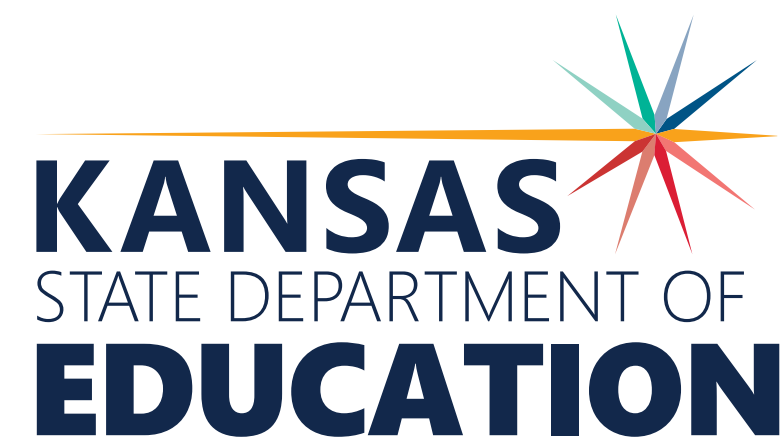


Individual Plan of Study Digital Reference Guide



Kansas leads the world in the success of each student.

INDIVIDUAL PLAN OF STUDY (IPS) DIGITAL REFERENCE GUIDE

- KANSAS' VISION FOR STUDENT SUCCESS
- SCHOOL COUNSELING PROGRAMS
- CAREER DEVELOPMENT
- CAREER ADVISING AND DEVELOPMENT
- KANSAS CAREER FIELDS, CLUSTERS AND PATHWAYS
- SOCIAL-EMOTIONAL LEARNING
- IPS FRAMEWORK
- FAMILY ENGAGEMENT
- WORK-BASED LEARNING
- CREDENTIALS AND CERTIFICATIONS

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

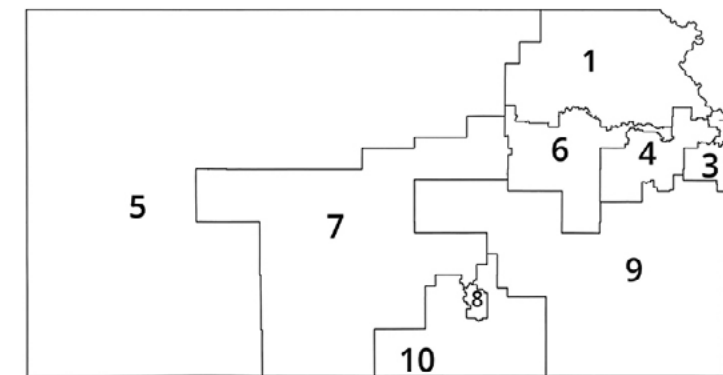
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1



Danny Zeck
dzeck@ksde.org

DISTRICT 2



Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5



Cathy Hopkins
chopkins@ksde.org

DISTRICT 6



Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7



Dennis Hershberger
dherhberger@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 9



Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

COMMISSIONER OF EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Ben Proctor

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Kansas leads the world in the success of each student.

Jan. 13, 2023



Kansas' Vision for Student Success

Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision

Kansas leads the world in the success of each student.



**Kansasans
CAN**

Kansas leads the world in the success of each student.

Success defined

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes

- Social-emotional growth measured locally
- Kindergarten readiness
- [Individual Plan of Study \(IPS\)](#) focused on career interest
- High school graduation
- [Postsecondary success](#)

INDIVIDUAL PLAN OF STUDY (IPS)

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.

A student's IPS is developed cooperatively between the student, school staff members and family members.



There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.



Resources

-  [Vision for Education in Kansas¹](#)
-  [KSDE IPS Student-Led Conference²](#)
- [IPS Training Module³](#)

ACT WORKKEYS

The Kansas Legislature appropriated funds for a statewide contract to provide one free ACT assessment and one free WorkKeys suite of assessments to all public high school juniors. Students are encouraged to take both assessments.



What is WorkKeys?




WorkKeys assessments in the areas of applied math, graphic literacy and workplace documents are the assessments students take in the areas employers consider important for productivity and trainability.

The skills assessed in the WorkKeys suite of assessments are what employers say are critical for on-the-job training and career success.

What type of student should take the ACT WorkKeys?

Any student that plans to have an occupation after high school.

Resources

- ▶  [Explaining ACT WorkKeys⁴](#): This is a short overview of the ACT WorkKeys system, what it is, who it's for and what's the benefit. Rick Harris, ACT.
- ▶ [How ACT WorkKeys Can Be Utilized as a Tool to Inform the IPS⁵](#)
- ▶  [ACT WorkKeys User Guide and Activity: The Occupational Profile Database⁶](#)
- ▶  [ACT Occupational Profile Database⁷](#)

NATIONAL CAREER READINESS CERTIFICATE



What is the National Career Readiness Certificate (NCRC)?

- Nationally recognized certificate
- Portable certificate
- Evidence-based
- Validates work readiness skills

What is the value for the student/examinee/instructor?

- National credential
- Validation of their skills.
- Can inform a student's career/education path/IPS.
- Students can use the [ACT Occupational Profile Database](#)⁶ to research the median skill level in the areas of applied math, graphic literacy and workplace documents in the occupations the student has identified in their IPS, not as a gatekeeper, but rather to be utilized as a tool to inform their IPS.
- Sense of accomplishment.

Who else gets value from NCRC?

- Employers
- Economic development tool for the community

Resources



- [The Condition of Career Pathway Readiness in the United States](#)⁸: 2019 Condition of Career Pathway Readiness in the United States 2019 (ACT, <https://www.act.org>)
- [Income Trends for ACT NCRC Earners](#)⁹
- [Benefits of WorkKeys and NCRC](#)¹⁰



- [Career Pathway Readiness Benchmarks](#)¹¹, ACT, inc., Tableau Public

EMPLOYABILITY SKILLS

It is important that schools and districts **measure the essential employability skills and knowledge that students gain from WBL experiences** and give students an opportunity to document and reflect on their learning. The assessment and reflection process help students in the following essential ways:

- **Helps students make personal connections** to their experiences.
- **Guides the learning process** and deepens/extends the learning from the WBL experience.
- Allows students to **see how academic and technical skills are applied** in authentic settings.
- Provides a tool for students to **self-assess their employability skills and areas of improvement**.
- Promotes the **need for and completion of postsecondary training**.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes:

- Measuring graduating students' career readiness.
- Systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide.
- Reviewing the quality of WBL experiences across individual business and industry partners.



Resource



➔ [Employability Skills: Measuring and Reflecting Student Learning¹²](#)



PORTABLE ELECTRONIC PORTFOLIO

The use of a portfolio is one approach to assessing and documenting student experiences and employability skills development from a WBL experience. A portfolio is a purposeful collection of student work that demonstrates student learning across time. Portfolios promote self-reflection, give students greater ownership in assessing and articulating their learning and provide a resource that students can use for future employment. **Schools and districts can embed a portfolio to assess WBL experiences as part of a student's IPS.**

An IPS involves development of a flexible career focus and an education plan that is clearly defined to ensure a successful, efficient transition to postsecondary education and/or the workforce. At minimum, an IPS requires the following components:

- A series of strength finders and career-interest inventories to help students identify career cluster preferences.
- An eighth- through 12th-grade course-builder function with course selections based on career interests.
- A postsecondary plan (workforce, military, certification, two-year college, four-year college).
- A portable electronic portfolio.

Instead of requiring a student to create a second portfolio solely to document WBL experiences, schools and districts can embed the WBL portfolio within the IPS. The result is a single, encompassing portfolio that documents the student learner's goals, career interests, postsecondary plan and experiences (such as a WBL experience) that help the student achieve those goals. Embedding how students assess and document their learning from WBL experiences within the IPS can help streamline the process and ensure students are career ready. Schools and districts can regard the WBL portfolio as a subsection of the IPS.

Source



- [How Individual Plans of Study Can Support Students' College and Career Readiness and Success \(ed.gov\)](#)³⁰
- [Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study](#)³¹

RECOMMENDED COMPONENTS OF A WBL ELECTRONIC PORTFOLIO

Recommended Components of a WBL Electronic Portfolio

A portfolio that demonstrates a student's career readiness includes artifacts in each of the seven components outlined below:

1. **Table of Contents** of student's work items contained in the portfolio.
2. **Career Development Materials:**
 - a. Resume.
 - b. Cover letter.
 - c. Letter(s) of recommendation.
 - d. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, demonstration of interviewing skills, etc.).
3. **IPS Required Components** (Included in Kansas Education Systems Accreditation - KESA):
 - a. Strengths finder.
 - b. Career-interest inventory.
 - c. Courses aligned to interest inventory.
 - d. Postsecondary plan.
4. **WBL Experience Work Samples:** WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of these domains: Effective Relationships, Workplace Skills and Applied Knowledge.
5. **Writing/Research Samples:** These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.
6. **Project:** The project involves creating work samples and preparing writing samples and it culminates in a presentation. (Note: The student may substitute for writing/ research sample and other work samples, if the project already will include these.)
7. **Assessments and Certifications:**
 - a. Business/mentor evaluation.
 - b. WorkKeys assessment.
 - c. Industry certification.
 - d. Coordinator evaluation.

Source














➤ [Measuring and Reflecting Student Learning – Work-Based Experience Portfolio and Employability Skills Rubric³²](#)

POSTSECONDARY EDUCATION

Kansas Board of Regents






Excel in Career and Technical Education (CTE)

In 2012, a plan was launched to enhance CTE in Kansas and better prepare high school students for college and careers. Under the Excel in CTE Initiative, **Kansas high school students qualify for state-funded college tuition in approved technical courses** offered by Kansas technical and community colleges.

-  [Kansas Board of Regents](#)¹³
-  [Excel in CTE website](#)¹⁴
-  [Excel in CTE Summary Sheet](#)¹⁵
-  [Kansas Postsecondary Exploration Guide](#)¹⁶
-  [Tiered Technical Courses](#)¹⁷
-  [Kansas Postsecondary Exploration Guide](#)¹⁸
-  [Manufacturing Day 2018 - WSU Tech](#)¹⁹
-  [Put Your Passion to Work: Advanced Manufacturing](#)²⁰
-  [Put Your Passion to Work: Aerospace](#)²¹
-  [Sparks Will Fly: Welding](#)²²
-  [Washburn Tech National Signing Day](#)²³

Kansas DegreeStats

Kansas DegreeStats is an **interactive online tool that reviews cost and earnings data** from real graduates for each undergraduate degree program offered at a public university or college in Kansas. With hundreds of degree programs available, there are many factors to consider when selecting the institution and the degree program that are the best match for you. Explore this site to learn more about the specific costs of each undergraduate degree program offered in Kansas and the earnings those graduates are making today.

-  [Kansas DegreeStats](#)²⁴
-  [Public Institutions](#)²⁵
-  [Kansas Public Higher Education and Training Program Search](#)²⁶
-  [Transfer KS](#)²⁷
-  [DegreeStats Lesson](#)²⁸

POSTSECONDARY EDUCATION

Kansas Independent College Association (KICA)

KICA collects and publishes information on the degree offerings of each of Kansas' 21 independent nonprofit colleges and universities. This can be found on the [KICA website](#).²⁹

KICA speaks for the value of Kansas' independent colleges and universities and seeks to strengthen those institutions through collaboration, governmental advocacy and public engagement aimed at supporting the ability to choose and afford an independent college education that fits their goals. These institutions include the oldest and newest nonproprietary universities in the state; enrollments as small as 300 and as large as 3,000; and campuses in urban environments, suburban settings, medium-sized towns and small communities. KICA, founded in 1976, is a 501(c)(4) not-for-profit Kansas corporation.



IPS DIGITAL REFERENCE GUIDE

RESOURCE LINKS



KANSAS'
VISION
FOR STUDENT
SUCCESS

SCHOOL
COUNSELING
PROGRAMS

CAREER
DEVELOPMENT

CAREER
ADVISING AND
DEVELOPMENT

KANSAS
CAREER FIELDS,
CLUSTERS AND
PATHWAYS

SOCIAL-
EMOTIONAL
LEARNING

IPS
FRAMEWORK

FAMILY
ENGAGEMENT

WORK-BASED
LEARNING

CREDENTIALS
AND
CERTIFICATIONS

1. Vision for Education in Kansas (online document): https://www.ksde.org/Portals/0/Communications/Vision/KC_Vision_for_Education_KS_pageview.pdf
2. KSDE IPS Student-Led Conference (online video): https://youtu.be/S_4ccVrL0hE
3. KSDE IPS Module (online video): <https://youtu.be/DADRNBhjYqE>
4. Explaining ACT WorkKeys (online video): https://youtu.be/x_Pi0hPL2C4
5. How ACT WorkKeys Can Be Utilized as a Tool to Inform the IPS (online video): <https://youtu.be/-vgu5Pb1KC0>
6. ACT WorkKeys User Guide and Activity - The Occupational Profile Database (online document): <https://www.act.org/content/dam/act/unsecured/documents/pdfs/WorkKeys-Using-the-Occupational-Profile-Database.pdf>
7. ACT Occupational Profile Database (website): <http://jobprofiles.act.org/>
8. The Condition of Career Pathway Readiness in the United States (online document): <https://www.act.org/content/dam/act/unsecured/documents/condition-career-pathway-2019.pdf>
9. Income Trends for ACT NCRC Earners (online document): <https://www.act.org/content/dam/act/unsecured/documents/R1714-income-trends-ncrc-2018-08.pdf>
10. Benefits of WorkKeys and NCRC (online document): https://www.ksde.org/Portals/0/CSAS/CSAS Home/Plan_Of_Study/Fact Sheet Benefits and ACT WorkKeys and NCRC.pdf?ver=2021-02-19-150803-987
11. Career Pathway Readiness Benchmarks (website): <https://public.tableau.com/profile/act2044#!/vizhome/CareerReadinessBenchmarks/CareerReadiness>
12. Employability Skills: Measuring and Reflecting Student Learning (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770
13. KDOR (website): <https://www.kansasregents.org>
14. KDOR Excel in CTE (webpage): https://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155
15. Excel in CTE Summary Sheet (online document): https://www.kansasregents.org/resources/PDF/Workforce/Excel_in_CTE_Feb_23.pdf
16. Kansas Postsecondary Exploration Guide (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Kansas%20Post-Secondary%20Exploration%20Guide.pdf?ver=2020-09-21-133323-520
17. Tiered Technical Courses (PDF): <https://www.ksde.org/LinkClick.aspx?fileticket=vkUU8EQQuo8%3d&tabid=850&portalid=0&mid=2326>
18. Kansas Postsecondary Exploration Guide (online video): <https://youtu.be/7MlfCNe5LYc>
19. Manufacturing Day 2018 - WSU Tech (online video): <https://youtu.be/D5GhZvBGBxs>
20. Put Your Passion to Work: Advanced Manufacturing (online video): <https://youtu.be/z8s2moD3QMY>
21. Put Your Passion to Work: Aerospace (online video): <https://youtu.be/qOomZr7vsqk>
22. Sparks Will Fly: Welding (online video): <https://youtu.be/fNfAYmtaT84>
23. Washburn Tech Signing Day (online video): <https://youtu.be/2V9qgYXdMDc>
24. KSDegreeStats.org (website): https://www.ksdegreestats.org/program_search.jsp
25. Public Institutions (webpage): https://www.kansasregents.org/universities_colleges/public-institutions/public_institutions_accessible_list?highlight=WyjwdWJsaWMiLCjpbN0aXR1dGlvbnMiXQ==
26. Kansas Public Higher Education and Training Program Search (webpage): https://submission.kansasregents.org/public/pi_search.jsp
27. Transfer KS Seamless Systemwide Transfer (webpage): <https://www.kansasregents.org/students/transfer-articulation>
28. DegreeStats Lesson (online document): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/Degree%20Stats%20Lesson.pdf?ver=2020-12-08-153359-580>
29. KICA website: https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fkscolleges.org%2fpage%2fProspective-Students&c=E,1,ygPrWhiv_LifmSjkhDgZck8kN3bj-dXEy4QML95eeKc00Z38o0kiAol-taax9JdHGH2cfD84wqbl7LkaT-2TXQvsPFoL0zFOCDmjjSyjbo-dGcjxUjPRK4YnKsU,&typo=1
30. Individual Plans of Study Can Support Students' College and Career Readiness and Success (ed.gov) (PDF): <https://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPS-Infographic.pdf>
31. Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study (PDF): <https://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPS-Factsheet.pdf>
32. Measuring and Reflecting Student Learning - WBL Experience Portfolio and Employability Skills Rubric (online document): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

Kansas School Counseling Programs

Purpose

The purpose of the Career Domain of the Kansas School Counseling Model Standards is to guide school counseling programs to help students:

1. Understand the connection between school and the world of work.
2. Plan for and make a successful transition from school to postsecondary education and/or the world of work.

