



SIMPLY *Careers!*

**Helping Students with Disabilities Effectively Plan Their Futures
through Comprehensive Career Development**

A Guide for Persons Involved in Transition Planning

2003

Bureau of Instructional Support and Community Services • Florida Department of Education

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Introduction

SIMPLY *Careers* is a 7-step process that assists students in achieving their future career goals through sequential career assessment, exploration, activities, experiences, programs, support, and planning centered around four broad career focus areas. Career focus areas are broad groupings of career clusters and occupations with common attributes and are based on Federal Department of Labor occupational data. The four broad focus areas are

- arts, design, and communication
- business, sales, and management
- scientific, technical, and natural resources
- social science, health, and education.

SIMPLY *Careers* considers the “whole” student in its process: personal/social needs, academic needs, and career development needs. The process is based on national and state standards in the three researched and adopted career development competency areas of self-knowledge, educational/vocational development, and career planning and exploration. For the student to achieve maximum benefit, the SIMPLY *Careers* 7 Steps should be completed sequentially.

The SIMPLY *Careers* 7-step process

- uses a broad career focus approach for implementation
- uses pathways of careers at a variety of levels to meet the needs of all students
- moves a student smoothly through a comprehensive grade-level career development sequence of activities from kindergarten to post-secondary education
- links classroom activities, experiences, and training to future goals
- is implemented by teams of stakeholders made up of students, teachers, guidance counselors, parents, adult service providers, and business partners
- promotes collaboration with business partners and community stakeholders for effective implementation
- demands integration of academics, personal/social goals, career development goals, standards, and accountability
- prepares students for careers and lifelong learning
- helps focus and streamline transition IEP development.

SIMPLY *Careers* consists of a wide range of career awareness, exploration, and exposure activities that help students identify their interests, goals, personal attributes, qualities, and abilities in order to match future career and personal goals. This process results in the student and the entire transition IEP team being equipped with the information necessary to make informed decisions about the student’s future.

SIMPLY *Careers* considers the “whole” student in its process.

This document enhances the wealth of career development and transition IEP guides and information presently available.

This guide is designed for use by educators, guidance counselors, career specialists, parents, and other stakeholders who participate in transition IEP development. The purpose of this guide is to provide a simplified, sequential process for stakeholders to follow that includes activities and steps that will guide a student through the career development process from kindergarten through post-secondary education.

The guide is organized into sections which include a description of each of the seven steps, a grade-level career development sequence, career portfolio implementation, key factors for implementation success, acronyms, references/resources, and sample teacher reproducible masters for each of the 7 steps. The sample teacher reproducible master section contains all of the documents referenced throughout the guide put together in sequence ready to be pulled out and copied as is or revised to meet individual student or district needs. The reproducible masters are examples only and should be carefully adapted to meet individual student needs. Be flexible when using these since one form cannot meet the needs of every student, but the overall model, ideas, and process can. Each of the 7-step sections includes a description of the step, suggested teacher reproducible masters to be used, and implementation suggestions. In addition, the suggested resources section contains an array of resources for each step that may be helpful to use in implementation.

Stakeholders using this guide should review the student's current completion or level of participation for each step and identify which step or steps the student has completed prior to transition IEP development and course selection. The student and the transition IEP team must know the student's needs, interests, abilities, career focus, and pathway in order to plan the course of study, courses, activities, and work experiences that will help the student reach career goals and desired post-school outcomes. It is important that each student progress through each step before going on to the next to ensure that comprehensive planning and skill acquisition are achieved. A suggested grade-level developmental sequence is also provided to assist with planning appropriate activities, courses, and programs that will help in goal attainment.

This document enhances the wealth of career development and transition IEP guides and information presently available. It is recommended that a variety of supplementary resources be integrated with all facets of the SIMPLY *Careers* 7-step process so that the individual needs of students can effectively be met.

What do you want to do when you grow up? How many times have we asked this question of our children, our students, and ourselves? The answer cannot be given quickly since it takes time to learn what we like, learn what we do well, learn about careers and educational opportunities, and match these results with individual visions, goals, and desires. This is why implementing a systemic career development process is so critical. Research shows that students are more likely to stay in school when they see the relevance of being there (Southern Regional Education Board, *High Schools That Work*). Career Development programs provide the vehicle for students to make these connections.

It is important to coordinate career development and planning with transition planning and development of the transition individual educational plan because *SIMPLY Careers* unifies long range educational and career planning with transition IEPs. The *SIMPLY Careers* 7-step process contains critical components for meaningful transition planning and will assist students in meeting a portion of their desired post-school outcomes.

Career development programs can assist the students in moving towards their vision or dream after completing high school and lead to a more focused desired post-school outcome statement on the transition IEP.

Transition services requirements were established in the 1990 Individuals with Disabilities Education Act (IDEA) and revised in the reauthorization of IDEA in 1997 due to rising concerns that a student with a disability is at a higher risk of dropping out of school and/or leaving school unprepared for adult life. The term “transition IEP” is used in Florida to describe all IEPs with a transition focus beginning on or before a student’s 14th birthday. Implementing the new transition IEPs reflects a changing and exciting emphasis from traditional secondary level IEPs to preparing a student for adult life through

- careful/collaborative planning
- effective/relevant instruction
- smooth transition to future goals.

Transition IEPs must address all required components of the IEP as well as additional transition services requirements. Transition IEP teams are responsible for carefully considering where the student is headed after high school to determine what instruction, services, and supports are needed to help the students meet their career goals and desired post-school outcomes. *SIMPLY Careers*

Research shows that students are more likely to stay in school when they see the relevance of being there.

streamlines this responsibility by pulling together several components through a sequential, 7-step process. Implementing *SIMPLY Careers* makes the planning process easier and more effective for the entire transition IEP team, while effectively preparing students for their futures.

SIMPLY Careers!

