
<i>Student</i>	<ul style="list-style-type: none"> • I can identify how I best think and learn. • I can identify what I like to do. • I can connect my interests and abilities to my future career and postsecondary choices.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> • I talk to my student about the way they think and learn. • I assist my student in identifying personal interests by asking probing questions about why and what they like about their courses, in-school and out-of-school experiences, etc.

Element 3 Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career- and college-ready goals and postsecondary education and employment choices.	
	<ul style="list-style-type: none"> • I encourage my student to further develop their interests, talents, and aspirations by getting involved in both in-school and out-of-school opportunities or experiences. • I understand how my student’s interests and abilities connect to their future career and postsecondary choices.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> • When discussing a student’s PLP, I discuss their interests and abilities. • I give my students opportunities to understand how they think and learn. • Help the student to make connections between content they are interested in, or would like to learn more about, with career options and explain pathways to pursue those careers.
<i>Administrator</i>	<ul style="list-style-type: none"> • I am aware of the information in student PLPs and provide leadership that directs school programs to meet the interests and future career plans of my students.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> • I will provide opportunities for students to participate in workplace tours, classroom visits, classroom speakers, etc. • Articulate for students the knowledge and skills needed to be ready for careers and the workforce. • Provide students with ideas of careers that match various areas of interests or talents. • Describe the pathway to pursue the career or occupations in the career area.

Element 4 Set appropriate career- and college-ready goals with timelines that identify effective means for achieving those goals.	
<i>Student</i>	<ul style="list-style-type: none"> • I can create an achievable plan that includes goals and timelines.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> • I will support my student’s efforts to create plans and goals for their future.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> • I will provide resources and instruction on how students can create a plan that includes goals and timelines.
<i>Administrator</i>	<ul style="list-style-type: none"> • I will provide time and resources for educators and counselors to deliver lessons that guide students in creating personal learning plans.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> • I will provide schools with information on necessary skills and education (including typical timelines) required to enter specific fields of work.

Element 5 Help students access education and career options.	
<i>Student</i>	<ul style="list-style-type: none"> I can access career and education information to help me plan my future.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> I will learn about and discuss my student’s career and education information.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> I will support and follow the school’s implementation plan for PLPs.
<i>Administrator</i>	<ul style="list-style-type: none"> I will provide access to resources for students to explore education and career options. I will provide a plan for staff to implement PLPs.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> I will provide opportunities for students to explore education and career options in my sector.

Element 6 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.	
<i>Student</i>	<ul style="list-style-type: none"> I understand how academic coursework relates to my future career. I can see how I’m applying my academic knowledge in career-focused classes and experiences.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> I will encourage my student to take academic and career-focused classes.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> Academic teachers will bring relevant career-related examples and language into lessons. Career-focused classes and experiences will ensure academic rigor and language within coursework.
<i>Administrator</i>	<ul style="list-style-type: none"> I will support the integration of strong academic content into career-focused classes and experiences. I will provide guidance and opportunities for professional development so that academic teachers have the skills to infuse career-relevant examples into lessons and develop experiential learning experiences.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> I will support the creation and implementation and continued success of career and technical courses (e.g., serving on advisory committees, donating funds or equipment, providing internships). I will collaborate with educators to offer experiential learning opportunities to enhance strong academic content.

Element 7	
Help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.	
<i>Student</i>	<ul style="list-style-type: none"> • I can identify where to get support if I am struggling. • I can identify which classes to take to earn my high school diploma. • I can identify classes that will help prepare me for my college and career choices. • I can find information about the cost and how to pay for postsecondary education. • I understand that most careers require some post-high school training.
<i>Parent or Guardian</i>	<ul style="list-style-type: none"> • I know what supports are available to my student if they are struggling. • I know which courses my student needs in order to earn a high school diploma. • I know what classes will help my student prepare for their college and career choices. • I can find information about the cost and how to pay for postsecondary education. • I understand that most careers require some post-high school training.
<i>Educator or Counselor</i>	<ul style="list-style-type: none"> • I will provide advising and counseling support to students. • I will provide assistance to students to complete required coursework. • I will help students identify which courses will help them prepare for their postsecondary choices. • I will educate students about the cost and how to pay for postsecondary education. • I will ensure that students know that most careers require some post-high school training. • I will provide students with information about all types of postsecondary educational options.
<i>Administrator</i>	<ul style="list-style-type: none"> • I will ensure that all students and staff can identify and access appropriate counseling and supports. • I will ensure that all staff are committed to students earning a high school diploma. • I will ensure that all students have access to coursework that prepares them for their career and postsecondary choices. • I will provide opportunities for students to learn about the requirements for their postsecondary choices—academically and financially.
<i>Business or Community Partner</i>	<ul style="list-style-type: none"> • I will continue to align resources and supports with current educational needs.

<p>Element 8</p> <p>Help identify collaborative partnerships among pre-K through 12th grade schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transition to postsecondary education and employment and provide students with applied and experiential learning opportunities.</p>	
<p><i>Student</i></p>	<ul style="list-style-type: none"> • I can access and use community members, colleges, and organizations to help prepare for my postsecondary choices. • I have had opportunities to meet with local employers to learn what they are looking for in hiring future employees.
<p><i>Parent or Guardian</i></p>	<ul style="list-style-type: none"> • I am aware of community members, colleges, and organizations to help my student prepare for their postsecondary choices.
<p><i>Educator or Counselor</i></p>	<ul style="list-style-type: none"> • I am aware of the collaborative partnerships available to support my students' career and college choices. • I will provide opportunities to meet with local employers to learn what they are looking for in hiring future employees. • I will provide students with applied and experiential learning opportunities.
<p><i>Administrator</i></p>	<ul style="list-style-type: none"> • I will identify and foster collaborative partnerships within my community. • I will ensure that students are provided with opportunities to meet with local employers. • I will ensure that students are provided with applied and experiential learning opportunities.
<p><i>Business or Community Partner</i></p>	<ul style="list-style-type: none"> • I will collaborate with schools to provide applied and experiential learning opportunities.