The **Career Domain Standards** are:

Standard 1: The student will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard 2: The student will employ strategies to achieve future career goals with success and satisfaction.

Standard 3: The student will understand the relationship between personal qualities, education, training, and the world of work.



To learn more about the Kansas Curricular Standards for School Counseling, visit the [Kansas State Department of Education \(KSDE\) Kansas School Counseling¹](https://www.ksde.org/curriculum-standards-for-school-counseling) webpage.

RESOURCE LINKS

1. KSDE School Counseling webpage: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling>

Career Development

Career Development is the process by which individuals identify and match their talents, skills, strengths and interests to explore careers in the current labor markets and pursue career goals.

Career development programs provide instruction and learning experiences, and exploration opportunities to improve career decision-making for all students.



KANSAS CAREER DEVELOPMENT PROCESS MODEL

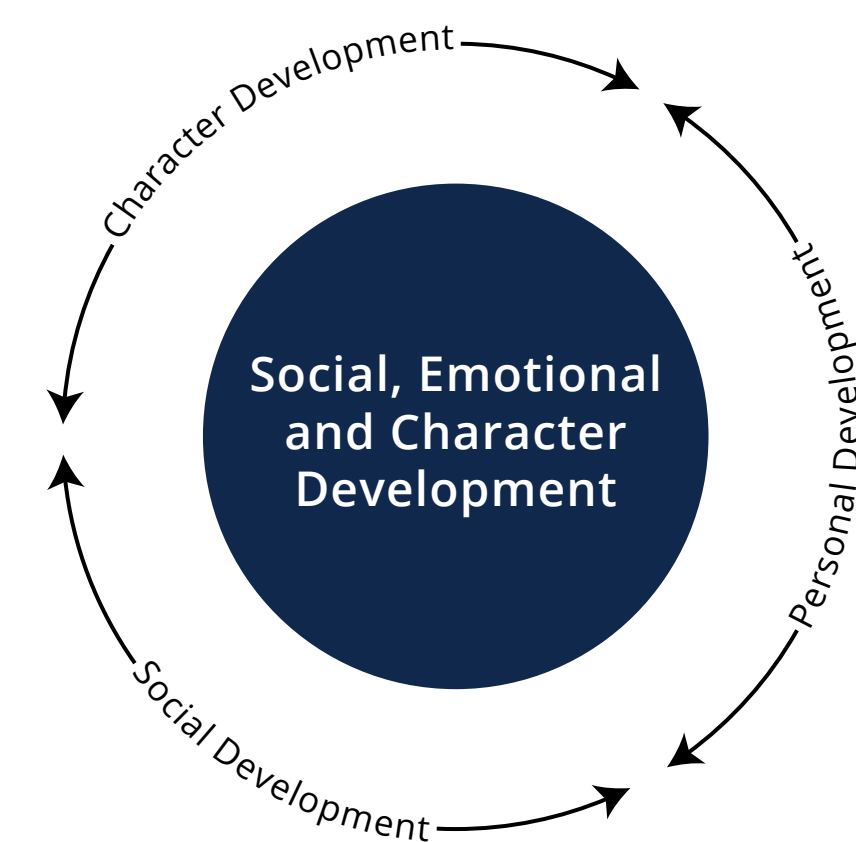
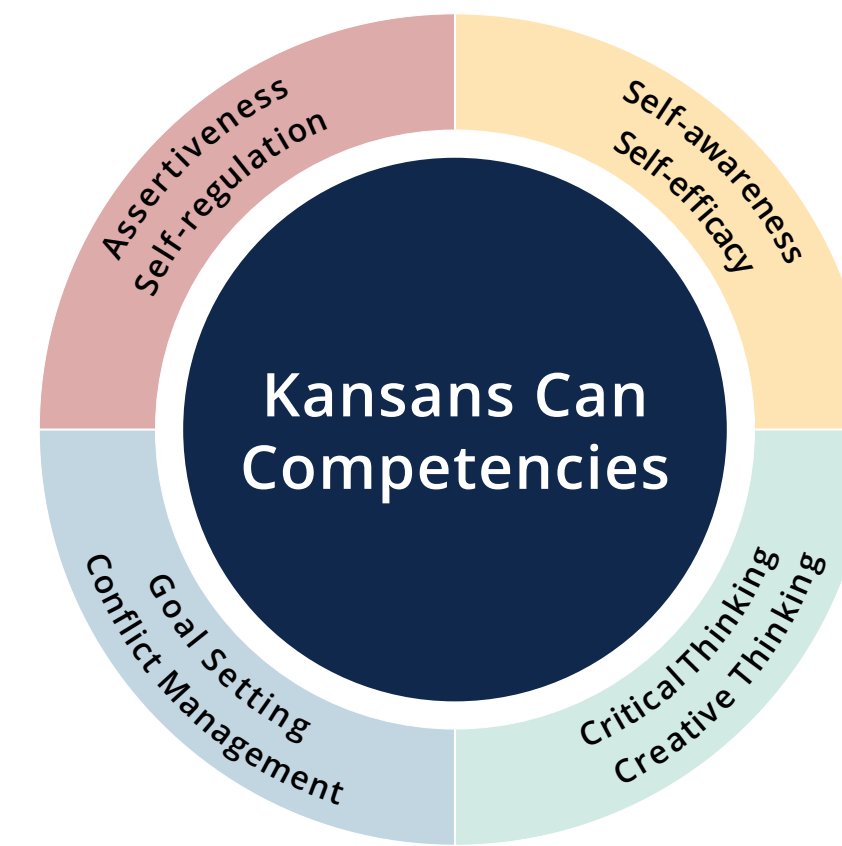
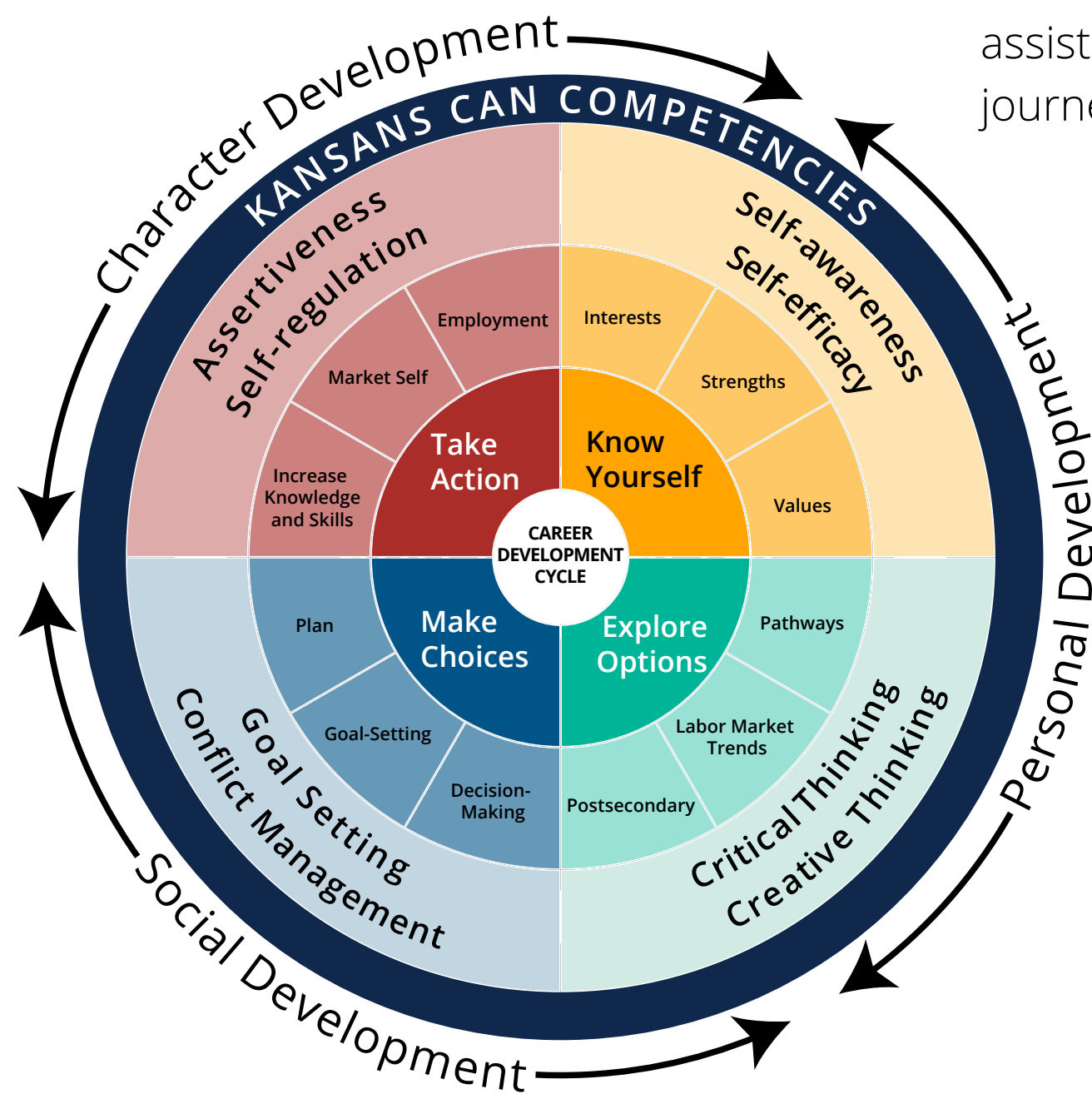
With a workforce increasingly requiring more career technical skills and specialized training for jobs the learning and labor landscape has come to a crossroads.

To assist more students to complete a postsecondary credential and be competitive in the labor market, it's critical to begin career exploration and planning earlier in a student's educational experience. In addition to beginning **Career Awareness in elementary, Career Exploration in middle school, and Career Preparation in high school**, it is essential for students to apply the Career Development Process that will assist them throughout their life career journey.

The Kansas Career Development Process Model has three key components. Students participate in the Kansas Career Development Cycle with guidance and direction from counselors, career advisors/advocates, CTE teachers and other support staff members. They are exposed to and master the Kansans Can Competencies in their academic and CTE coursework. Students build their Social Emotional and Character Development across their educational experiences.

The Kansas Career Development Process Model focuses on helping students to attain necessary skills in three focused areas represented by the three rings that comprise the Kansas Career Development Process.

- Kansas Career Development Cycle
- Kansans Can Competencies
- Social, Emotional and Character Development

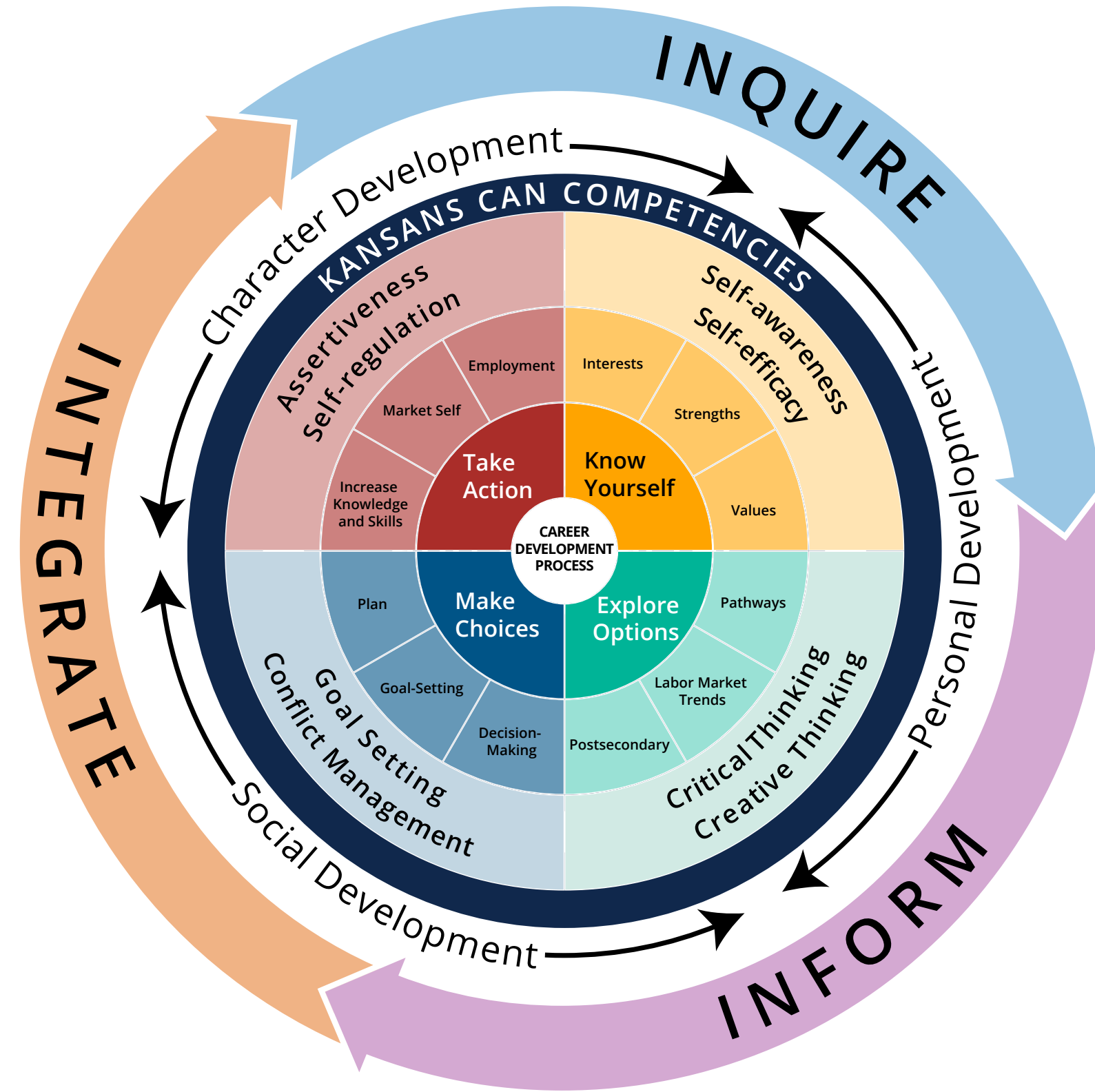


KANSAS CAREER DEVELOPMENT PROCESS MODEL


The Kansas Career Development Process Model is a comprehensive (K-12) model that provides structure for the IPS Framework developed by districts to deliver:


- Career development information and lessons.
- Career advisement.
- Work-based learning opportunities.
- Social-emotional learning.
- Family engagement.
- Connection to postsecondary opportunities.
- Business and industry partners.

Planning a district-wide program that supports all the elements of the Kansas Career Development Model is essential for students to successfully transition from school to work.