7 Steps to Focused Career Development

Attainment of Desired Post-School Outcome

- 7 Work-Based Experiences in Chosen Career Focus**
- 6 Program Training in Chosen Career Focus**
- 5 Support Services**
- 4 Career Planning & Decision Making by Chosen Career Focus**
- 3 Career Research and Pathway**
- 2 Career Focus**
- 1 Career Assessment Level 1 (Level 2 and Level 3, if needed)**

Step 1—Career Assessment: Helping Students Learn about Themselves

Grades
4-12

Description

Career assessment is the most important step in the transition IEP development process and the foundation for SIMPLY Careers.

The purpose of career assessment is to help students identify their unique qualities, needs, interests, and abilities and then use this information for educational and career planning and goal setting. Career assessment is the most important step in the transition IEP development process and the foundation for *SIMPLY Careers*. Career assessment results are used to determine the student's career focus and to complete the transition IEP. Knowing the student's needs, interests, abilities, career focus, and pathway assists in effectively planning the course of study, courses, activities, and work experiences that will help students reach their desired post-school outcomes. Skipping this step results in transition IEP development and implementation based on guesswork at best.

The Illinois vocational assessment model identifies three levels of career assessment. Examples of assessments in each level are listed on page 40.

- **Level 1 Assessment** may be implemented for **all** students by teachers, guidance counselors, occupational specialists, career specialists, and transition specialists. The best results will be gained from implementation by a combination of these individuals. Level 1 consists of
 - o career interest inventories
 - o personality and work values inventories
 - o learning style inventories
 - o student surveys and interviews
 - o student observations
 - o parent surveys and interviews
 - o teacher surveys, interviews, and daily logs
 - o informal teacher and guidance counselor assessments
 - o curriculum-based vocational assessment (CBVA).
- **Level 2 Assessment** is more specialized assessment with its results providing more information about students' specific abilities and aptitudes. Level 2 assessment is for students who need more information than level 1 data offers to make decisions about their futures. This level of assessment can be implemented by teachers, guidance counselors, occupational specialists, career specialists, or transition specialists who have received special training on instruments used. Level 2 consists of
 - o aptitude and ability assessments
 - o job readiness assessments

- o situational assessments
- o work samples.
- **Level 3 Assessment/Evaluation** is an individualized, in-depth, multi-day evaluation administered by a certified vocational evaluator (CVE). This type of service is typically acquired by referral from a source other than the school with costs varying between geographical areas. The vocational evaluation is usually a purchased service from an adult service provider in the community. The Division of Vocational Rehabilitation (DVR) frequently uses vocational evaluations as a part of the eligibility determination process. For more information on vocational rehabilitation eligibility criteria, contact your local vocational rehabilitation office. The two most commonly used services provided include
 - o vocational evaluation
 - o simulated work stations.

Sample Teacher Reproducible Masters

The reproducible masters listed below are useful when implementing this step. These masters are located in the appendix (page 51).

The masters are provided as an example only. Review the master carefully to determine if using it as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs. Masters include

- *SIMPLY Careers* All about Me Organizer
- *SIMPLY Careers* Family Survey
- Student self exploration survey examples
 - o Mini-Survey of My Interests
(This is located in *Dare to Dream, Revised*.^{*} See page 47 for more information.)
 - o Mini Survey of My Aptitudes and Strengths
(This is located in *Dare to Dream, Revised*. See page 47 for more information.)
- Teacher Survey Example
(Miami-Dade County Public Schools CBVA Rating Form)
- Teacher Survey Example (School District of Osceola County Career and Technical Assessment Rating Form).

Review the master carefully to determine if using it as is will meet the individual needs of your students.

^{*} *Dare to Dream, Revised* is available from the Clearinghouse Information Center, Florida Department of Education, Room 628 Turlington Bldg., Tallahassee, FL 32399-0400, cicbiscs@fldoe.org.

Implementation

Implementation of career assessment should be an integral part of routine activities throughout the student's education.

Implementation of career assessment should be an integral part of routine activities throughout the student's education. Since assessment is an ongoing process, one instrument or method cannot provide the overall picture needed for effective planning. A variety of instruments and methods should be implemented over a period of time to have more reliable and meaningful results.

The results from career assessment level 1, and levels 2 and 3 if needed, will lay the foundation for transition IEP development. IDEA defines transition services as "a coordinated set of activities for a student with a disability designed within an outcome oriented process that promotes movement from school to post-school activities." The transition IEP must identify a desired post-school outcome. Transition IEP teams are encouraged to express the student's desired post-school outcome as a statement that reflects the student's vision or dream for life after graduation. IDEA also indicates that the coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests. The transition IEP team should consider the needs, preferences, and interests in developing all components of the transition IEP. Career assessment plays an integral role in determining these.

After the student completes step one, the results should be recorded on the All about Me Organizer (page 55). The information on the organizer should be used by the student and the transition IEP team to assist in identifying the student's career goals and will also serve to focus the development of many of the transition IEP goals and objectives. Information from career assessment results may also be used when stating the student's present levels of performance for the transition services activity areas of instruction, employment, and functional vocational evaluation. Although *SIMPLY Careers* only addresses these transition services activity areas, all areas must be addressed on the transition IEP. The All about Me Organizer is a tool used to record the student's

- personal profile information
- assessment results
- career focus
- pathway
- favorite occupations
- career goal
- support
- favorite courses
- experiences.

The organizer combines information obtained from Steps 1-7 and should be completed in pencil so that changes can be easily recorded on the same sheet; it is a working document. This organizer should be introduced to the student in 8th grade and then made a part of the transition IEP articulation meeting for high school registration. The same completed organizer may also be used in classroom activities during the 9th grade. Suggested courses include learning strategies, critical thinking skills, or employability skills. If the student has not had the opportunity to use the SIMPLY *Careers All about Me Organizer* (page 55) or complete the activities identified in the grade level career development sequence (page 28), 9th grade is the time to catch up by completing the activities and the organizer. The career development sequence is a table that lists suggested career development activity implementation and use of resources by each step and grade level. Follow the grade level career development sequence for suggested implementation of career assessment activities for levels 1, 2, and 3.