<p>Element 9</p> <p>Be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.</p>	
<p><i>Student</i></p>	<ul style="list-style-type: none"> • I will review my plan annually and make any necessary adjustments to stay on track with my career and college plans.
<p><i>Parent or Guardian</i></p>	<ul style="list-style-type: none"> • I will review my student's plan annually and make any necessary adjustments to help them stay on track with their career and college plans.
<p><i>Educator or Counselor</i></p>	<ul style="list-style-type: none"> • I will support my school/district in the work of annually reviewing student PLPs to make any necessary adjustments to help stay on track with career and college plans.

Element 9

Be reviewed and revised at least annually by the student, the student’s parent or guardian, and the school or district to ensure that the student’s course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Administrator

- I will ensure that each student’s plan is reviewed annually.

*Business or
Community
Partner*

- I will review educational needs and supports with my local district(s) at least annually.

Resources

[College and Career Readiness: The Importance of Early Learning](#), ACT Research and Policy, 2013.

Employability Skills

[Employability Skills Framework](#), Perkins Collaborative Resource Network

[Soft Skills to Pay the Bills – Mastering Soft Skills for Workplace Success](#), Office of Disability Employment Policy, United States Department of Labor

[Minnesota Career, Fields, Clusters and Pathways](#) (2017), Minnesota State

[Digital Literacy Standards for Students](#), International Society for Technology in Education (ISTE)

[Digital Literacy](#), U.S. Department of Commerce

[Soft Skills to Pay the Bills](#), Office of Disability Employment Policy, U.S. Department of Labor

[Effective Career Awareness and Development Programs for K-8 Students](#) (March, 2012). Washington, DC: Hanover Research – District Administration Practice.

[The College and Career Readiness and Success Organizer](#), College and Career Readiness and Success Center at American Institutes for Research

[Integrating Employability Skills: A Framework for All Educators](#), American Institutes for Research

Mindsets and Social Awareness

[Fixed vs. Growth – The Two Basic Mindsets That Shape Us and Our Careers](#) (2014), Guru

[Social Emotional Learning \(SEL\) Implementation Guidance](#), Minnesota Department of Education

[Measuring Quality: Assessment Tools to Evaluate Your Social-Emotional Learning Practices](#), Partnership for Children & Youth.

[Keeping Social and Emotional Learning at the Center of Teaching and Learning](#), American Institutes for Research.

[Big Ideas: Social and Emotional Learning](#) includes multiple videos for growth mindset, perseverance, empathy, and gratitude.

[Social and Emotional Learning Activities](#), inspirED.

[Diversity Toolkit: Cultural Competence for Educators](#), National Education Association.

Career Development

[My Skills, My Future, U.S. Department of Labor](#)

[Career One Stop, U.S. Department of Labor](#)

[Reality Check Tool](#), Minnesota State CAREERwise Education

[O*Net Interest Profiler](#), U.S. Department of Labor, Employment and Training Administration

[Earn College Credit in High School](#), Minnesota Office of Higher Education

[Career Program Advisory Committee Handbook](#) (2016): A guide for improving the overall quality of career pathways through the use of effective advisory committees, Minnesota State

Employer Engagement Toolkit: A Step-By-Step Guide to Building Strong & Sustainable Business/Education Partnerships for CTE, STEM, and Academy Leaders, Brett Pawlowski & Charlie Katz

Transitional Knowledge

[Financial Literacy Curriculum](#), TeachFinLit.org

[Next Gen Personal Finance](#) provides free, engaging and up-to-date personal finance curriculum with best-in-class professional development opportunities.

[Pathways to Success: A Guide for Minnesota Parents](#) (2011), Minnesota State

[October Is College Knowledge Month](#), Minnesota's College Application Campaign

[Paying for College](#), Minnesota Office of Higher Education

[Minnesota Programs of Study, Minnesota State](#)

Opportunities and Options: Making Career Preparation Work for Students, Council of Chief State School Officers (CCSSO), A Report of the CCSSO Task Force on Improving Career Readiness

Personal Learning Plans

[Guideposts for Success](#) (2016), National Collaborative on Workforce and Disability for Youth

[Promoting Quality Individualized Learning Plans throughout the Lifespan: How to Guide 2.0](#) (2018), National Collaborative on Workforce and Disability for Youth

[Use of Individualized Learning Plans: A Promising Practice for Driving College and Career Efforts](#) (2014), National Collaborative on Workforce and Disability for Youth

Employer Engagement Toolkit: A Step-By-Step Guide to Building Strong & Sustainable Business/Education Partnerships for CTE, STEM, and Academy Leaders, Brett Pawlowski & Charlie Katz

[Employer Engagement Toolkit: From Placement to Partners](#), Jobs for the Future

[Engaging Employers as Customers](#), Jobs for the Future

MDE Resources

[Social Emotional Learning \(SEL\) Implementation Guidance](#)

[Minnesota Standards Portal](#)

[Continuous Improvement in Districts and Schools](#)

[World's Best Workforce](#)

[Minnesota's Commitments to Equity](#)

[Every Student Succeeds Act \(ESSA\)](#)

[Regional Centers of Excellence](#)