Resources:

- 

▶ Gordon, Virginia (2006). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673 ▶ Hughey, K. F. (2009). National Career Development Association—Facilitating Career Development - Chapter 6: The Role of Information in Career Planning -The Career Planning Process (Harris-Bowlsbey, Dikel & Sampson, 2002) ▶ The Handbook of Career Advising. San Francisco: Jossey-Bass.
- 

▶ [American School Counseling Association: ASCA National Standards for Students¹](#)

▶ [Career Profiles: The Career Planning Process²](#)
- 

▶ [Kansas Social-Emotional and Character Development Model Standards³](#)

▶ [Kansas Career Advising Model - Advising Guide⁴](#)

KANSAS CAREER DEVELOPMENT CYCLE

Overview



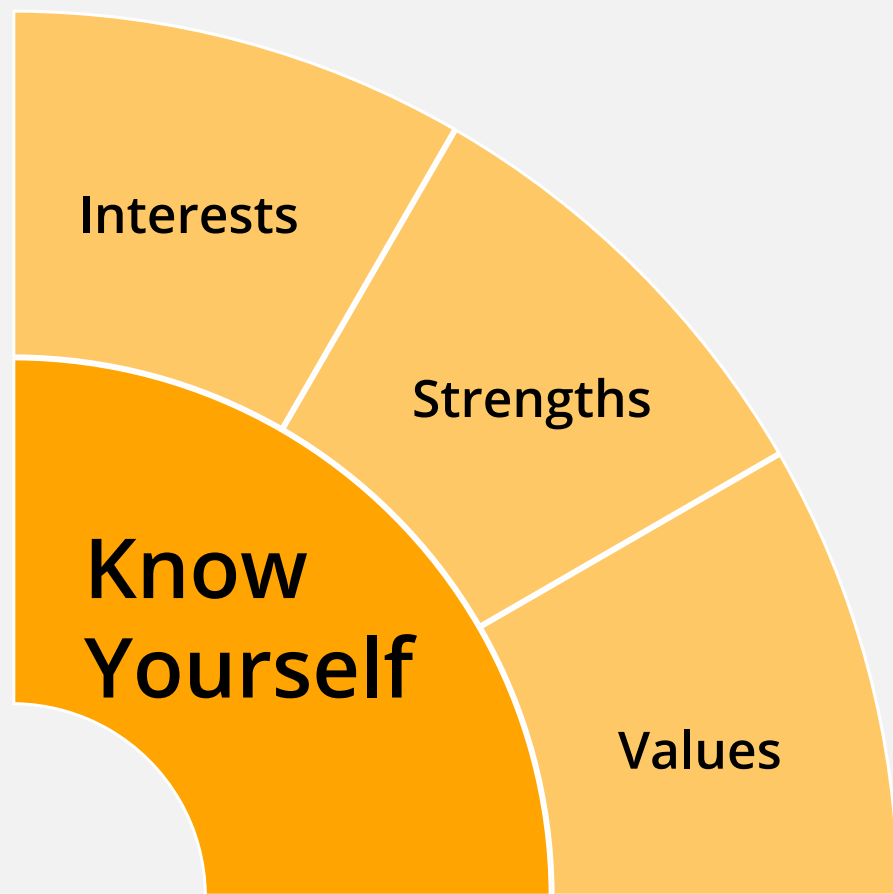
The Kansas Career Development Cycle consists of four quadrants. Each quadrant links to three related components.

- Know Yourself:** Students increase their skills and knowledge about who they are as an individual as they begin to build their “personal success identity.”
- Explore Options:** Students explore the many career options available. Career exploration skills consists of identifying and analyzing various career options in terms of education, training experience and competencies needed.
- Make Choices:** Students gain skills in career planning and management that focus on identifying goals with the best-fit, then creating an action plan (an Individual Plan of Study) to accomplish those goals.
- Take Action:** With an action plan (Individual Plan of Study) students take steps to increase their knowledge and skills around their desired goal, market themselves and prepare for employment.

With a rapidly evolving labor market and dynamic shifts in high demand occupations in Kansas, it is essential that our youth have the skills and knowledge to navigate the career development process by translating what they know about themselves and options they have explored into an individualized plan that they can take action upon - the Individual Plan of Study.

KANSAS CAREER DEVELOPMENT CYCLE

Explore Options



Start with talents, skills and strengths!

- Guide students in identifying their talents, skills and strengths.
- Students examine preferred activities, games and life experiences
- Explore and document career readiness skills.
- Assess talents, skills, interests and personality.
- Explore values.

Connecting strengths (talents and skills) to careers.

The first area of the career development process, Know Yourself, focuses on nurturing and guiding students in identifying and increasing their knowledge about themselves: their talents, skills, strengths, interests, and values.

One of the first steps in helping students build their individual success identity is to focus on their strengths, skills and talents. Students should identify their personal skills, strengths and talents through personal reflection and career matching activities. The goal of this stage is to heighten awareness of personal aptitudes and inclinations, as well as possible future career paths that align with those strengths.

Students learn that knowing about themselves and connecting strengths to career opportunities are part of a lifelong process.

Resources:

- ▶ [O'Net Online Skills Search](#)⁵: This allows students to choose skills from six different skill groups.
- ▶ [Career InfoNet Skills Profiler](#)⁶: This allows students to choose from seven different skill groups.

Additional Resources you may wish to explore.

- ▶ [California CareerZone Interest Profiler](#)⁷: Occupational interests are identified through a series of questions about work activities that some people do on their jobs.
- ▶ [Myers-Briggs Type Indicator \(MBTI\)](#)⁸: This is a free version of the MBTI.
- ▶ [Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric](#)⁹: This KSDE document provides pre/post employability skills rubric.
- ▶ [Advanced CTE: The Career Ready Practices](#)¹⁰
- ▶ [Framework for 21st Century Learning](#)¹¹

KANSAS CAREER DEVELOPMENT CYCLE

Explore Options



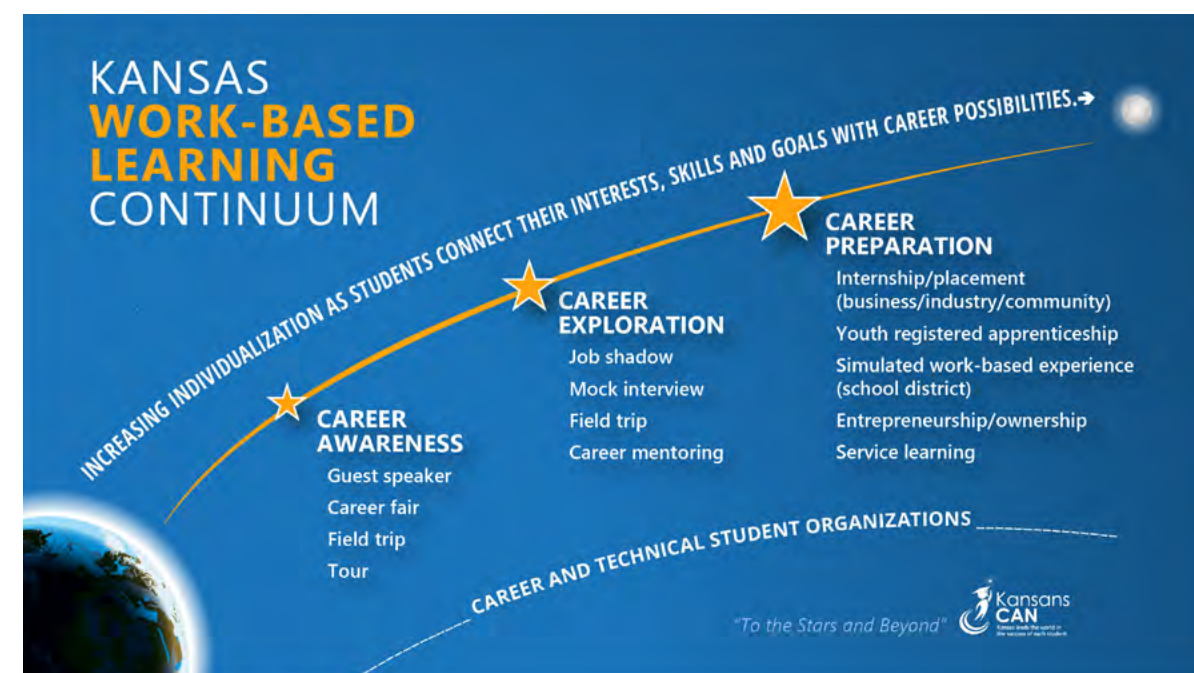
Explore tentative options through career clusters.

- Clusters and Pathways: Starting with Career Clusters, encourage students to identify and explore three career pathways aligned with their individual strengths and skills.
- Use the Kansas Fields, Clusters, and Pathway infographic to support career exploration activities.
- Refer to the [Kansas Work-Based Learning Continuum](#),¹² and the [Work-Based Learning Digital Reference Guide](#)¹³ for supporting lessons/activities around Career Awareness, Career Exploration and Career Preparation.
- Labor Market Information
- Postsecondary Options

The Explore Options quadrant of the Kansas Career Development Cycle focuses on enabling students to develop their career exploration skills through many activities.

Students explore career pathways and programs of study, gain information and analytical skills related to labor market needs and identify postsecondary options related to areas of career interests. In addition, students participate in Work-Based Learning activities associated with the Work-Based Learning Continuum that includes: Career Awareness, Career Exploration and Career Preparation.

In designing lessons/activities it is recommended that students identify three tentative career and life goals. We stress tentative, because each year students should engage in Know Yourself and Explore Options activities allowing them the opportunity to reexamine what they know about themselves and what they have learned (explored) about options as they relate to emerging career opportunities.

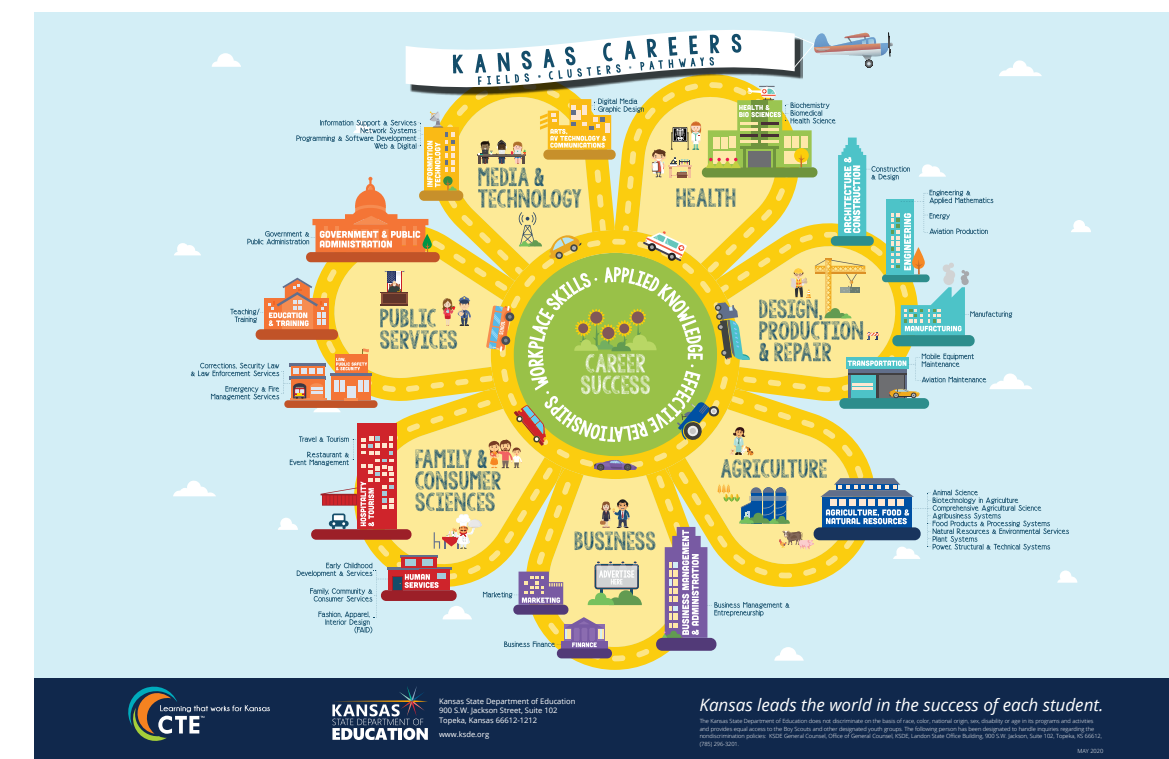


Kansas Work-Based Learning (WBL) Continuum¹²:

A complete list of links of information and resources are available in the [Kansas Work-Based Learning \(WBL\) Digital Reference Guide](#).¹³

Resources:

- ▶ [How Individual Plans of Study Can Support Students' College and Career Readiness and Success \(ed.gov\)](#)¹⁵
- ▶ [Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study](#)¹⁶



Pathways: [Kansas Careers Fields, Clusters and Pathways infographic](#)¹⁴

KANSAS CAREER DEVELOPMENT CYCLE

Explore Options



High Quality Career Clusters and Pathways and Programs of Study: A Career Cluster is a grouping of occupations and broad industries based on commonalities. The 16 Career Clusters organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

Kansas' secondary **Career and Technical Education (CTE)** Division has adopted the National Career Clusters model of 16 career clusters and has developed 36 pathways within these clusters. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and highly flexible workers who continually update their knowledge and skills. Our goal is to provide students with relevant contexts for learning through pathways to postsecondary success. Career Clusters link what students learn in school to the knowledge and skills they need for success in postsecondary education and careers. Career cluster pathways and Pathway Programs of Study are designed to provide a smooth transition from high school to postsecondary education (technical colleges, community colleges and universities), apprenticeship opportunities, the military and/or the workplace. Kansas stakeholders from education, business and industry developed the courses that enable this transition. Kansas has developed 36 pathways that address the need for high-skill, high-wage, and high-demand careers in the 21st Century.

CTE Career Pathways and Programs of Study provide a structure or framework that align education and training with the needs of the labor market, provide a range of postsecondary options, result in a high school diploma with industry-recognized credential, certification and/or workplace experience. Pathway Programs of Study identify; pathway course sequence, industry- recognized credential options, dual college credit options, work-based learning experiences and CTE student status.


Labor Market Trends:


Refer to the [Kansas WBL Digital Reference Guide, see page 73](#),¹³ for information and resources related to the labor market.

Postsecondary:

Refer to the [Kansas WBL Digital Reference Guide, see page 16](#),¹³ for information and resources supporting postsecondary.

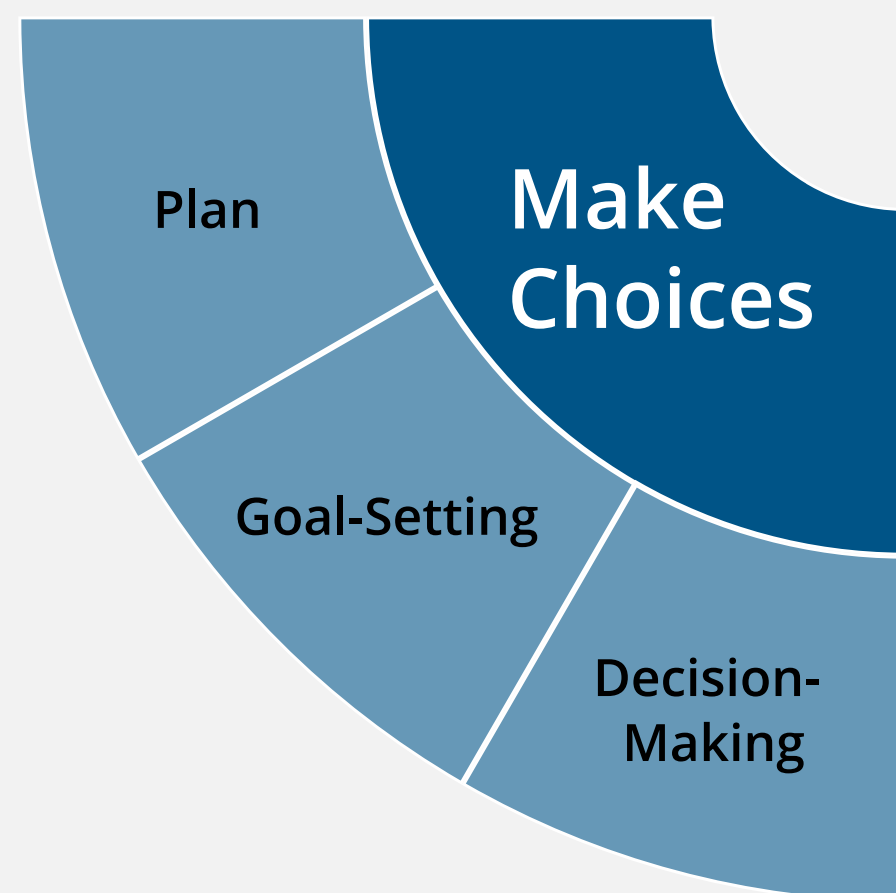
Resources and Links for the Explore Options quadrant of the Kansas Career Development Cycle can be found in the [Kansas WBL Digital Reference Guide](#).¹³

-  [Kansas Career Navigator](#)¹⁷
- [O'Net Online Skills Search](#)⁵
- [Armed Services Vocational Aptitude Battery \(ASVAB\):](#) This assessment is done through a military recruiting office, but sample tests can be found online [ASVAB Practice Test](#)¹⁸
- [Advanced CTE, Career Clusters](#)¹⁹
- [Kansas Board of Regents](#)²⁰
- [Excel in CTE](#)²¹

-  [Kansas Career Cluster Guidance Handbook 2021-2022](#)²²

KANSAS CAREER DEVELOPMENT CYCLE

Make Choices



The individualized part!