The SIMPLY *Careers All about Me Organizer* becomes an integral part of transition IEP development and the anchor of the career portfolio (page 31). The career portfolio organizes the implementation of the 7 steps and will be discussed at length later in this guide.

The SIMPLY *Careers Family Survey* (page 57) can be given to family members to complete just prior to or during the transition IEP meetings or during open houses, or it may be sent home. Family information about the student provides tremendous assistance and insight into the entire transition planning process.

There are a number of student self-exploration surveys as well as teacher surveys currently available. A few examples are provided in the teacher reproducible master section. The Mini Survey of My Interests and Mini Survey of My Aptitudes and Strengths were taken from *Dare to Dream, Revised*. *Dare to Dream, Revised* is a wonderful resource that contains numerous activities that may be incorporated into the implementation of SIMPLY *Careers*. Two examples of curriculum-based vocational assessment (CBVA) rating forms are also provided for teachers to use in their classrooms (pages 59, 61). See “other resources” (page 41) for information on where to get the complete CBVA implementation guide.

Family information about the student provides tremendous assistance and insight into the entire transition planning process.

Step 2—Career Focus: Matching Interests and Talents with Broad Career Focus Areas

Grades
K-9

Description

Focus areas are groupings of career areas with common human attributes, not groupings of specific courses taught or programs offered.

Career focus areas are four broad groupings of career clusters and occupations with common attributes. They are based on

- human personality traits
- preferences
- interests
- natural talents.

All individuals show a strong disposition for one of these four areas regardless of their ability level. All programs and jobs fall into one of these four areas, and all career inventory results can be easily fit into these four areas. Many school districts have implemented similar focus areas, clusters, or learning communities, which can be linked or aligned to the four described below. These four broad areas can be used as described or modified to meet individual district programs and needs. Focus areas are groupings of career areas with common human attributes, not groupings of specific courses taught or programs offered.

Broad career focus areas are used to match a student’s academic curriculum, technical courses, and extracurricular activities with their talents, interests, and plans during and after high school. They are a way to organize instruction and student experiences in

- community-based vocational training programs
- supported employment programs
- on-the-job training programs
- career and technical education
- tech prep programs
- career academies
- work-based learning
- learning communities, magnet, and charter schools.

Organizing programs and activities by career focus can assist the student in seamlessly preparing to meet the demands of postsecondary education and/or meet the expectations of employers by linking education to future goals.

The four *SIMPLY Careers* career focus areas and their common attributes are as follows.

Career Focus	Career Focus Attributes
Arts, Design, and Communication	create, debate, draw, perform, imagine, innovate, originate, inspire, persuade, promote, express artistically, work independently
Business, Sales, and Management	organize, promote efficiency, work with words and numbers, set goals, focus on results, use systems, express ideas, appraise, think objectively, specialize, analyze data, manage
Scientific, Technical and Natural Resources	use math skills, use science skills, solve problems, assemble or build, use tools and machinery, think logically, repair, invent, research, find a challenge, investigate, explore plants and animals, work outdoors, protect the environment, use technology
Social Science, Health and Education	help others, use verbal skills, protect, enforce rules, provide services, teach, use social skills, help the community, counsel, provide social and personal service

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs. Masters include

- *SIMPLY Careers* Career Focus Card (describes all four career focus areas on one sheet—pathways not discussed—for use with middle school or students with more intense needs)
- *SIMPLY Careers* Focus/Pathway Cards (each career focus area and pathway described on separate sheets—pathways are discussed further in Step 3—for high school use)

Continue using *SIMPLY Careers* All about Me Organizer in this step.

Implementation

***Implementation
of career focus
areas is the
basis for
SIMPLY
Careers.***

Implementation of career focus areas is the basis for *SIMPLY Careers*. All coursework, activities, experiences, programs, and training in which a student participates should be based on the student's chosen career focus area. The career focus area is determined after completion of step 1—career assessment. Extracurricular activities can also be chosen based on career focus areas that can be implemented at all grade levels. Program success will be greater when sequential career development activities are implemented for all grade levels. Work with the middle schools and elementary schools to share the activities suggested and begin systemic implementation of those activities so that each grade level builds on the previous one. Brainstorm ideas that build on the activities already in place that will link together program implementation in a consistent format. Activity and resource ideas for implementing career focus areas for each grade level can be found in the career development sequence (page 28).

Career focus areas provide information and a broad direction from which to develop the post-school outcome. Using the career assessment data from step 1 and the student's identification of their career focus in step 2, the outcome statement that is based on the student's needs, preferences, and interests can evolve. The identification of the career focus also assists the transition IEP team in focusing on the areas of vocational training, employment, and adult education to be considered. Career focus areas also provide a focal point for planning the future course of study and annual goals.

The four career focus areas can also serve as the foundation for integrating exceptional student education (ESE) programs and activities. The career focus concept is recommended for implementation in all general programs for all students in the school so that the philosophy and activities become a part of the day-to-day school environment.

The *SIMPLY Careers* career focus card is a one-page description of all four career focus areas. The focus card can be photocopied on card stock and used as a part of middle school or high school activities such as a classroom daily lesson, a source of information sent home to families, and/or a part of the 8th grade transition IEP articulation meeting.

The SIMPLY *Careers* career focus/pathway cards are four separate pages describing each one of the four career focus areas on each card. The cards can be utilized in several ways.

- Photocopy the cards on card stock and use as a part of high school activities. Use at open houses and transition IEP meetings to spark questions and future goal discussion.
- Use the cards with daily classroom lessons.
- Have students keep their chosen career focus/pathway cards in their career portfolios.
- Post the cards on the bulletin board and have the students bring in items, newspaper articles, etc., which they can post with the matching *career focus*.
- Send students' chosen focus area cards home to families with a homework assignment utilizing family involvement.

Once the student has learned about the career focus areas, the student's chosen focus area should be recorded and/or updated on the SIMPLY *Careers* All about Me Organizer.

The step 2 resource listing (page 42) includes the website for the *Occupational Outlook Handbook* which may also be helpful when implementing this step.

