



# Individual Plan of Study



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.



[Kansas Can Star Recognition Program, Individual Plan of Study Rubric:](#)  
[Kansas Can Star Recognition Program: Individual Plan of Study Artifacts:](#)  
[Kansas Can Talking Points – Five Outcomes](#)  
[Individual Plan of Study Fact Sheet \(ksde.org\)](#)



[IPS Training Module](#)  
[KSDE IPS Student-Led Conference](#)

[Rubric Elements Identified \(IPS One Page Rubric\)](#) and [\(IPS Rubric Detailed Version\)](#)

Every student (middle-12<sup>th</sup> grade) has an IPS on file. IPS is reviewed and updated at least twice per year.

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

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
  - Career interest area(s) from inventories identified.
  - Evidence exists that student assessments/interest inventories and academic results inform decisions made regarding life-career goals, course options, and hobby preferences as they relate to a career path/cluster and to review/revise the IPS.

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- Career development activities reflect a series of graduated, age-appropriate career interest inventories, ability profilers, learning style and personality assessments administered multiple times from middle grades through high school. Students can articulate a clear connection between results of assessments and related careers.
2. Eighth- through 12th-grade course-builder function with course selections based on career interests.
    - High school courses mapped to interest areas.
  3. A general postsecondary plan (workforce, military, certification program, two- or four-year college).
    - Specific Postsecondary plan and secondary coursework aligned with interests.
    - According to career interests, all postsecondary courses are identified for first two years after graduation or entry-level qualifications for a specific job in identified career interest area or military clearly defined.
  4. A portable electronic portfolio.
    - Students have a well-developed portable, electronic portfolio that includes all pertinent information, reflects the IPS journey and the student accomplishments. Students can articulate an understanding of the requirements and benefits of their portfolio and the expectations of a rigorous IPS designed to prepare them for their postsecondary experiences.

For more information, contact:

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