- Once students have learned about themselves, and explored options, it is now time to decide about a tentative career goal.
- Research what it will take to reach their goal ... remember there are “other ways to win” (multiple paths ... encourage students and their families to explore all available options which lead to their career goal).
- Students will need to translate the program of study aligned with their career goal into an Individual Plan of Study. This includes identifying specific course titles available in their school or district, graduation requirements, career pathway specific (such as CTE) course sequence, certifications, work-place experiences, dual/concurrent credit, articulated credit, etc.
- Students and their families should review their Individual Plan of Study at least twice a year. This process empowers students and their families to take charge of their individual plan.
- Career development lessons and activities should focus on career planning beginning at the middle level, no later than the eighth grade.
- The Individual Plan of Study should include a four-year course plan (high school), as well as a post-high school plan that extends two years beyond high school.

The third quadrant of the Kansas Career Development Cycle is Make Choices. The Make Choices quadrant focuses on decision-making, goal-setting and building a plan - the Individual Plan of Study (IPS).

Career guidance/advising activities should be woven into students’ educational experiences. They should encourage exploration of skills outside the classroom and in the community, including work-based learning opportunities, early access to college courses, online training/course opportunities, and participation in youth development organizations. Students need exposure to careers through job shadowing, career mentorships, simulated work-based experience, mock interview and summer experiences.

Lessons and activities that support the Make Choices quadrant in high school might include:

- Investigating training and degree programs that align to career and life goals
- Comparing postsecondary institutions.
- Navigating the postsecondary application and transition process.
- Networking with business and industry partners. Conduct informational interview to learn directly from business and industry partners the type of skills and postsecondary training they are seeking.

In addition to career specific activities, lessons and activities focused on financial literacy, financial planning, funding a postsecondary plan, and understanding the costs of living independently, dangers of credit card debt and car loans should be included in this stage.

The Individual Plan of Study will serve as the blueprint that guides students in the selection of high school courses, postsecondary programs and potential advanced education/training options that align with their career interests.

Resources



- [Financial Literacy in Kansas](#)²³
- [Mindtools: Personal Goal Setting: Planning to Live Life Your Way](#)²⁴
- [Jump\\$tart Coalition for Personal Financial Literacy](#)²⁵
- [Kansas DegreeStats](#)²⁶

KANSAS CAREER DEVELOPMENT CYCLE

Take Action



The Action Plan

- **Increase Knowledge and Skills:** Students increase their knowledge and skillsets as needed for their desired career plan. This may include taking advanced academic courses; remedial courses as needed; acquiring additional skills related to specific job tasks; securing industry certifications; and participating in work-based learning, such as internship experiences.
- **Marketing Self:** Resume writing, cover letters, interview skills, professional networking and portfolio development to name a few.
- **Employment:** Student transition to the world of work. Students continue to build upon their employability skills and career management skills.

The fourth quadrant of the Kansas Career Development Cycle focuses on implementing the Individual Plan of Study (IPS).

Students participate in work-based learning experiences to build a career portfolio, to see how academic and technical skills are applied in authentic settings, and to self-assess their employability skills and areas of improvement. Work-based learning experiences focus on career preparation. Students have the opportunity to participate in Internships, Entrepreneurship, Clinical Experiences, Service Learning, School-based Enterprises, and Apprenticeships.

The [Measuring and Reflecting Student Learning - Work-Based Experience Portfolio and Employability Skills Rubric](#)¹² document outlines these employability skills and provides a rubric for pre and post scoring

Additional career management skills are part of the 2nd and 3rd rings of the Kansas Career Development Process and will be covered in more detail in those sections of this guide.



➤ [Employability Skills](#)²⁷, Perkins Collaborative Resource Network



➤ [Employability Skills Framework](#)²⁸

➤ [Measuring and Reflecting Student Learning - Work-Based Experience Portfolio and Employability Skills Rubric](#)¹²

RESOURCE LINKS

1. American School Counseling Association: ASCA National Standards for Students: <https://www.schoolcounselor.org/>
2. Career Profiles - The Career Planning Process: <https://www.careerprofiles.info/the-career-planning-process.html>
3. Kansas Social-Emotional and Character Development Model Standards, KSDE: [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670)
4. Kansas Career Advising Model - Advisor Guide, KSDE: https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Kansas%20Career%20Advising%20Model.pdf
5. O'Net Online Skills Search: <https://www.onetonline.org/>
6. Career InfoNet Skills Profiler: https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx/skills_list.aspx
7. California CareerZone, Interest Profiler: <https://www.cacareerzone.org/ip/>
8. Myers-Briggs Type Indicator (MBTI), Truity: <https://www.truity.com/test/type-finder-personality-test-new>
9. Measuring and Reflecting Student Learning - Work-Based Experience Portfolio and Employability Skills Rubric (online document): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>
10. Advance CTE - The Career Ready Practices: <https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>
11. Framework for 21st Century Learning: http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf
12. Kansas Work-Based Learning (WBL) Continuum (PDF): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Work-Based%20Learning/Work-based%20Learning%20Continuum%20Timeline.pdf?ver=2023-09-25-114742-213>
13. Kansas WBL Digital Reference Guide: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
14. Kansas Career Fields, Clusters and Pathways infographics: https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Career_Cluster_Pathway/Kansas%20Career%20Fields%20Clusters%20and%20Pathways%20Infographic.pdf
15. How Individual Plans of Study Can Support Students' College and Career Readiness and Success (ed.gov): <https://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPS-Infographic.pdf>
16. Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study (PDF): <https://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPS-Factsheet.pdf>
17. Kansas Career Navigator (website): <https://kscareernav.gov/>
18. ASVAB Test: <https://www.4tests.com/asvab>
19. Advance CTE, Career Clusters: <https://careertech.org/career-clusters>
20. Kansas Board of Regents: <https://www.kansasregents.org/>
21. KBOR Excel in CTE: https://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155
22. Kansas Career Cluster Guidance Handbook 2021-2022: <https://www.ksde.org/LinkClick.aspx?fileticket=IDJbhO73111%3d&tabid=667&portalid=0&mid=1872>
23. Financial Literacy in Kansas: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Financial-Literacy>
24. Personal Goal Setting: Planning to Live Life Your Way, MindTools: <https://www.mindtools.com/page6.html>
25. Jump\$tart Coalition for Personal Financial Literacy: <https://www.jumpstart.org/what-we-do/support-financial-education/standards/>
26. Kansas DegreeStats: https://www.ksdegreestats.org/program_search.jsp
27. Employability Skills, Perkins Collaborative Resource Network: <https://cte.ed.gov/initiatives/employability-skills-framework>
28. Employability Skills Framework (online document): https://s3.amazonaws.com/PCRN/docs/Employability_Skills_Framework_OnePager_20180212.pdf

Career Advising and Development

Career Advising A Framework for Practice

Advising is designed to aid students' growth and development by creating a teaching-learning relationship that helps students manage their learning and build a successful educational plan (Darling and Woodside, 2007).

Career advising focuses on the informational nature of advising and the need to help students see the connection between educational decisions and careers (Gordon, 2006).

Through the **career advising process**, students are helped to connect self-awareness, including interests, values, abilities and learning preferences, to their academic choices and future career plans.

As students meet with advisers to discuss course selection and completion of academic programs, students are helped to discover:

- Who they are.
- The plan of study that is the best fit for them.
- The courses appropriate for the plan of study.
- How these choices correlate with their future career aspirations.

All students need career advising. However, few students recognize the importance of advising, and for many students, advising is synonymous with course selection. This type of prescriptive advising often lacks working relationships and does not provide a lasting connection between advisers and advisees.

Career advising integrated into academic advising helps students see:

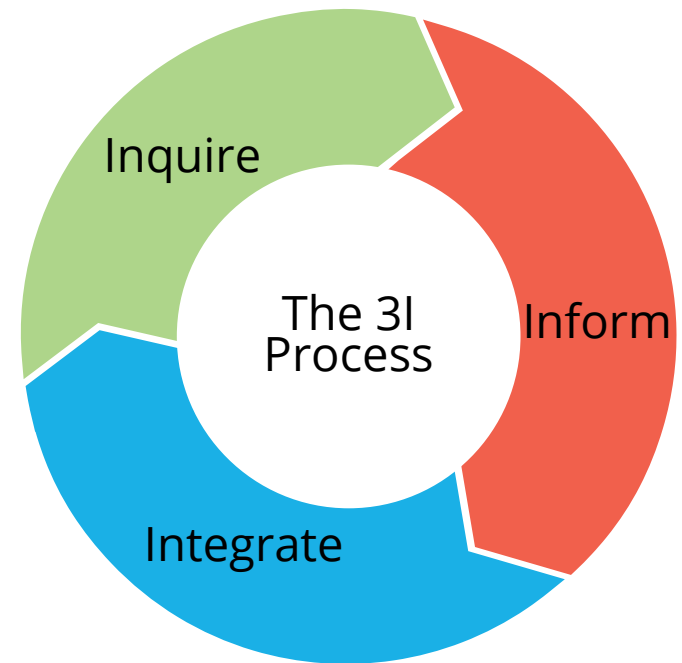
- Where they are (Who Am I?).
- Where they want to go in the future (Where Am I Going?).
- How to get there (How Do I Get There?).



THE CAREER ADVISING PROCESS

The 3-I Process (expanded)

The steps of career advising are presented sequentially for ease of understanding. However, advisers may find that in working with some students the steps are not sequential and may move in and out of the steps based on individual student need.



Inquire

1. Establish rapport and build a working relationship with the student.
 - a. Location for session ... private conversation area.
 - b. Location is inviting.
 - c. Share a bit about yourself ... your vision board.
2. Determine the student's knowledge base and assess the student's career advising needs.
 - a. Intake sheet might be helpful ... what might this look like?
 - b. What are the critical questions? Use open-ended questions that require the students to engage in conversation.




Inform

3. Explain and help the student understand the connections among self-awareness, educational choices, occupational information and academic and career planning.
 - a. Connecting the "Know Yourself" with the "Explore Options."
 - b. Assist students in seeing how self-awareness will help them explore careers that are congruent with their characteristics, thus leading to career options that are interesting and satisfying. (Gover Career Cruising MatchMaker and My Skills and Learning Styles Inventory). May want to consider a values inventory, etc.
4. Explain and help the student select interventions to assist in self, major and career exploration and career planning.
 - a. Refer students to additional resources. These may be found in the Counseling Office, Career Center, etc.
 - b. Advisers who are not knowledgeable regarding the interpretation of exploratory techniques may refer students to the Counseling Office or Career Center.
5. Set career advising goals with the student.
 - a. Goal setting ... helping students establish clear goals is critical.
 - b. Goals should address both academic decisions and decisions about future career plans.
 - c. Students should write their goals in the SMART goal format ... Specific, Measurable, Attainable, Realistic and Timely.
 - d. Self-regulation (CCC Framework) should be incorporated into the advising/monitoring session.

Integrate

6. Review and integrate gathered information (including interpretation of exploration results) and create a career plan (IPS) to achieve the student's goals.
 - a. One of the most important components of the career advising process is to help students turn "data into information" (Niles and Harris-Bowlsbey, 2009) and to make sense of gathered information.
 - b. When students are ready to make decisions regarding the steps they need to take to accomplish their goals, the actions decided on become part of their career plan (IPS).
 - c. A career plan (IPS) can help students be intentional in how they plan for the future.
7. Evaluate plans and accomplishments, determine any short or long-term follow-up with the student and offer continuing support.
 - a. If an adviser has been effective in establishing rapport and providing information, resources and career planning, students will consider additional follow-up that might be recommended.
 - b. Students will evaluate the extent to which they have accomplished their goals set as part of the career advising process (Self-Regulation).

Sources

-  Gordon, Virginia (2006). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673
-  Hughey, K. F. (2009). The Handbook of Career Advising. San Francisco: Jossey-Bass.
-  [Kansas Career Advising Model Advisor Guide¹](#)

MEETING THE NEEDS OF EACH STUDENT

The purpose of education should be to provide every child with challenging and engaging educational opportunities in an equitable and inclusive environment so that they can achieve the knowledge and skills necessary to become successful adults. In order to ensure this, education needs to move from equality to equity, from providing the same resources and opportunities to all students to redistributing access and opportunity to them, specifically those students who are in special populations: special education, English language learners, homeless youth, youth in foster care, children of military personnel, economically disadvantaged youth and parenting youth. **If equality means giving everyone the same resources, equity means giving each student access to the resources they need to learn and thrive.**

To address individual needs of these students, a “one-size-fits-all” approach does not work. There are strategies that can be used to better meet the needs of special populations:

- Facilitating equitable access rigorous content, participation, peer interaction and teacher attention.
- Respecting and encouraging cultural preferences, native languages and cultural perspectives (e.g., youth culture; the disability culture; students’ community and family backgrounds).
- Providing access to and/or extending grade-level content by adjusting content, lesson processes and projects to meet the diverse academic and linguistic needs of individual students.
- Comprehensive, individualized planning and course selection should be provided to each student. CTE is one way to address equity, while giving students the skills they need for the real-world of life and careers.

Below are links to some resources to better serve students from special populations:



- ▶ [Career Guide for College Students with Disabilities²](#)
- ▶ [Families Together Inc.³](#)
- ▶ [Office of Disability and Employment Policy⁴](#)
- ▶ [National Career Development Association⁵](#)
- ▶ [National Technical Assistance Center for Transition⁶](#)

KANSAS GRADUATION FACT SHEET

Kansas Graduation Requirements 2020-2021

What are the minimum high school graduation requirements in Kansas?

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, communication and grammar. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.
- Three units of history and government, which shall include:
 - World history
 - United States history
 - United States government, including the Constitution of the United States; concepts of economics and geography.

- Three units of science, which shall include physical, biological and earth and space science concepts and which shall include at least one unit as a laboratory course.
- Three units of mathematics, including algebraic and geometric concepts.
- One unit of physical education, which shall include health and which may include safety, first aid or physiology.
- One unit of fine arts, which may include art, music, dance, theatre, forensics and other similar studies selected by a local board of education.
- Six units of elective courses.

Can the local board of education increase the number of graduation requirements?

Any local board of education may increase the number of units of credit required for graduation.

Any additional requirements of the local board of education that increase the number of units of credit required for graduation apply to those students who enter the ninth grade in the school year following the effective date of the additional requirement.

Can the local board of education adopt different graduation requirements for certain students?

Districts are required to award diplomas to requesting students who have met the state minimum graduation requirements and were in custody of the Kansas Department of Corrections (KDOC) or the Kansas Department for Children and Families (KDCF) on or after their 14th birthday. For more information about these requirements, please see the Diploma for Students in Custody of KDOC and KDCF (SB 23) [Fact Sheet on the Graduation webpage](#)⁷.

Local boards of education may adopt a different number of graduation requirements (not lower than the state minimum) for adult learners whose four- and five-year cohorts have graduated or for students attending an alternative school or program. Most typically, diplomas are awarded to these students for successful completion of the state minimum graduation requirements.

Local boards of education can also adopt policy giving the superintendent and/or principal the discretion to waive local graduation requirements that are in excess of the state minimum for students on a case-by-case basis. Situations that would be appropriate to receive this discretion include, but are not limited to, students who experienced high mobility, teen pregnancy and long-term illness. The Kansas State Department of Education (KSDE) does not support policies that automatically

wave local graduation requirements for students with disabilities that are in excess of the state minimum.