***The SIMPLY
Careers career
focus cards are
four separate
pages describing
each one of the
four career focus
areas on each
card.***

Step 3—Career Research and Pathway: Learn about Clusters, Careers, and Occupations within Career Focus Areas

**Grades
8-10**

Description

Career research is an important part of the student's decision making process.

Career research is an important part of the student's decision making process. Using the wealth of resources currently available, career research has become easier than ever before. Career research typically looks at occupations which sometimes may appear to be limiting. It is important that discussion and activities take place to help students link the occupations with their chosen broad career focus. Looking at the wide array of occupations within a career focus opens up possibilities that may have been initially overlooked. Researching these occupations gives students a deeper understanding of their career focus and how it relates to their goals.

Researching the occupations and the pathways that the student must take to get there is also critical. The realization that some courses may be required for a pathway that the student did not plan on taking also helps the student in the decision making process. A pathway is the direction, education, or training required to reach a specific occupation. For example, how many times have you asked a student what he wants to do when he grows up and he says, go to college. Going to college is of course a pathway to an occupation within the career focus, not the career goal itself. There are no general entry requirements, course requirements, or testing requirements to choose a pathway. However, some specific occupations chosen within a pathway may have requirements for entry. Be sure that the student has a clear understanding of any requirements that pertain in your specific district.

There are three pathways within each career focus. These pathways are used to link the students' courses, academic abilities, and post-secondary education plans with their career goals. Student knowledge of each pathway and its opportunities are necessary to achieve the student's career goal. The three pathways are

1. Direct Entry Pathway

career opportunities that typically require on-the-job training or completion of a specialized course

2. Technical Pathway

career opportunities that typically require completion of a two-year community college associate degree, completion of a certification program, or an apprenticeship

3. Professional Pathway

career opportunities that typically require completion of a four-year university bachelors degree or graduate degree program

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

- SIMPLY *Careers* Career Research Activity Sheet
(The student's top three favorite occupations should also be recorded on the All about Me Organizer)
- Continue using SIMPLY *Careers* All about Me Organizer in this step.
- Continue using SIMPLY *Careers* Focus/Pathway Cards in this step.

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs.

Implementation

A variety of career research materials and formats should be used, including

- books
- computer software
- videos
- guest speakers
- job shadowing

The more career research opportunities that are provided, the more information students will have to make informed decisions about their futures. Career research opportunities should be infused in each academic subject area so that students can see the relevance of the specific curriculum to their desired career goals.

The more career research opportunities that are provided, the more information students will have to make informed decisions about their futures.

Careful implementation of each pathway is critical to the appropriate planning of a student's program.

Comprehensive career research will help students shape their visions for themselves beyond high school. This research can also lead to a more focused desired post-school outcome statement on the transition IEP.

The student's identified pathway forms the basis for transition IEP course of study determination. Pathways are used to link the students' courses, academic abilities, and post-secondary education plans with their career goals. Careful implementation of each pathway is critical to the appropriate planning of a student's program. Courses and programs should be chosen cautiously so that students will have a variety of appropriate future opportunities to choose from in order to reach their fullest potential. The career assessment results, identified career focus, career research information, and pathway preference from steps 1-3 can be used to help determine the transition services activity area annual goals or statements for instruction, community experiences, and employment. This information may also be useful to the transition IEP team in making the appropriate diploma selection.

The SIMPLY *Careers* Career Research Activity Sheet can be used as a classroom career research activity. Students may use multiple photocopies of this activity sheet during the research step. After students have completed the research activities, the students' top three favorite occupations and why they are their favorites should be recorded on the SIMPLY *Careers* All about Me Organizer.

Once the student has learned about the pathways, the student's chosen/targeted *pathway* should be recorded and/or updated on the All about Me Organizer.

Continue using the SIMPLY *Careers* Focus/Pathway Cards as a part of career research activities.

Follow the grade level career development sequence for implementation ideas of career research activities and pathways.

The step 3 resource listing (page 42) also includes a variety of websites that may be helpful in implementing this step.

Step 4—Career Planning and Decision Making by Chosen Career Focus: Putting It All Together and Setting Goals

Grades
8-PS

Description

The career planning and decision making step merges information gathered in steps 1, 2, and 3 and is used to match the results with program and course selections and determining the student’s career goal. Career planning and decision making activities should take place in the classroom as well as during individual counseling with the student, all before each annual transition IEP meeting. Having this information before the transition IEP meeting ensures that

- the appropriate stakeholders are invited to the meeting
- focused discussion from all stakeholders can take place based on this information
- appropriate course of study and annual goals can be determined

When transition IEP development is based on this information, fine-tuning then becomes relatively easy.

At this step the career portfolio should be introduced to the student. Students should start filling out their own career portfolios and include the SIMPLY *Careers* All about Me Organizer, a copy of their chosen career focus area card, and any other pertinent classroom activities or documents as appropriate. The completed SIMPLY *Careers* All about Me Organizer should be updated or revised at least annually so that it can be used for accurate program and service planning. See the career portfolio section for a complete description and suggested organization of the portfolio (page 31), and the appendix (page 51) for a reproducible master of the portfolio itself.

This portfolio should be a part of and used at every transition IEP meeting. Individual districts must decide if the portfolio will be kept with the transition IEP or in the classroom where it can be updated more frequently.

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

- SIMPLY *Careers* Career Portfolio
- SIMPLY *Careers* Attention Families! flyer

When transition IEP development is based on this information, fine-tuning then becomes relatively easy.

- SIMPLY *Careers* Program Opportunities Worksheet
- continue using SIMPLY *Careers* All about Me Organizer in this step.

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs.

Implementation

The desired post-school outcome will evolve from broad visions to specific dreams.

IDEA emphasizes that transition IEP teams involve the student meaningfully in the transition IEP process and coordinate the student's courses of study, activities, and experiences that lead to attaining the desired post-school outcome. Student information acquired from steps 1-4 is helpful in accomplishing both of these transition planning elements. This information can be used to assist in the development of transition IEP annual goals and short-term objectives. Using this information can increase the participation of the student in their career planning and decision making which will lead to focused and relevant transition IEPs. The vehicle for completing and documenting this is the career portfolio.

As a part of the decision-making process, the student's desired post-school outcome should be reviewed and adjusted each year as the student acquires new experiences and perspectives. The desired post-school outcome will evolve from broad visions to specific dreams.

The SIMPLY *Careers* Attention Families! flyer can be used to assist in the career planning process. It may be sent home via school newsletter, individual mail out, or handed out at the transition IEP meeting. Excerpts can be taken from the flyer and used in school newsletter articles or other marketing materials. It can also be used at parent organization meetings, parent training, and train the trainer workshops.

The SIMPLY *Careers* Program Opportunities Worksheet is provided as a framework to help organize local programs that are available. Both high school and post-secondary school should be included. The transition contact, teacher, counselor, or other team member designated should research and complete the form. For ease in completion, other ideas include

- circulate to program/course providers so that stakeholders can update their parts
- the interagency committee or team may complete or add information during one of the interagency meetings

Once this local information is compiled on the worksheet, it can be photocopied and distributed to all teachers, counselors, agency partners,

and other stakeholders so that the information can be used for goal planning and during the transition IEP meeting. This worksheet should be updated annually to ensure that accurate program availability information is being shared. Establish a specific time when it will be updated, for example at the first interagency meeting of the year or circulated during the month of September.

Career planning and decision making continues throughout a lifetime. It is important to relate this to students before they graduate so they can be equipped with the information and skills necessary to upgrade their skills continually, access support services, and reach each new goal.

Follow the grade level career development sequence for implementation ideas of career planning and decision making activities.

Refer to the step 4 resource listing (page 43) for additional resources that may be helpful in implementing this step.

***Career planning
and decision
making continues
throughout a
lifetime.***

Step 5—Support Services: Helping Students Get Where They Want to Go

Grades
9-PS

Description

All support services utilized should be based on the individual needs and goals of the student.

After students complete career assessments, determine their career focus, research careers and pathways, and make plans and decisions based on that information, it is time to examine support services that may be needed to assist students in reaching their goals. Determining support services to reach the student's goals comes after the career planning and decision making step. Career planning and decision making are not based on the support services available. There are always creative ways to secure needed services, including

- collaborating with business partners and community members
- utilizing the interagency collaboration team for resources and ideas
- working with stakeholders to look for ways to streamline interagency linkages
- pursuing grant opportunities for program enhancement.

Working with agencies and businesses by assisting them in a need they have may benefit your program in the long run. Explore the possibilities so a win-win situation can be had by all.

There are many types of support services available. All support services utilized should be based on the individual needs and goals of the student. Support may include making instructional accommodations in the classroom or making vocational curriculum modifications through modified occupational completion points. It is important to relay to families that curriculum modifications affect diploma choice. A few support service examples include

- assign the student a career focus business mentor
- arrange tutoring opportunities—implement a study club
- coordinate classroom note taking
- utilize business partners for assistive technology needs
- access special equipment needed for skill acquisition
- implement instructional accommodations
- implement curriculum modifications
- provide materials in alternate formats
- institute a buddy system transportation training program
- enroll the student in specialized programs
- access adult service provider services.

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

- continue using SIMPLY *Careers* All about Me Organizer in this step
- continue using SIMPLY *Careers* Career Portfolio in this step

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs.

Implementation

Transition IEPs include the identification of related services that are required for the student to benefit from special education, program modifications, and supports for school personnel including instructional accommodations and materials, assessment, learning environment, vocational course and program requirements, and supplementary aids and services provided. When identifying all of these support services, it is critical to be sure that they focus on the students' chosen career focus areas and pathways that lead students to their desired post-school outcomes. Remembering this focus can spark additional ideas that may assist students in making progress towards their goals.

To complete this step, IDEA states that if an agency is likely to provide or pay for services, the agency needs to be invited to the transition IEP meeting, and if an identified agency fails to provide the services agreed upon, the IEP team must reconvene to identify alternatives. Brainstorm ideas with stakeholders that may assist the transition IEP team with identifying a variety of supports and services that may assist students in reaching their goals.

Follow the grade level career development sequence for implementation ideas for support services. The step 5 resource listing (page 43) also lists additional resources that may be helpful in the implementation of this step.

Remembering this focus can spark additional ideas that may assist students in making progress towards their goals.

Step 6—Program and Training in Chosen Career Focus: Develop Skills through Relevant Learning

Grades
10-PS

Description

There are many types of programs available that can assist the student in this aspect of career development.

When students are in step 6, they should be participating in program and training opportunities that are based on steps 1-5, which results in developing skills directly related to students' desired post-school outcomes. All courses and activities should relate to this outcome. There are a variety of ways to accomplish this objective which include

- using thematic units in required academic courses based on chosen career focus area
- assigning classroom projects that integrate both academic and vocational concepts
- offering community-based instruction opportunities based on career focus areas.

There are many types of programs available that can assist the student in this aspect of career development, including

- ESE employability skills programs
- secondary vocational education/career and technology programs
- tech prep programs
- career academies
- magnet or charter schools
- adult education programs
- vocational technical center programs
- community college programs
- site-based employee programs.

Participation in these programs should be based on the results of steps 1-5. Use the locally updated program opportunities worksheet in the step 4 career planning and decision making section to help determine opportunities in your area.