Is a district allowed to waive the Physical Education (PE)/Health requirement?

The PE/Health requirement shall be waived if the school district is provided with either of the following:

- A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
- A statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil.

Can a student earn high school credit for a course taken in eighth grade?

It is up to each local district whether an eighth-grade course will count as a high school credit. If high school credit is given, the eighth-grade course must be equivalent to or the same as a high school course.

Only grades for courses listed on the official high school transcript will count towards the Regent's Qualified Admission GPA requirement.

Where can I find more information about Regents' Qualified Admissions requirements?

The [Kansas Board of Regents \(KBOR\) has information available on their website](#)⁸.

➤ [See Qualified Admissions](#)⁹



QUALIFIED ADMISSIONS

High School Graduates Academic Year 2022-2023 and After

The six state universities in Kansas - Emporia State University (ESU), Fort Hays State University (FHSU), Kansas State University (K-State), Pittsburg State University (PSU), The University of Kansas (KU), and Wichita State University (WSU) - use the standards below, set by the Kansas Board of Regents, to review applicants for undergraduate admission.

ACCREDITED HIGH SCHOOL

Freshman applicants, under the age of 21, who graduate from an accredited high school, will be guaranteed admission to six state universities by meeting the Qualified Admissions requirements designated by each university, as follows:

| ESU, PSU, FHSU, WSU | K-STATE | KU |
|--|--|---|
| <ul style="list-style-type: none"> Cumulative High School GPA 2.25+ or ACT 21+ (SAT 1060)* Cumulative GPA 2.0+ for college credit earned in high school | <ul style="list-style-type: none"> Cumulative High School GPA 3.25+ or ACT 21+ (SAT 1060)* Cumulative GPA 2.0+ for college credit earned in high school | <ul style="list-style-type: none"> Cumulative High School GPA 3.25+ or Cumulative GPA 2.0+ and ACT 21+ (SAT 1060)* Cumulative GPA 2.0+ for college credit earned in high school |

HOMESCHOOL AND UNACCREDITED HIGH SCHOOL

Freshman applicants, under the age of 21, who are homeschooled or graduate from an unaccredited high school will be guaranteed admission to the six state universities by achieving an ACT score equivalent to those outlined above, per each university. If you enroll in college courses while in high school, it is also required that you achieve a 2.0 GPA or higher in those courses.

This document provides a summary overview of admission requirements at state universities and is not a substitute for or to be used in lieu of the actual detailed admissions requirements, which can be found at: www.kansasregents.org/qualified_admissions_rules_regulations.

* If you do not meet the qualified admission requirements, you are still encouraged to apply. Your application will be reviewed individually. Contact the university admissions office for more information.

Resources



▶ [KBOR Qualified Admissions](#)⁸



▶ [Qualified Admissions for High School Graduates Academic Year 2022-2023](#)¹⁰

▶ [Admisión Calificados Para Graduados de Secundaria Año Académico 2022-2023 y Posteriores](#)¹¹

For more information, contact:


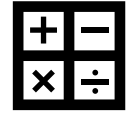



Tara Lebar
Associate Director for Academic Affairs
Kansas Board of Regents
tlebar@ksbor.org



KANSAS SCHOLARS CURRICULUM

Kansas Scholars Curriculum is recommended but not required: To best prepare for the rigor of college level courses, following Kansas Scholars curriculum is recommended. Completing the Kansas Scholars Curriculum is required for consideration in the Kansas State Scholarship program."

One unit is equivalent to one year, or two semesters:

| | | | | |
|---|--|---|--|--|
|  <p>ENGLISH 4 units</p> |  <p>MATH 4 units</p> <p>1 unit of each:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II <p>1 unit:</p> <ul style="list-style-type: none"> • Advanced Math <p>* See Kansas Scholars page for Math course list</p> |  <p>SOCIAL SCIENCE 3 units</p> <p>1 unit:</p> <ul style="list-style-type: none"> • U.S History <p>.5 unit:</p> <ul style="list-style-type: none"> • U.S. Government <p>.5 unit:</p> <ul style="list-style-type: none"> • World History <p>1 unit:</p> <ul style="list-style-type: none"> • Social Science course <p>* See Kansas Scholars page for Social Science course list</p> |  <p>SCIENCE 3 units</p> <p>1 unit of each:</p> <ul style="list-style-type: none"> • Biology • Chemistry • Physics |  <p>WORLD LANGUAGE 2 units of the same language.</p> |
|---|--|---|--|--|

Resource



➤ [*Kansas Scholars Program and Curriculum¹²](#)



FINANCIAL AID

Paying For College

The costs for attending college can be expensive, but there are many different financial programs to help everyone access a college education. Many of these financial programs are based on your income, so more money is available for those who have smaller household incomes. In fact, almost all college bound students utilize some type of financial aid, assistance or financing plan to help pay for their college education.

Types of Financial Aid*

- **Scholarships:** (Also called “Merit-Based” Aid). Money that is offered to students based on their grade point average, test scores or application regardless of income level. Some scholarships are offered in a one-time amount, while other scholarships are renewable for each year you attend college. Most scholarships are awarded by the college you attend based on your application, but some scholarships are also awarded from outside organizations or companies in your community. Scholarships are financial aid money that does not need to be paid back.
- **Grants:** (Also called “Need-Based” aid) Money that is offered to students who demonstrate a lack of financial resources to pay for college. To qualify for need based aid, students need to complete the Free Application for Federal Student Aid (FAFSA) an online application. By completing this application your college will then know what grant programs they can offer you. The greater your financial need, the more grant programs are available. Grants are financial aid money that does not need to be paid back.
- **Work Study:** Campus job opportunities that are offered to students who demonstrate financial need via the FAFSA application. Students are offered the opportunity to work on campus for a limited number of hours each week and the money earned will go directly to paying for tuition. Students are able to select which job they are most interested in when they arrive on campus. Work study is financial aid money that is earned and will not need to be paid back.
- **Loans:** Money which can be borrowed by students, parents or both to help pay for college. The amounts available to borrow will be calculated from your the FAFSA application. Many types of student loans do not need to be paid while you are attending college, but will need to be paid back once you leave college.

* Most students use a combination of all of these financial aid options to earn their college degree.

Financial Aid Resources



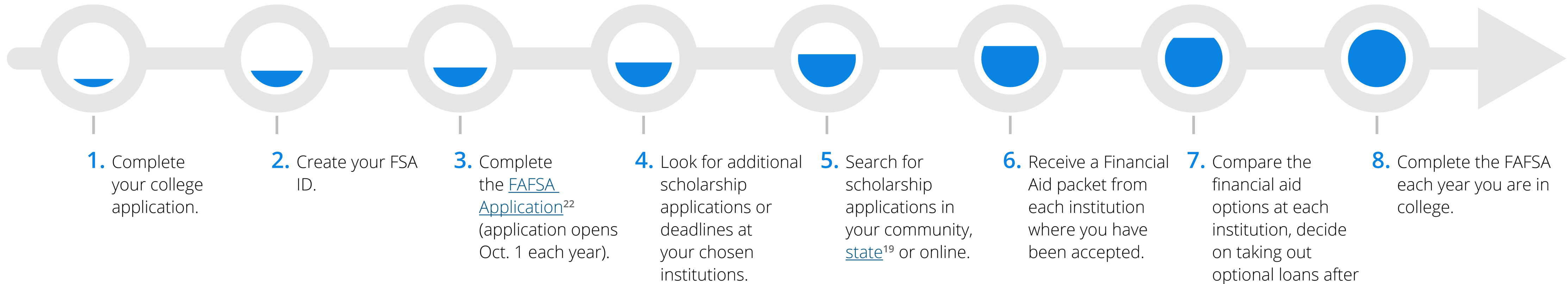
- [FAFSA Overview](#)¹³
- [How to Create Your FSA ID](#)¹⁴



- [FAFSA Deadlines](#)¹⁵
- [FSA Apply for FAFSA Process](#)¹⁶
- [FAFSA Event Guide](#)¹⁷
- [Kansas Financial Aid Resources and Links](#)¹⁸
- [Kansas Scholarship and Grant Programs](#)¹⁹
- [Midwest Student Exchange Program](#)²⁰ (multi-state tuition reciprocity)
- [The Importance of FAFSA and Why Your Family Should Apply](#)²¹



FINANCIAL AID TIMELINE



Financial Aid Tips:

1. Do not pay for someone to complete the FAFSA for you (it is a free application).
2. Always go to <https://studentaid.gov/h/apply-for-aid/fafsa>²² **DO NOT** use anything with a ".com" or ".org" extension. Always utilize the government site.
3. Financial Aid departments at each institution are free resources for questions and assistance in filling out your FAFSA.

4. Look for the logo for NASFAA or KASFAA to know if an organization is reputable.
5. Apply early! FAFSA opens each year on Oct. 1. You should complete the FAFSA application as soon as you complete your college applications.
6. [FAFSA Tips and Common Mistakes to Avoid](#).²³

7. Consider the public institutions in your community and state to receive a reduced resident tuition rate
8. Starting your education at a community college or technical college and then transferring to a university is a way to significantly reduce the costs of the first two years of a 4 year university bachelor degree program.

KANSAS' VISION FOR STUDENT SUCCESS

SCHOOL COUNSELING PROGRAMS

CAREER DEVELOPMENT

CAREER ADVISING AND DEVELOPMENT

KANSAS CAREER FIELDS, CLUSTERS AND PATHWAYS

SOCIAL-EMOTIONAL LEARNING

IPS FRAMEWORK

FAMILY ENGAGEMENT

WORK-BASED LEARNING

CREDENTIALS AND CERTIFICATIONS

PERSONAL FINANCIAL LITERACY

Personal Finance refers to the principles and methods that individuals use to acquire and manage income and assets, but personal financial literacy means individuals know how these skills apply to their lives now and in the future with habit change the key. Some use the term financial literacy, which means the ability to use knowledge and skills to manage one’s financial resources effectively for lifetime financial security, which is more inclusive of all financial aspects, not just personal finance.

KSDE has partnered with several nonprofits to offer teacher training and guidance including:

- [Kansas Council for Economic Education \(KCEE\)](#) ²⁴
- [Federal Reserve Bank of Kansas City](#) ²⁵
- [Kansas State University Research and Extension, Family Finances](#) ²⁶
- [Kansas Jump\\$start Coalition Financial Literacy](#) ²⁷

Sources



› [Financial Literacy in Kansas](#) ²⁸

› [Jump\\$start Financial Smarts for Students](#) ²⁹



RESOURCE LINKS

1. Kansas Career Advising Model Advisor Guide (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Kansas%20Career%20Advising%20Model.pdf?ver=2019-01-04-124858-667
2. Career Guide for Students with Disabilities - Maryville University (webpage): <https://online.maryville.edu/blog/career-guide-for-college-students-with-disabilities/>
3. Families Together, Inc. (website): <http://www.familiestogetherinc.org/>
4. Office of Disability and Employment Policy (website): <https://www.dol.gov/agencies/odep/program-areas/individuals/youth>
5. National Career Development Association (website): <https://www.ncda.org/aws/NCDA/pt/sp/resources>
6. National Technical Assistance Center for Transition (website): <https://www.transitionta.org>
7. Kansas High School Graduation Resources (webpage): <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts>
8. KBOR Qualified Admissions (webpage): https://www.kansasregents.org/qualified_admissions
9. See Qualified Admissions on page 21.
10. KBOR [Qualified Admissions for High School Graduates Academic Year 2022-2023](#) (PDF): https://www.kansasregents.org/resources/PDF/Academic_Affairs/Qualified_Admissions/QA2022-2023_Kansas_Board_of_Regents_Qualified_Admissions_Webflyer_FINAL_Cor.pdf
11. KBOR Admisión Calificados Para Graduados de Secundaria Año Académico 2022-2023 y Posteriores (PDF): https://www.kansasregents.org/resources/PDF/Academic_Affairs/Qualified_Admissions/QA2022-2023_Kansas_Board_of_Regents_QA_Webflyer_SPANISH_Cor.pdf
12. KBOR Kansas Scholars Curriculum (webpage): https://www.kansasregents.org/students/student_financial_aid/kansas_scholars_curriculum
13. FAFSA Overview (online video): <https://youtu.be/gUis5lityCQ>
14. How to Create Your FSA ID (online video): <https://youtu.be/K7ihGk8mCY>
15. FAFSA Deadlines (webpage): <https://studentaid.gov/apply-for-aid/fafsa/fafsa-deadlines>
16. [FSA Apply for FAFSA Process](#) (website): <https://studentaid.gov/h/apply-for-aid>
17. FAFSA Event Guide (webpage): <https://www.kansasregents.org/students/apply-kansas/fafsa-events>
18. Kansas Financial Aid Resources and Links (website): https://www.kasfaa.org/student_parent_counselor_resou.php
19. Kansas Scholarship and Grant Programs (website): https://www.kansasregents.org/students/student_financial_aid/scholarships_and_grants
20. Midwest Student Exchange Program (website): <https://www.mhec.org/programs/midwest-student-exchange-program>
21. The Importance of FAFSA and Why Your Family Should Apply (webpage): <https://equityinlearning.act.org/equity-in-action/the-importance-of-fafsa-and-why-your-family-should-apply/>
22. FAFSA Application (website): <https://studentaid.gov/h/apply-for-aid/fafsa>
23. FAFSA Tips and Common Mistakes to Avoid (webpage): http://www.nasfaa.org/fafsa_tips
24. KCEE: <https://kcee.wichita.edu/about/>
25. Federal Reserve Bank of Kansas City: <https://www.kansascityfed.org/>
26. Kansas State University, Family Finances: <https://www.k-state.edu/family-finances/>
27. Kansas Jump\$tart Coalition for Personal Literacy: <https://www.jumpstart.org/who-we-are/states/kansas/>
28. KSDE Financial Literacy in Kansas: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Financial-Literacy>
29. Jump\$tart Financial Smarts for Students: <https://www.jumpstart.org/>

Kansas Career Fields, Clusters and Pathways

CAREER AWARENESS

Elementary School Level Career Development

Kansas utilizes a mapping infographic that aligns with the Work-Based Learning Continuum.



Kansas Career Fields, Clusters and Pathways Infographic, Elementary School

The Kansas Career Fields infographic shown left, identifies the seven career fields arrayed around a central focus on career success skills. Each petal represents one of seven career fields:

- Health
- Design, Production and Repair
- Agriculture
- Business
- Family and Consumer Sciences
- Public Services
- Media and Technology

The career success skills are grouped into the areas of Effective Relationships, Workplace Skills and Applied Knowledge.

This infographic serves as a starting point for discussions with elementary level students and early career awareness. Early career awareness activities focus on identifying career readiness skills building basic awareness of career options, and providing a means to explore careers.

Most activities take place in the traditional classroom setting or in group settings like field trips.

CAREER EXPLORATION

Middle School Level Career Development

The Kansas Career Fields and Clusters infographic to the right breaks the seven career fields into career clusters. The 16 career clusters sit on the petals of the career fields. The center of the infographic represents employability skills: Career Success skills that include: Effective Relationships, Workplace Skills and Applied Knowledge. More information on the employability skills, along with a rubric, can be found on the KSDE website in the document titled: [Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Rubric](#)¹.



Kansas Career Fields, Clusters and Pathways Infographic, Middle School

The Kansas Career Fields and Clusters infographic is often used at the middle school level as students begin to explore careers as they relate to the 16 career cluster areas. The 16 career clusters include:

- Health
- Architecture and Construction
- Engineering
- Manufacturing
- Transportation
- Agriculture, Food and Natural Resources
- Business Management and Administration
- Finance
- Marketing
- Human Services
- Hospitality and Tourism
- Law, Public Safety and Security
- Education and Training
- Government and Public Administration
- Information Technology
- Arts AV Technology and Communication

It is the intent that all students at the middle level have the opportunity to explore all 16 career clusters.