The U. S. Department of Education has identified 16 specific career clusters that link secondary schools to two and four year colleges, graduate schools, and the workplace. Curriculum guidelines, academic and technical standards, assessments, and professional development materials are being created. These career clusters are designed for the student who will pursue the technical or professional pathway. Career and technology programs, tech prep, and career academies fall under these 16 career clusters. The 16 cluster programs and where they fit within the SIMPLY *Careers* broad focus areas are as follows:

Simply Careers

Career Focus	DOE-Related Career Cluster
Art, Design, and Communication	Arts, A/V Technology and Communications
Business, Sales, and Management	Business and Administration Finance Information Technology Retail/Wholesale Sales and Services Hospitality and Tourism
Scientific, Technical, and Natural Resources	Architecture and Construction Manufacturing Scientific Research and Engineering Transportation, Distribution, and Logistics Agriculture and Natural Resources
Social Science, Health, and Education	Education and Training Government and Public Administration Health Science Human Services Law and Public Safety

Implementing a capstone project in the school or program plays an integral part in measuring the success of complete program implementation

In the final year of high school or senior year, students may complete a capstone project based on their chosen career focus. Implementing a capstone project in the school or program plays an integral part in measuring the success of complete program implementation since the capstone project is the culminating activity from which knowledge acquired from all courses, programs, and activities completed by the student are pulled together. The suggested capstone three-part project also serves as another important piece of relevant learning for students that links their school experiences to their future. The capstone project three parts may include the following:

- Part one may consist of a research paper or report completed on a topic within the chosen career focus.
- Part two may include 10-15 hours of volunteer work in the community with a business partner or mentor in the student's chosen career focus. Students also include information about the experience in their career portfolios.
- Part three may consist of students' speeches to a three to four member business panel on their projects. The speech includes what students learned from the experience and their future plans and its relationship to the project choice.

The capstone project components can easily be modified to fit the individual needs and abilities of all students.

The capstone project is a great way to bring together all of the career development activities that students have completed and serves as a meaningful springboard into their post-secondary paths.

The capstone project components can easily be modified to fit the individual needs and abilities of all students. Many school districts have already implemented various forms of this project with great success. Examples of project modifications may include

- three to five hours of volunteer work
- one page report
- reading and reporting on related articles in the newspaper
- interviewing a business member in a related area

The main objective is to implement a culminating project that exemplifies the relevancy of students' education with their desired post-school outcomes, ensuring that students clearly see that their courses of study, activities, and experiences are truly coordinated and lead to the attainment of their desired post-school outcomes. Creativity in implementing this will result in widespread student success.

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

- continue using SIMPLY *Careers* Career Portfolio in this step
- continue using SIMPLY *Careers* Program Opportunities Worksheet in this step
- continue using SIMPLY *Careers* All about Me Organizer in this step

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs.

Implementation

Use the student's career portfolio to assist in mapping out the programs and training to reach the student's career goal and desired post-school outcome. The student's capstone project and related information will also be recorded and stored in the portfolio.

Review the locally updated program opportunities worksheet for program and training enrollment information prior to each annual transition IEP so that appropriate planning, updates to courses of study, and modifications can be implemented.

Continue to review and update the SIMPLY *Careers* All about Me Organizer as needed, which should be located in the student's career portfolio.

Transition IEP goals and objectives should reflect student participation in specific program and training opportunities that were chosen based on the student results of steps 1-5. Information derived from SIMPLY *Careers* activities may be included in the instruction, employment, and community experiences transition services activity areas on the transition IEP.

Follow the grade level career development sequence for implementation ideas for the program and training step. Additional resources that may be helpful in implementation are also listed in the step 6 resource listing (page 44).

The student's capstone project and related information will also be recorded and stored in the portfolio.

Step 7—Work-Based Experiences in Chosen Career Focus: Applying Skills That Link the Classroom to the Real World.

Grades
11-PS

Description

The students should be spending as much time as possible in community settings.

When students are at this step, they should be participating in work-based experiences outside of school. These experiences should include teaching students the process of lifelong learning, acquiring skill upgrades to further future career goals, and accessing support services that may be needed for future goal changes. The students should be spending as much time as possible in community settings. For academically advanced students, work experiences may also continue into post-secondary years, including student teaching, residency, etc.

All work-based experiences should be developed and implemented by the student's chosen career focus. Internships, volunteer opportunities in the community, service learning, supported employment programs, on-the-job training programs, diversified cooperative training, and cooperative education help the student to apply the skills learned through real world experiences. If the student completes steps 1-6 then gets a job in an unrelated area, it undermines the entire career and transition IEP process. Creativity is helpful when planning work-based experiences, paid and unpaid; sometimes one extra step or phone call can make the difference between success and failure.

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

- continue using SIMPLY *Careers* Career Portfolio in this step
- continue using SIMPLY *Careers* All about Me Organizer in this step
- continue using SIMPLY *Careers* Program Opportunities Worksheet in this step

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs.

Implementation

The students' work-based experiences in their chosen clusters should be reflected in the transition IEP goals in the employment transition services activity area. Creating linkages among students, family members, agencies, and community resources before the student leaves high school to ensure continued work-based support and success should also be implemented during this step.

Continue to use the student's career portfolio to assist in mapping out the work-based experiences planned to reach the student's career goal and desired post-school outcome.

Continue to review and update the SIMPLY *Careers* All about Me Organizer as needed, which should be located in the student's career portfolio.

Review the locally updated program opportunities worksheet for work-based experience program and training enrollment information prior to each annual transition IEP so that appropriate planning, transition post-secondary linkages, and accommodations as appropriate can be implemented.

Follow the grade level career development sequence for implementation ideas for work-based experiences by career focus. Additional resources that may assist in implementation are also listed in the step 7 resource listing (page 45).

The students' work-based experiences in their chosen clusters should be reflected in the transition IEP goals in the employment transition services activity area.