Middle school career exploration focuses on developing career readiness skills, enhancing awareness of career options, providing connections with local businesses and preparing students with hands-on experiences. Examples of middle grades career exploration activities include job shadows, business tours, simulated work experiences and extracurricular activities like summer camps and career focused clubs.

CAREER PREPARATION

High School Level Career Development

The Kansas Pathways infographic adds another layer to the field and cluster model. Thirty-six pathways provide students with deeper exploration and career development in more focused career paths. This model is used at the high school level as students refine their career preparation and deepen their knowledge and skills for employment and postsecondary opportunities. Students gain access to structured technical and practical skill applications in their chosen pathway. Some work-based opportunities for high school students are: internships, entrepreneurship, clinical experiences, service learning projects, school-based enterprises and apprenticeships.



Kansas Career Fields, Clusters and Pathways Infographic, High School

KANSAS' VISION FOR STUDENT SUCCESS

SCHOOL COUNSELING PROGRAMS

CAREER DEVELOPMENT

CAREER ADVISING AND DEVELOPMENT

KANSAS CAREER FIELDS, CLUSTERS AND PATHWAYS

SOCIAL-EMOTIONAL LEARNING

IPS FRAMEWORK

FAMILY ENGAGEMENT

WORK-BASED LEARNING

CREDENTIALS AND CERTIFICATIONS

RESOURCE LINKS

1. KSDE Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Rubric (online document): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

Social-Emotional Learning

EMPLOYABILITY SKILLS

KANSANS CAN COMPETENCIES

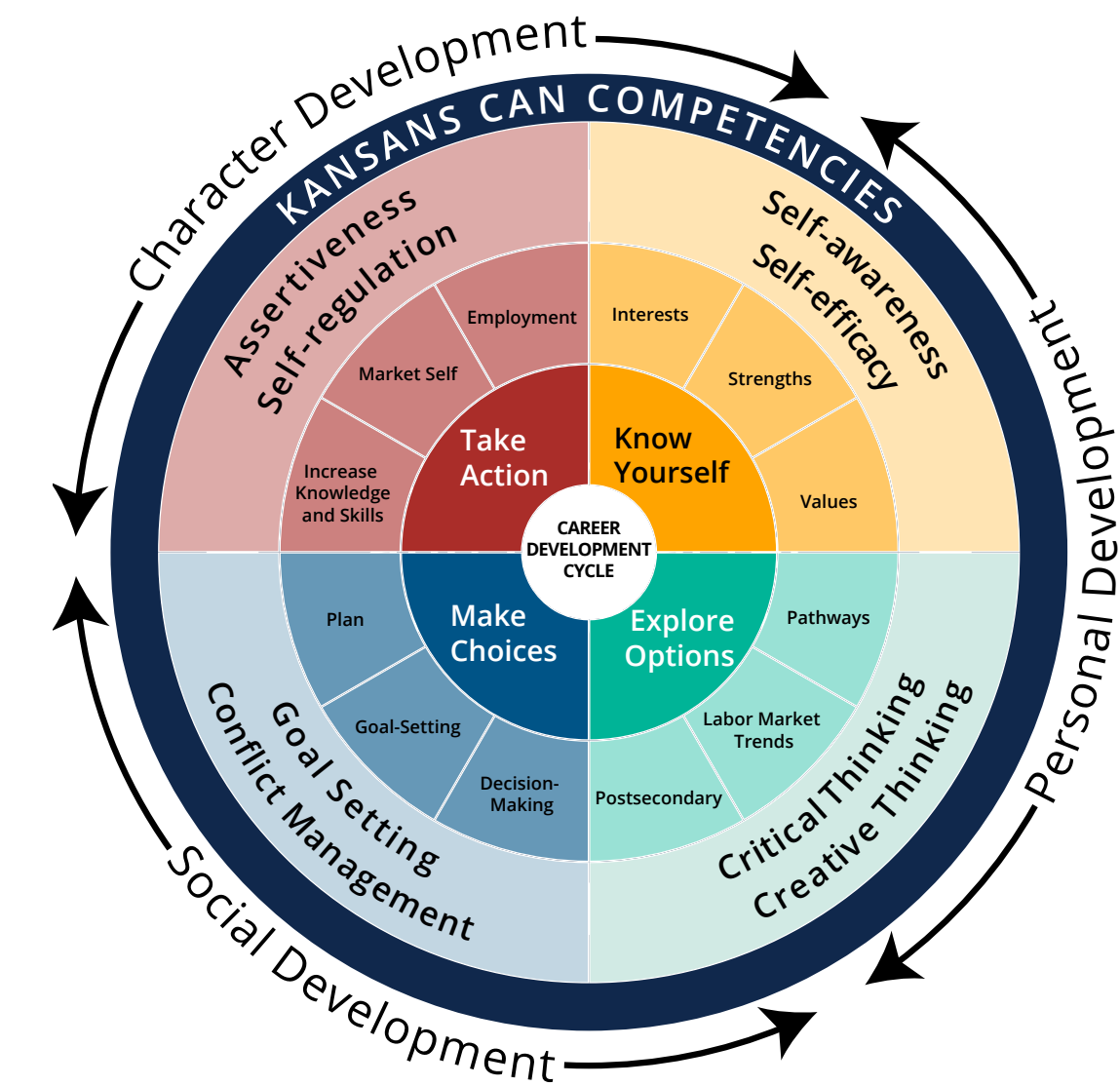
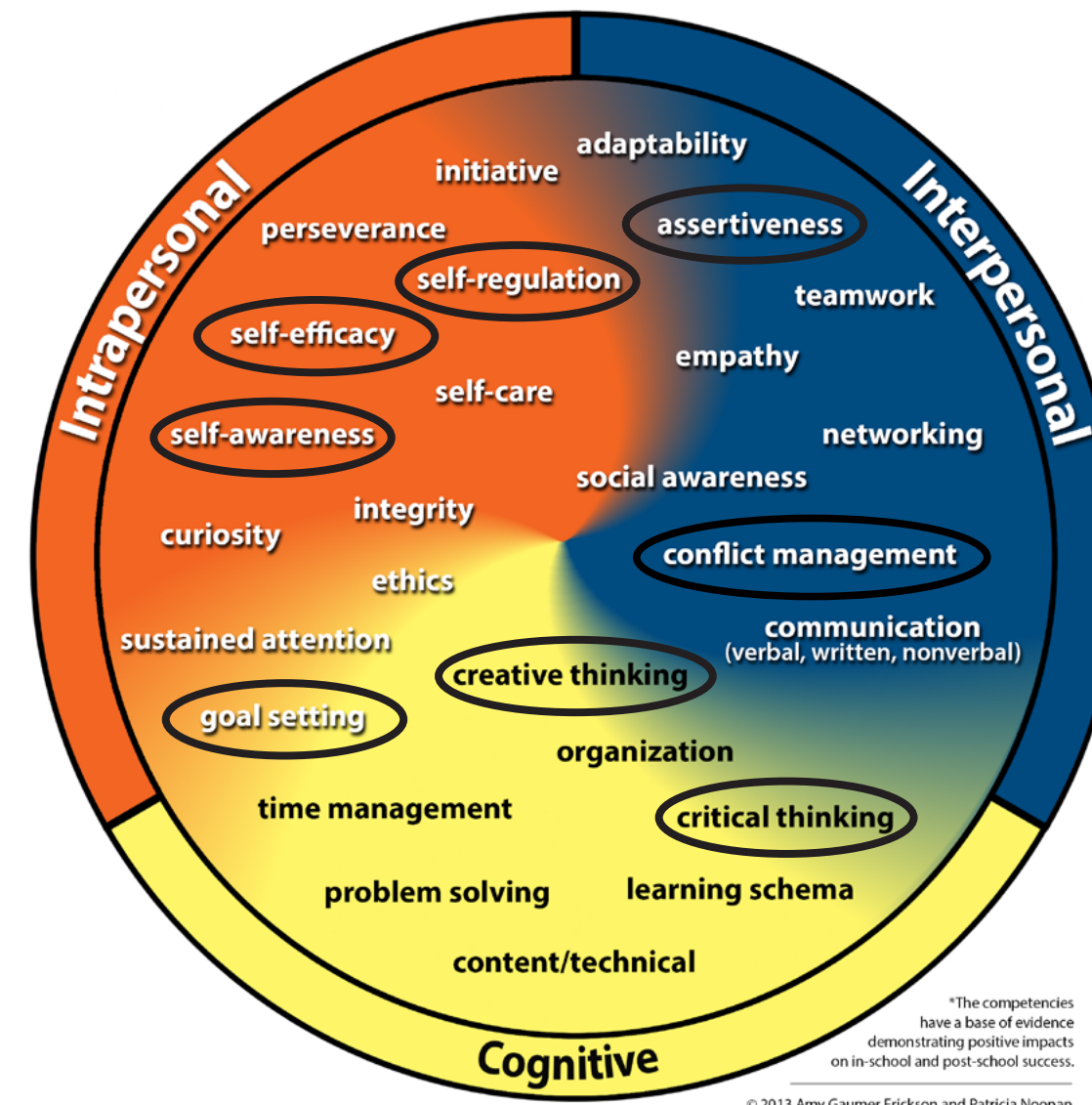
The College and Career Competency Wheel, researched and developed by Dr. Patricia Noonan and Dr. Amy Gaumer Erickson, both associate research professors at the University of Kansas, identified 26 research-based competencies that are critical for positive in-school and post-school outcomes.

In their book: *The Skills that Matter*, Noonan and Gaumer Erickson share "There is a large and growing body of evidence that demonstrates how these competencies positively impact behavior and academic achievement, increase graduation rates, and promote strong post-school outcomes."

Kansas adopted the College and Career Competency Wheel as a component of the Kansas Career Development Process. The Kansans Can Competencies reflect three domains focused around intrapersonal, interpersonal and cognitive competencies. In collaboration with Dr. Noonan and Dr. Gaumer Erickson, eight of the competencies have been aligned with the Kansas Career Development Cycle. The [Kansans Can Competency Framework](#)¹ is a Kansas Technical Assistance Network (TASN) project. For more information, visit the [TASN website](#).²

The eight competencies include:

- Assertiveness
- Conflict management
- Creative thinking
- Critical thinking
- Goal setting
- Self-awareness
- Self-efficacy
- Self-regulation



Sources

- Gordon, Virginia N. (2006). *Career Advising: an Academic Advisor's Guide*. Jossey-Bass.
- Harris-Bowlsbey, J., Suddarth, B., & Reile, D. (2008). *Facilitating Career Development* (Chapter 6). National Career Development Association.
- Noonan, P. M., & Erickson, A. S. (2018). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom*. Thousand Oaks, CA: Corwin, a SAGE Company.
- [Kansans Can Competency Framework - Competency Alignment to the SECD Standards](#)³
- [Kansas Social-Emotional and Character Development Model Standards](#)⁴
- [American School Counseling Association \(ASCA\)](#)⁵
- [Career Profiles - The Career Planning Process](#)⁶
- [College and Career Competency Framework](#)⁷
- [Kansans Can Competency Framework](#)¹

EMPLOYABILITY SKILLS FRAMEWORK CROSSWALK

| RESOURCE | APPLIED KNOWLEDGE | | EFFECTIVE RELATIONSHIPS | | WORKPLACE SKILLS | | | | |
|---|---|---|---|---|--|--|--|---|--|
| | APPLIED ACADEMIC SKILLS | CRITICAL THINKING | INTERPERSONAL SKILLS | PERSONAL QUALITIES | RESOURCE MANAGEMENT | INFORMATION USE | COMMUNICATION | SYSTEMS THINKING | TECHNOLOGY USE |
| Kansans Can Competency Framework | X | X | X | X | X | X | X | X | X |
| Kansans Can Competency Framework | <ul style="list-style-type: none"> Content/technical Communication Problem-solving Critical thinking Creative thinking | <ul style="list-style-type: none"> Critical thinking Creative thinking Problem-solving Learning schema Organization Goal setting Sustained attention Assertiveness Self-regulation | <ul style="list-style-type: none"> Teamwork Empathy Conflict management Networking Social-awareness Assertiveness Teamwork | <ul style="list-style-type: none"> Ethics Adaptability Self-regulation Integrity Initiative Self-efficacy Perseverance Self-awareness Self-care Curiosity Sustained attention Teamwork Empathy | <ul style="list-style-type: none"> Time management Self-regulation Problem-solving Organization Assertiveness | <ul style="list-style-type: none"> Critical thinking Learning schema Organization Communication | <ul style="list-style-type: none"> Communication Assertiveness Social-awareness | <ul style="list-style-type: none"> Teamwork Social-awareness Self-regulation Adaptability | <ul style="list-style-type: none"> Content/technical |
| Social Emotional and Character Development Standards (SECD) | <ul style="list-style-type: none"> Responsible decision-making and problem-solving Self-management | <ul style="list-style-type: none"> Self-awareness Problem-solving Responsible decision-making and problem-solving | <ul style="list-style-type: none"> Core principles Interpersonal skills Self-management Social-awareness Self-awareness | <ul style="list-style-type: none"> Core principles Self-awareness Social-awareness Interpersonal skills Self-management | <ul style="list-style-type: none"> Responsible decision-making and problem-solving Self-management | <ul style="list-style-type: none"> Social-awareness Self-management Responsible decision-making and problem-solving | <ul style="list-style-type: none"> Social-awareness Interpersonal skills Self-awareness | <ul style="list-style-type: none"> Responsible decision-making and problem-solving | <ul style="list-style-type: none"> Core principles Responsible decision-making and problem-solving |

Sources



- [Employability Skills Framework](#) ⁸
- [College and Career Competency Framework](#) ⁴

SCHOOL COUNSELING PROGRAMS

CAREER DEVELOPMENT

CAREER ADVISING AND DEVELOPMENT

KANSAS CAREER FIELDS, CLUSTERS AND PATHWAYS

SOCIAL-EMOTIONAL LEARNING

IPS FRAMEWORK

FAMILY ENGAGEMENT

WORK-BASED LEARNING

CREDENTIALS AND CERTIFICATIONS

SOCIAL, EMOTIONAL AND CHARACTER DEVELOPMENT







Social, Emotional and Character Development (SECD) is teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens. It is learning with our heads, hearts and hands to be caring and civil; to make healthy decisions; to effectively problem solve; to be respectful and responsible; to be good citizens; and to be empathetic and ethical individuals. In schools, SECD takes many forms, including programs that specifically address safe and drug-free schools, service learning, emotional literacy bullying, violence prevention, the embracing of diversity and other similar initiatives.