Career Development Sequence

Suggested Career Development Activity Implementation and Use of Resources by Step and Grade Level

Grade Objective	Step 1 Career Assessment	Step 2 Career Focus	Step 3 Career Research and Pathway	Step 4 Career Planning and Decision Making	Step 5 Support Services	Step 6 Program and Training by Career Focus	Step 7 Work-Based Experience by Career Focus
K-3rd Introduction		Career Focus Coloring Book Field Trips					
4th-5th Awareness	Career Awareness Inventories Checklists	Career Focus Days Parades Field Trips Junior Achievement Guest Speakers					
6th Understand Me	Personality, Values Survey Self Exploration Survey (likes, hobbies)	Self Esteem Activities Career Focus Field Trips Junior Achievement					
7th Explore Career Attributes	Learning Style Survey Career Interest Inventory	<i>SIMPLY Careers</i> (SC) Focus Card					
8th Compare and Match	Career Interest Inventory	SC Focus/ Pathway Cards SC Program Opportunity Worksheet	Career Interest Inventory Workbook Career Videos SC Focus/ Pathway Cards Career Focus Guest Speakers	SC All about Me Organizer SC Attention Families! Flyer			

Grade Objective	Step 1 Career Assessment	Step 2 Career Focus	Step 3 Career Research and Pathway	Step 4 Career Planning and Decision Making	Step 5 Support Services	Step 6 Program and Training by Career Focus	Step 7 Work-Based Experience by Career Focus
9th Probe and Set Goals	Career Interest Inventory Learning Style Survey Personality, Values Survey Teacher Survey/ Student Observations Student Survey Family Survey	SC Focus/ Pathway Cards SC Program Opport. Worksheet School Based Enterprises Extracurricular Activities	Career Interest Inventory Workbooks Career Videos SC Focus/ Pathway Cards Career Focus Guest Speakers	SC All about Me Organizer SC Career Portfolio SC Attention Families! flyer	Discuss Need for Agency Involvement Specialized Programs and Assistance Available for Targeted Students		
10th Expand and Focus	Career Interest Inventory CBVA Ability, Aptitude Assessment Situational Assessment		Career Focus Guest Speakers Job Shadowing	SC Career Portfolio SC Program Opport. Worksheet	Career Focus Business Mentors Tutoring Note Taking Materials in Alternate Formats	Thematic Units Integrated Projects Community-Based Instruction Vocational Programs Career Academies Magnet/Charter Schools School-Based Enterprises	
11th Develop Skills	CBVA Ability/Aptitude Assessment Work Samples Situational Assessment Vocational Evaluation			SC Career Portfolio SC Program Opport. Worksheet	Career Focus Business Mentors Agency Involvement Secured Tutoring, Note Taking Materials in Alternate Formats	Thematic Units Integrated Projects Community-Based Instruction Vocational Programs Tech Prep Programs Career Academies Magnet/Charter Schools School-Based Enterprises	Internships Volunteerism Supp. Empl. OJT DCT Coop

Grade Objective	Step 1 Career Assessment	Step 2 Career Focus	Step 3 Career Research and Pathway	Step 4 Career Planning and Decision Making	Step 5 Support Services	Step 6 Program and Training by Career Focus	Step 7 Work-Based Experience by Career Focus
12th Enhance and Link	CBVA Ability, Aptitude Assessment Work Samples Situational Assessment Vocational Evaluation			SC Career Portfolio SC Program Opport. Worksheet	Career Focus Business Mentors Tutoring, Note Taking Materials in Alternate Formats	Thematic Units Integrated Projects Capstone Project Vocational Programs Tech Prep Career Academies Magnet/Charter School School-Based Enterprises	Internships Volunteerism Supp. Empl. OJT DCT Coop
Post Secondary First 5 yrs. Achieve and Apply				SC Career Portfolio SC Program Opport. Worksheet	Tutoring Note Taking Materials in Alternate Formats	Adult Educ. Site-Based Employee Training Vo-Tech Center Prog. Tech Prep Community College University	Vo-Tech Center Coop Apprenticeship Military
Post Secondary 5+ yrs. Upgrade, Change, Advance				SC Career Portfolio SC Program Opport. Worksheet		Adult Educ. Site-Based Employee Training Vo-Tech Center Prog. Community College University	Vo-Tech Center Coop Military

Career Portfolio

Description

A career portfolio is a collection showcasing the student's

- learning history
- skills
- interests
- abilities
- experiences
- achievements
- qualifications
- feedback from others
- evidence of the student's work

It is organized from a career development perspective. The portfolio is a concrete reflection of who the student is, who the student hopes to become, and what the student plans to achieve in career and personal development. The portfolio demonstrates that the student has the competencies and skills necessary to be successful in the workplace and to attain future career and personal goals.

The SIMPLY *Careers* Career Portfolio is used to collect this important career planning and decision-making information gathered from implementation of the 7 steps. It also serves as a valuable resource for teachers to use when developing each component of the transition IEP.

The career portfolio is also used for monitoring the implementation of completed grade level career development activities. The purpose of the portfolio is to

- enhance self-confidence
- enhance work related skills
- foster personal responsibility and self-determination
- organize the transition from school to post-school activities
- house important documents that will assist students in the lifelong career development process

The SIMPLY *Careers* Career Portfolio can be presented in a three ring binder. The contents of the binder can be organized by dividers with tabs, labels, and plastic sheet protectors that are useful in holding documents and work samples. Digital formats of the portfolio can also be created, as appropriate, using a combination of text, audio, and video files. Consider utilizing business partners for donations of old three ring binders that the

The portfolio is a concrete reflection of who the student is, who the student hopes to become, and what the student plans to achieve in career and personal development.

The portfolio should be strong and durable enough to last 4-6 years.

student can add new covers to, or a local business may want to sponsor your class with the donation of binders.

More economical presentation formats may also be used, including file folders with three ring inserts or pockets. Making a student-decorated report style cover out of construction paper or poster board may be an alternative. The portfolio should be strong and durable enough to last 4-6 years. Be creative and utilize student input.

The career portfolio is divided into three sections; section 1, vision; section 2, experience; and section 3, collection. Suggested contents of the portfolio sections may include but are not limited to

- **vision**
 - o desired post-school outcome
 - o career goal
- **experience**
 - o SIMPLY *Careers* All about Me Organizer
 - o chosen career focus/pathway card
 - o diploma option and graduation requirements for option selected
 - o list of career focus courses, programs, activities, and experiences completed that lead to the desired post-school outcome
 - o four year course planning sequence
 - o employment experiences and work history
 - o resume
 - o list of community service and/or volunteer experiences
 - o list of clubs, extracurricular activities
 - o description of skills acquired
 - o list of achievements and successes
 - o scholarship requirements/opportunities
- **collection** (create a narrative for each artifact and state why it is in the portfolio)
 - o samples of best class work/projects
 - o capstone project
 - o pictures of completed projects
 - o program completion awards and certificates
 - o MOCPs certificate
 - o three letters of recommendation
 - instructor
 - employer/work-based experience supervisor
 - community member/mentor
 - o letters from parents, students, employers
 - o performance and/or job evaluations

- o sample completed job application
- o transcripts
- o licensure/certification documentation

Sample Teacher Reproducible Masters

Use the reproducible masters listed below when implementing this step. These masters are located in the appendix (page 51).