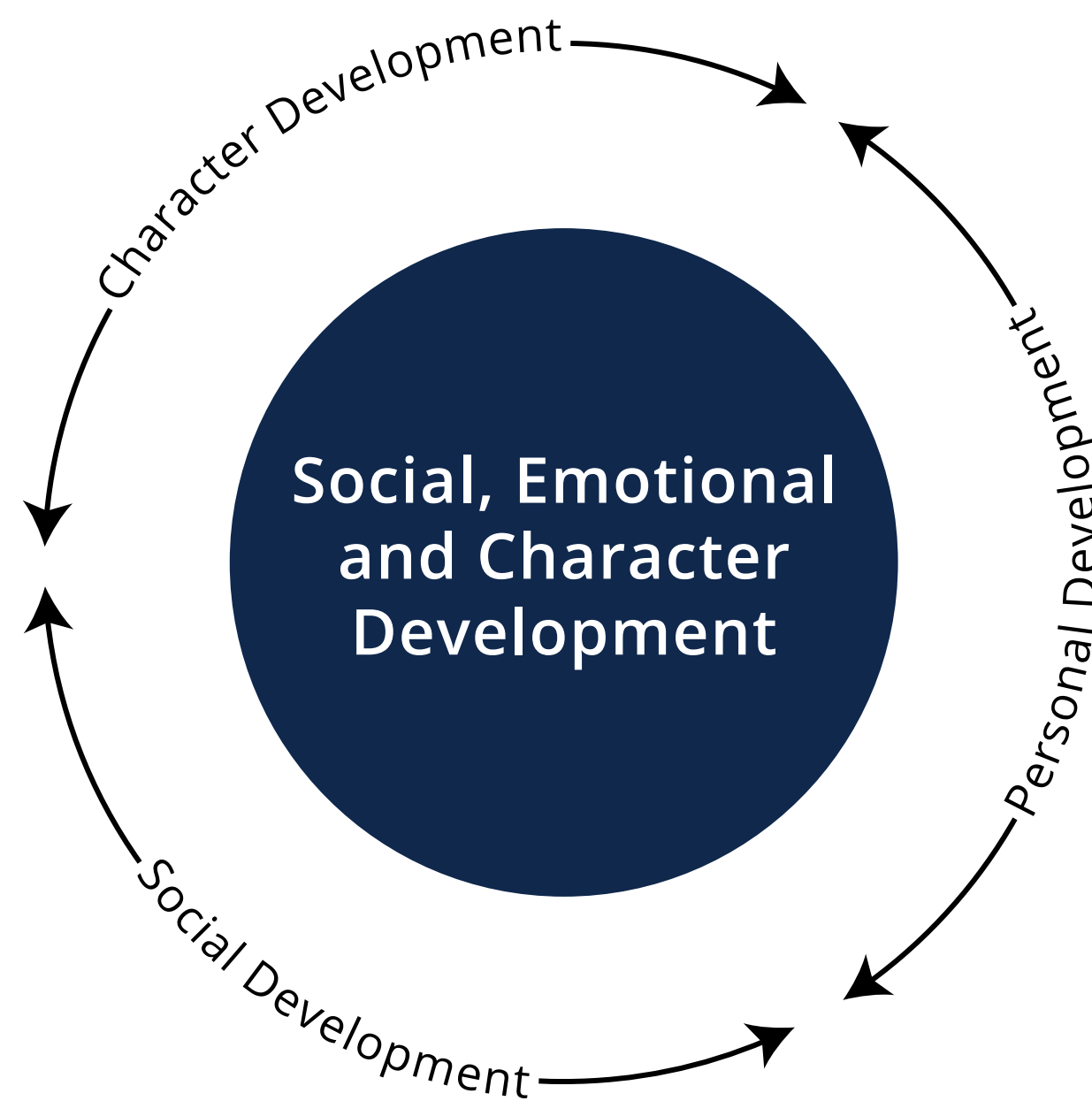
The purpose of the Social, Emotional and Character Development Standards is to provide schools a framework for integrating social-emotional growth (SEG) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, social-emotional and postsecondary success. It is about learning to be caring and civil; to make healthy decisions; to problem solve effectively; to value excellence; to be respectful and responsible; to be good citizens; and to be empathetic and ethical individuals.

Why SECD?

- Aligns with school counseling standards.
- Aligns with Kansas Education Systems Accreditation (KESA).
- Aligns with the Rose Standards (K.S.A. 2013 Supp. 72-1127).
- Is one of the five State Board outcomes.
- Research (Duckworth, Dweck, Durlak) confirms that SECD increases student achievement.

Sources

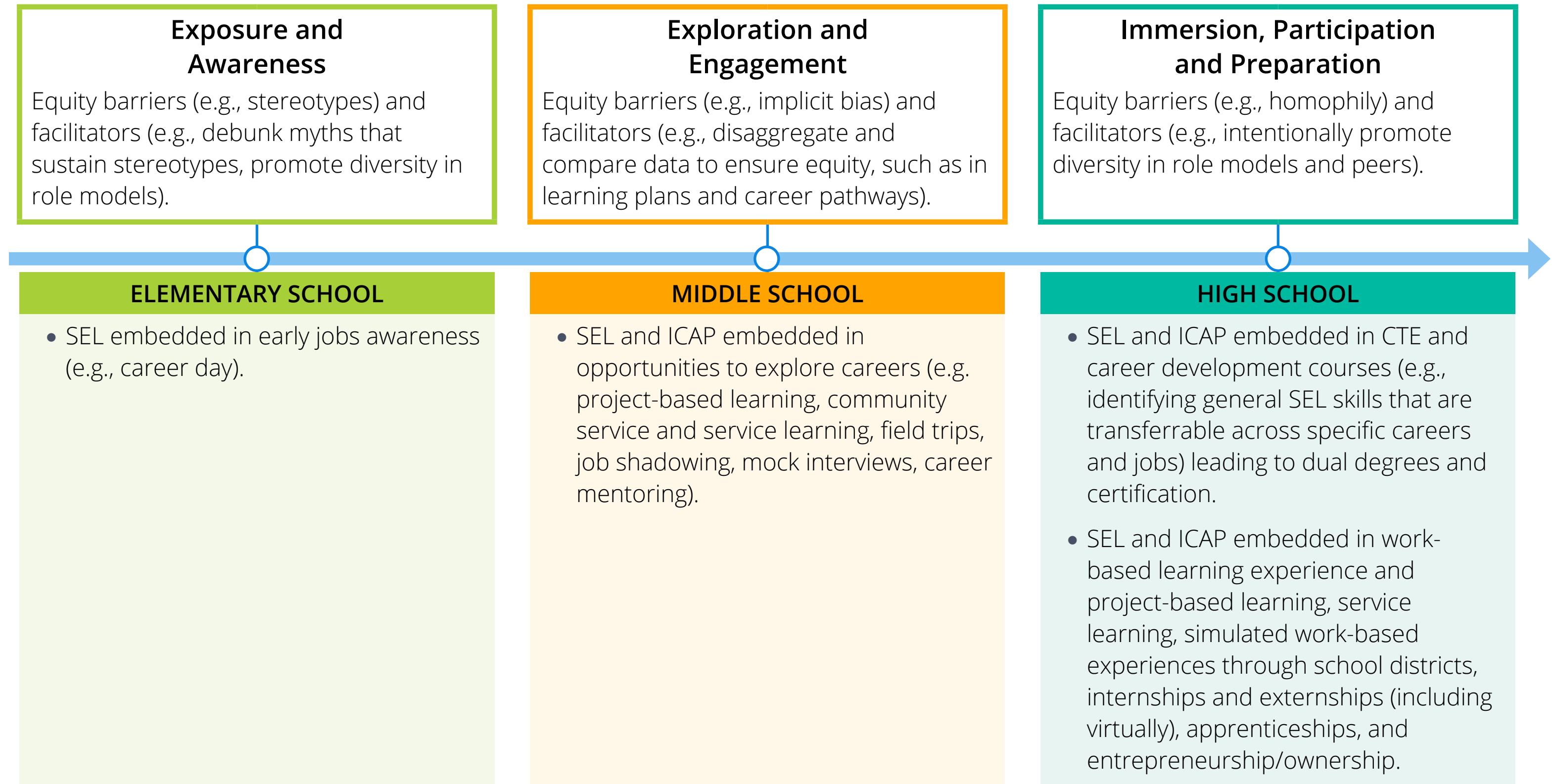
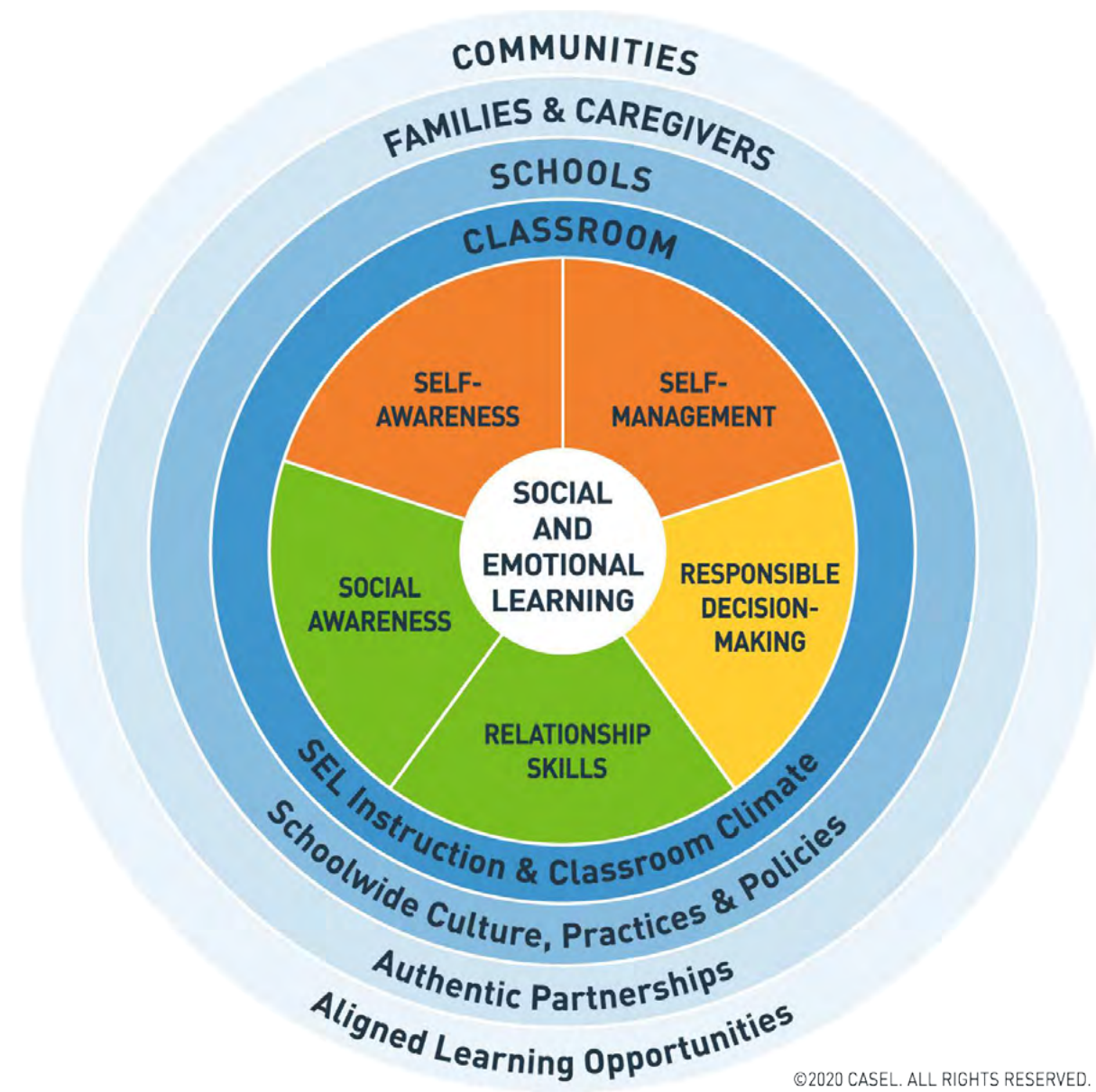
-  [Kansas SECD Standards](#) ⁹
-  [SECD Standards aligned to Kansas College and Career Readiness Standards](#) ¹⁰
-  [Kansas Can Competency Framework - Competency Alignment to the SECD Standards](#) ²
-  [Measuring Social-Emotional Growth \(SEG\) Locally Toolkit](#) ¹¹
-   [KSDE SECD Webpage](#) ¹²



SEL AND WORKFORCE PREPARATION

Two Collaborating States Initiative (CSI)* recommendations based on a developmental progression for SEL and workforce preparation:

- 1. Continue evidence-based** ... and at the same time
- 2. Embed and connect individual career and preschool through high school, academic planning** (ICAP) and SEL in all workforce preparation. Equity-focused, systemic SEL ... The way this looks developmentally includes:



* CASEL. (2022). A developmental framework for and emotional learning. See figure 1, page 3; Table 1, page 5. (CASEL.org): <https://casel.org/sel-workforce-brief-03-2022/?view=true>

SEL AND WORKFORCE PREPARATION

In the CSI, we see states taking the following actions to advance SEL and workforce preparation that include the five policy pillars:

Foundational

- Forming a **leadership team** to advance the work.
- **Prioritizing** integrated SEL and Workforce Preparation at the state level. (e.g., Ensuring integration is reflected in Perkins V plans)
- **Building partnerships and coalitions** that engage key partners in business and higher education, and leveraging existing initiatives through those partners.

For adults, at school and in the workplace.

- Developing and providing **guidance**.
- Developing and providing high-quality **professional learning** (including for counselors).
- Creating **state-district partnerships** and **communities of practice** for districts and schools.
- Promoting **culturally responsive practice** in school and in work-based learning experiences.

For Students

- Developing **aligned standards and crosswalks** to support integration and coordination of SEL and workforce preparation in education, and clearly connecting to practice
- **Embedding SEL in academic and career advising and planning** (ILPs)
- **Embedding SEL in applied and work-based learning experiences**
- **Embedding SEL in career development technology**

Continuous Improvement

- Using data (including disaggregated analysis) and continuous improvement to ensure equitable opportunities and outcomes for ALL students, to ensure desired outcomes are being achieved.

RESOURCE LINKS

1. Kansans Can Competency Framework (website): <https://ksdetasn.org/competency/kansans-can-competency-framework>
2. TASN (website): <https://www.ksdetasn.org>
3. Kansans Can Competency Framework, Competency Alignment to SECD Standards (online document): [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Alignment%20for%20SECD%20Standards%20and%20Kansans%20Can%20Competencies.pdf?ver=2019-05-23-112830-403](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Alignment%20for%20SECD%20Standards%20and%20Kansans%20Can%20Competencies.pdf?ver=2019-05-23-112830-403)
4. Kansas SECD Model Standards (online document): [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670)
5. ASCA website: <https://www.schoolcounselor.org/>
6. Career Profiles - The Career Planning Process (website): <https://www.careerprofiles.info/the-career-planning-process.html>
7. College and Career Competency Framework (website): <http://www.cccframework.org/>
8. Employability Skills, Perkins Collaborative Resource Network (PCRN)(website): <http://cte.ed.gov/initiatives/employability-skills-framework>
9. Kansas SECD Model Standards, KSDE (online document): [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf)
10. Kansas SECD Model Standards, Aligned to Kansas College and Career Readiness Standards (online document): [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc_Emot_Char_Dev/SECD%20Aligned%20to%20CCR%20Standards.pdf?ver=2014-01-10-143721-230](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/SECD%20Aligned%20to%20CCR%20Standards.pdf?ver=2014-01-10-143721-230)
11. Measuring Social-Emotional Growth Locally, KSDE (online document): <https://www.ksde.org/LinkClick.aspx?fileticket=ejdCy2Jdgdk%3d&tabid=482&portalid=0&mid=192f>
12. KSDE SECD (website): <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-Character-Development-Standards-Assessment-and-Instruction>

Individual Plan of Study Framework

Planning a Districtwide Program

Essential components of a districtwide Individual Plan of Study (IPS) Framework includes the following:

- Implementation Team
- IPS Framework is aligned with district reform efforts
- District Framework
- Building Level Framework
- Grade-Level Framework



PLANNING A DISTRICTWIDE PROGRAM

Implementation Team

Implementation Team is in place with representatives from school counseling, special education, CTE, administration and teacher educators, to facilitate the design and coordination of district/school IPS program.

IPS Framework is aligned with district reform efforts

As districts develop and implement their IPS Framework, consideration should be given to the various improvement efforts embraced by the school district. These improvement efforts may include: Kansas Education Systems Accreditation (KESA), Redesign, school/district improvement goals, etc.

This alignment reinforces the importance of the IPS Framework process and the various improvement efforts to ensure our students meet the goals set forth by the Kansas State Board of Education. A successful Kansas high school graduate has the **academic preparation, cognitive preparation, technical skills**, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

District Framework

A district framework (mapping) helps to identify key or overarching strands that are part of your district’s vision/ program. Career development district mapping reflects not only your IPS program but should identify key reform efforts your district has embraced (KESA, Redesign, etc.)

Building Framework

Much like the district framework, the building IPS Framework identifies key grade-level bands and themes. The building framework would include the career development scope and sequence for each grade level, along with targeted lessons/ activities around the Kansans Can Competencies, and Social, Emotional and Character Development.

Grade-Level Framework

The grade-level framework provides more specific information supporting the IPS Framework. For many, the grade-level framework might be organized around the school-year calendar showing specific lessons/activities for each career development session at the identified grade-level.

Using the IPS Framework process, the IPS Implementation Team can then check for duplication, gaps in the delivery of career development, identify and embed family engagement activities and events (i.e. student-led conferences), work-based learning opportunities, etc.

Using the identified process, career advisers, counselors and educators are provided an IPS Framework (scope and sequence) that clearly articulates grade-level career development competencies.

Resources



- [Guide for Individual Plan of Study](#) ¹
- [IEP/IPS Crosswalk](#)²
- [IPS Student Summary Form](#)³
- [Pre-Employment Transition Services \(see Work-based digital reference guide\) pg. 69](#) ⁴
- [Transition in the IEP: What Parents and Students Need to Know](#) ⁵



- [IPS - Student](#) ⁶

RESOURCE LINKS

1. Guide for Individual Plan of Study (online document): https://www.ksde.org/Portals/0/CSAS/CSAS Home/Plan_Of_Study/Guide for Individual Plan of Study.pdf
2. IEP/IPS Crosswalk (webpage): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/IEP%20IPS%20Crosswalk.pdf?ver=2021-06-21-152001-860>
3. IPS Student Summary Form (online document): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/IPS%20Student%20Summary%20051321.pdf?ver=2021-07-21-092501-290>
4. Kansas WBL Digital Reference Guide, Pre-Employment Transition Services (online document, see pg. 69): https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
5. Transition in the IEP: What Parents and Students Need to Know (online document): <https://www.ksde.org/Portals/0/SES/transition/TransitionInTheIEP-WhatParentsAndStudentsNeedToKnow.pdf>
6. IPS - Student, KSDE (webpage): <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Individual-Plans-of-Study-IPS-Student>

Family Engagement

An Individual Plan of Study (IPS) is a process that leads to a product (the plan) that assists students and their families in relating what students know about themselves and what options they have explored to create tentative career plans that will help guide and direct their career journey.

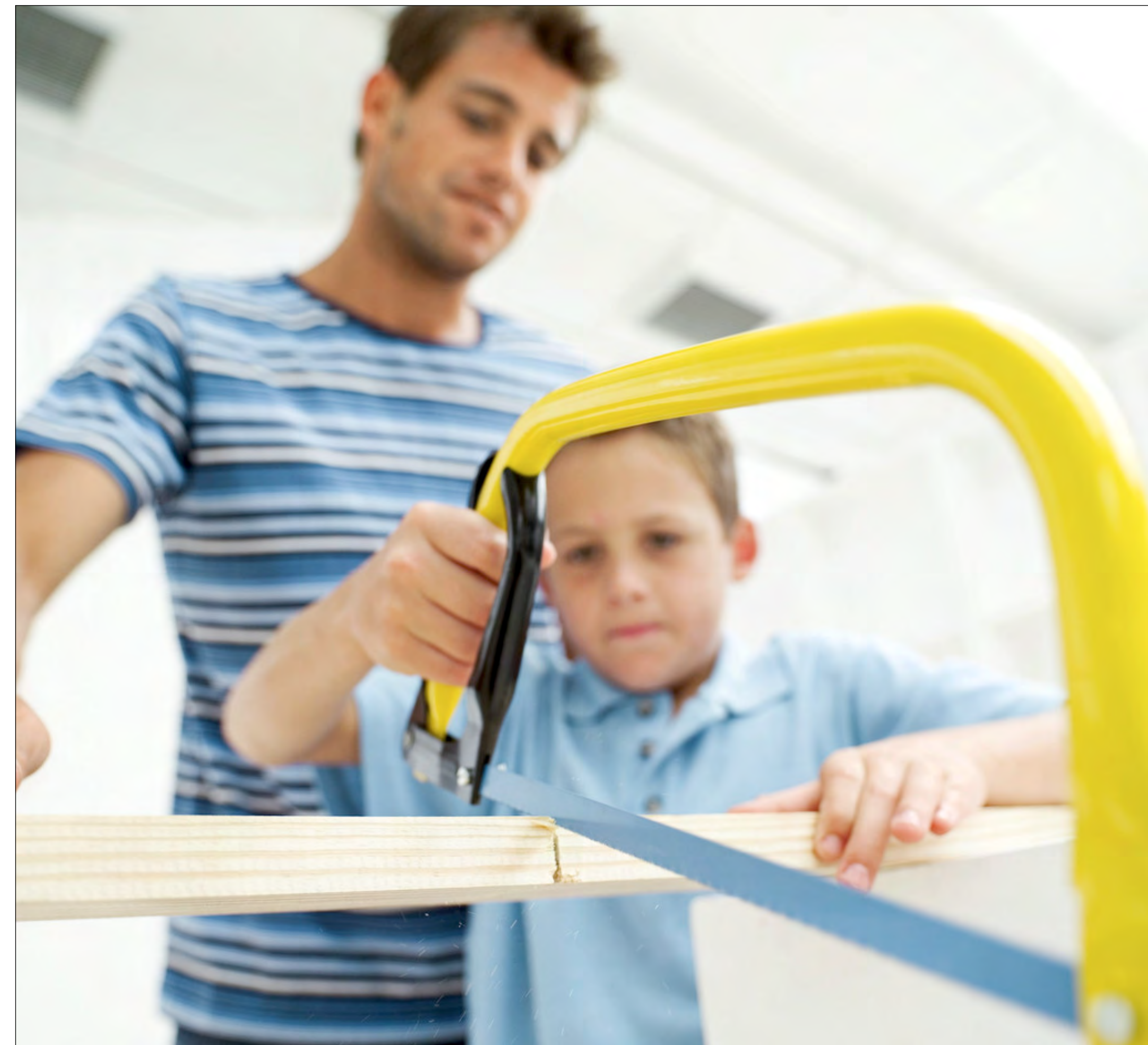
In a survey conducted by Farris State University, junior and senior high school students (78%) believe parents are primarily responsible for helping plan for a career or a job. This being said, it is essential that families are an active part of the Individual Plan of Study process and are provided with as much, if not more, career development and guidance information. This goes beyond a once-a-year, student-led conference.

Resource



➤ [Growing Graduates: From Cradle to Career¹](#)

➤ [Individual Plans of Study: An Overview for Families²](#)



HIREPATHS

Our Mission

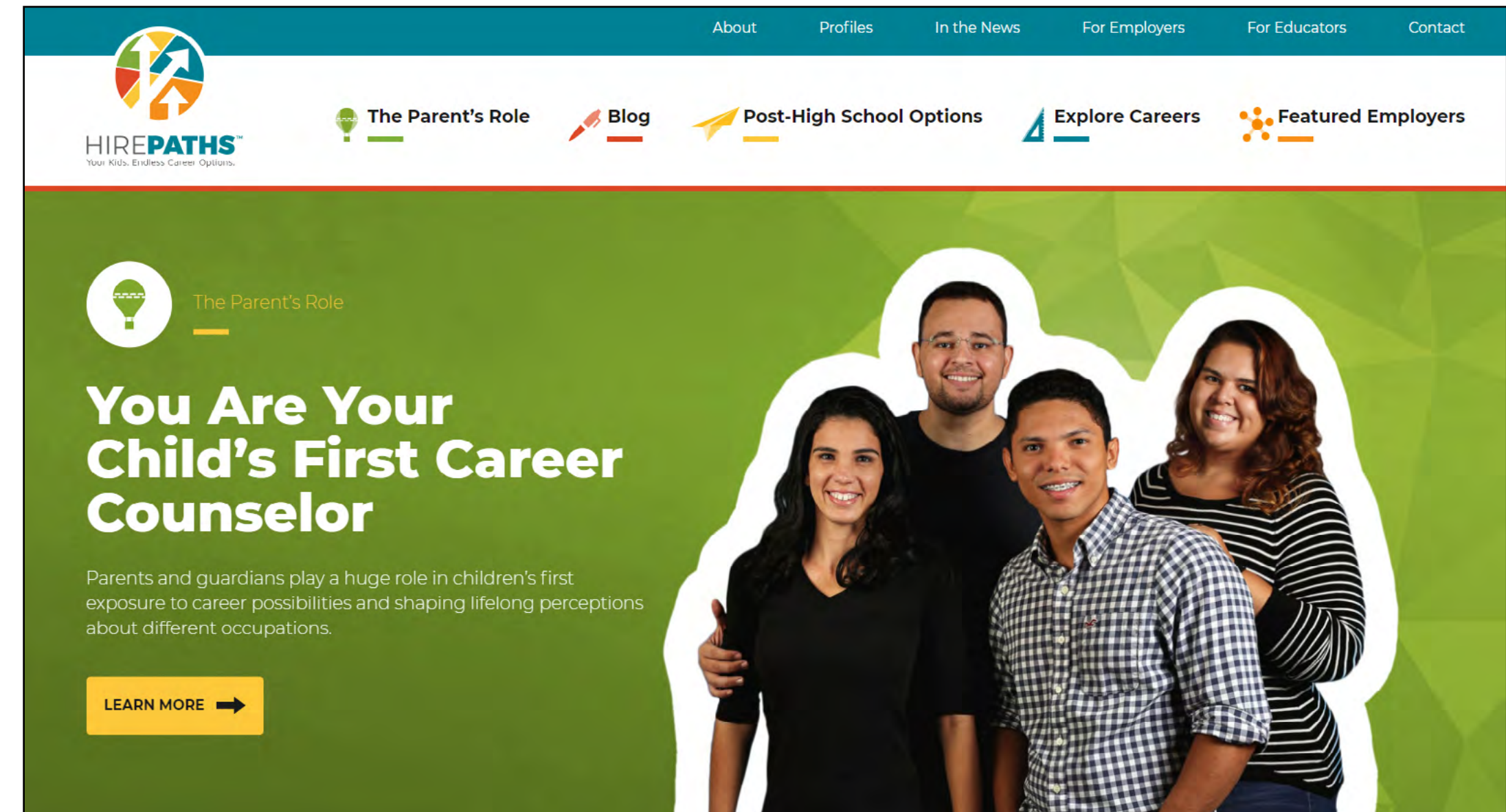
The mission of HirePaths is to inform and excite parents and guardians about options their child can pursue after high school to quickly and affordably launch a successful, well-paying career. This includes on-the-job training programs, apprenticeships and technical and community college education.

This program does not duplicate efforts already being carried out in various industry sectors, but will connect and magnify the impact of each.

Goals

HirePaths has three primary goals, all focused on building a positive discussion around post high school options:

- To inform parents and guardians about the variety of educational paths available to their children for achieving successful careers.
- To broaden parents' viewpoints about their child's future by informing them about well-paying, in-demand careers that do not require a bachelor's degree.
- To reinforce that a young person going straight to work or attending a technical program is not in any way a failure – quite the contrary! Kansas needs young people pursuing all paths in order for our state to thrive, and wages for in-demand careers keep going up.



Resource



➤ [Hirepaths](#)³

RESOURCE LINKS

1. Growing Graduates: From Cradle to Career (online document): https://ksdetas.n.s3.amazonaws.com/uploads/resource/upload/402/Drop_Out_Prevention_final.pdf
2. IPS: An Overview for Families (online document): https://ksdetas.n.s3.amazonaws.com/uploads/resource/upload/927/KPIRC_IPS_-_082218.pdf
3. Hirepaths: <https://hirepaths.com/>

Work-Based Learning Definition, Continuum and Benefits

Definition

WORK-BASED LEARNING (WBL) includes a continuum of awareness, exploration and preparation that combines an individual's career goals, structured learning and authentic work experiences implemented through a sustained partnership with Kansas business/industry. WBL activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills and possible employment.


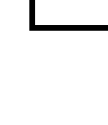

Resource

 [Kansas WBL: PLP Guidance Document¹](#)

WBL Continuum

WBL in Kansas is organized along a continuum of experiences that offer students varying levels of exposure to career awareness, exploration and specific preparation activities. Before completing the Kansas WBL: Personalized Learning Plan (PLP), all stakeholders should determine which WBL experience the student will have.










Career Fields, Clusters and Pathways

-  [Kansas Career Fields, Clusters and Pathways Infographics²](#)
-  [Kansas Career Cluster Guidance Handbook 2021-2022³](#)
-  [Advisory Committee Guidance webpage⁴](#)



WORK-BASED LEARNING DIGITAL REFERENCE GUIDE

Please visit these sections in the [Work-Based Learning Digital Reference Guide](#)⁵ to learn more:

-  [Work-Based Learning Definition, Continuum and Benefits](#)⁶
-  [Kansas' Vision for Student Success](#)⁷
-  [Career Advising and Development](#)⁸
-  [Career Awareness](#)⁹
-  [Career Exploration](#)¹⁰
-  [Career Preparation](#)¹¹
-  [Work-Based Learning](#)¹²
-  [Labor Laws and Market](#)¹³
-  [Kansas Career Assistance](#)¹⁴

RESOURCE LINKS

1. Kansas WBL PLP Guidance Document (online document): [https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan%20\(updated%202-2021\).pdf?ver=2021-02-19-145506-330](https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan%20(updated%202-2021).pdf?ver=2021-02-19-145506-330)
2. Kansas Career Clusters and Pathways Infographics (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Career_Cluster_Pathway/Kansas%20Career%20Fields%20Clusters%20and%20Pathways%20Infographic.pdf?ver=2020-05-06-183757-313
3. Kansas Career Cluster Guidance Handbook 2021-2022 (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Career_Cluster_Pathway/Kansas%20Career%20Cluster%20Guidance%20Handbook%202021-2022%20FINAL.pdf?ver=2020-10-22-090226-863
4. Advisory Committee Guidance (webpage): <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Business-Industry-Partnerships>
5. WBL Digital Resource Guide (online document): https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
6. WBL Digital Reference Guide - WBL Definiton, Continuum and Benefits (online document), page 1: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
7. WBL Digital Reference Guide - Kansas' Vision for Student Success (online document), Page 7: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
8. WBL Digital Reference Guide - Career Advising and Development (online document), Page 17: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
9. WBL Digital Reference Guide - Career Awareness (online document) page 26: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
10. WBL Digital Reference Guide - Career Exploration (online document), page 35: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
11. WBL Digital Reference Guide - Career Preparation (online document), page 46: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
12. WBL Digital Reference Guide - Work-Based Learning (online document), page 66: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
13. WBL Digital Reference Guide - Labor Laws and Market (online document), page 71: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093
14. WBL Digital Reference Guide - Kansas Career Assistance (online document), page 75: https://www.ksde.org/LinkClick.aspx?fileticket=CfFoPDF_ZNw%3d&tabid=1494&portalid=0&mid=6093

Credentials and Certifications

According to [Workcred Inc.](#)¹ the term credential is an umbrella term that encompasses a variety of different terms including certification, certificate, Badge, License and degree. Each of these credentials is different depending on who the awarding agency is, what it is awarded for, what it indicates, the amount of time to complete, time and renewal requirements, revocation process, and the standard for accreditation. Workcred provides a nice chart that identifies the differences in the various credentials.

Resources

- [Approved High School Certifications List - Kansas Report Card](#) ²
- [CTE Certification Codes - KIDS 2020-2021 Collection System File Specifications \(Appendix E\) KSDE](#) ³
- [CTE Certification Codes - Kansas Pathway Assessment and Credentials \(K-PAC\)](#) ⁴
- [How do credentials differ? - Workcred](#) ⁵
- [Understanding Certifications - Workcred](#) ⁶

RESOURCE LINKS

1. Workcred (website): <https://workcred.org/>
2. Approved High School Certifications List - Kansas Report Card (online document): <https://ksreportcard.ksde.org/HSCertifications.pdf>
3. CTE Certification Codes - KIDS 2020-2021 Collection System File Specifications (Appendix E), KSDE (online document): https://kidsweb.ksde.org/Portals/0/training_documents/KIDS%20File%20Specifications%20for%202023-2024_v1.06.pdf?ver=2023-08-24-102830-340
4. CTE Certification Codes - K-PAC, KSDE (online document): <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Assessments%20Skill%20Validation/2023-2024%20Combined%20Credentials.pdf?ver=2023-08-09-145157-713>
5. How do creditials differ?- Workcred (online document): <https://workcred.org/Documents/How-Do-Credentials-Differ-image.pdf>
6. Understanding Certifications - Workcred (online document): <https://workcred.org/Documents/Understanding-Certifications-Report-Dec-2020.pdf>



For more information, contact:

Career, Standards and Assessment Services
(785) 296-4916



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201

www.ksde.org