The career portfolio contains four separate masters that can be photocopied on card stock, on a file folder, or on individual sheets for implementation. The career portfolio consists of

- *SIMPLY Careers* Career Portfolio
 - o cover sheet
 - o four year program planning worksheet
 - o experiences worksheet
 - o checklist

The masters are provided as an example only. Review the masters carefully to determine if using them as is will meet the individual needs of your students or if some modification may need to be made to meet individual student or district needs.

The career portfolio is the place where all SIMPLY Careers 7-step activities can be organized.

Implementation

The career portfolio is the place where all *SIMPLY Careers* 7-step activities can be organized. The career portfolio can be implemented for **all** students and should be used on a regular basis as a part of classroom activities throughout high school. Begin using the portfolio in the 9th grade year. It can be implemented as a part of a particular class or used in individual counseling sessions with the student. Continue using the portfolio every year by establishing a particular time or course where updates will be made. Making it an integral part of the school day will ensure implementation is effective.

This portfolio serves as a valuable reference that should also be reviewed and updated as necessary prior to each transition IEP meeting. The portfolio should be used during the meeting for the development and refinement of the desired post-school outcome; present level of educational performance; annual goals and short term objectives; and transition services needs focusing on courses of study, needed services, accommodations, and linkages. The portfolio

contains a wealth of knowledge that will assist the transition IEP team in transition IEP development.

The career portfolio belongs to the student and should be given to the student upon graduation/exit from school. Each district should determine the process that best meets the individual needs and demographics of that district. In the classroom, students should be taught how and when to use the portfolio after school exit, including reviewing it before an interview to prepare to speak on their accomplishments and taking it to future job interviews to illustrate points made during the interview. These skills should be practiced regularly in class prior to the student exiting school. The student should also learn how to schedule regular reviews and updates to their portfolio and continue to collect artifacts and write about them. The career portfolio is a self-reflection over time.

The career portfolio reproducible masters should be photocopied and used as inserts in the three ring binder.

The career portfolio reproducible masters should be photocopied and used as inserts in the three ring binder. If desired, it can also be photocopied on a file folder, but keep in mind that although using a file folder is more economical, it can limit the amount of documentation that the student can collect and may make it more difficult to keep contents in order. Frequent use of the portfolio contents throughout high school will validate to the student the importance of the information contained within and the relevance to their future goals.

School stakeholders should determine the best avenues for implementing the continued use of the portfolio throughout high school. For example, it may be used each year in English classes or English class in 9th grade, social studies in 10th grade, employability and/or vocational classes in 11th and 12th grade, or the guidance counselor or a transition specialist may implement a particular grade level or activity, etc. Remember to be flexible and creative. It is important that counselors, transition specialists, and teachers from all disciplines work together to implement a consistent approach that best meets the needs of each student in the district.

In the *Transition Services from School to Adult Living for Students with Disabilities: A Guide for Persons Involved in Transition Planning*, it states that a “career plan is a separate document from the Transition IEP; however, its content should be reflected in the student’s Transition IEP. The career plan should become part of the transition portfolio.” The *SIMPLY Careers Career Portfolio* is the student’s career plan and contains all of the recommended components listed in that career plan.

The cover sheet describes each section of the portfolio with suggested contents listed. It serves as the portfolio’s table of contents.

The four-year program planning worksheet serves as the student's course of study worksheet. It may be completed as a classroom activity or during one-on-one counseling with the student. Using this completed document when finalizing course selections simplifies implementation. The completed worksheet should be kept in section 2 of the portfolio.

The experiences worksheet provides a place for students to summarize their employment and work history; community service and volunteer experiences; participation in clubs, associations, and extracurricular activities; and awards, achievements, and other successes. The completed worksheet should be kept in section 2 of the portfolio.

The portfolio checklist is designed to be used for 9th through 12th grades and serves as a summary of activities and experiences completed. Students may check off the activity completed as a part of a classroom activity, in individual counseling sessions, or as part of the transition IEP meeting discussion.

Consider the individual needs of your district when implementing the use of the career portfolio.

The four-year program planning worksheet serves as the student's course of study worksheet.

Key Factors for Implementation Success

There are five important factors that must be considered in order to ensure the successful implementation of *SIMPLY Careers*. These factors along with implementation ideas are as follows:

There are five important factors that must be considered in order to ensure the successful implementation of SIMPLY Careers.

A. Implement all 7 Steps of *SIMPLY Careers*

Implement and use all of the *SIMPLY Careers* 7 steps for transition IEP development. The comprehensive *SIMPLY Careers* 7-step process will assist students in achieving the career and employment components of their desired post-school outcomes through sequential career assessment, exploration, activities, experiences, programs, support, and planning centered around the four broad career focus areas. Implementing all 7 steps will help to better equip students to reach their goals. By using *SIMPLY Careers*, students can take charge of their futures. Implementation ideas include

- assist in implementation by putting information about specific subject areas taught on bulletin boards arranged by career focus
- post the *SIMPLY Careers* 7 steps around the classroom designating sample student activities in each step
- lead student discussions on the purpose of specific daily assignments and how they fit into one or more of the steps

B. Market your Program

In order for any program to be successful, people must know about it. Marketing the *SIMPLY Careers* 7 steps and career focus areas to other teachers, administrators, business partners, service providers, parents, and of course, students must be done so that all stakeholders can work as a team to help students reach their goals. Implementation ideas include

- put information about the program in school newsletters, letters to parents, school web sites
- post program information on school bulletin boards
- let students promote each step through updates during daily announcements and school public relations events

C. Focus on Student Needs, Interests, and Goals

It is important to share the *SIMPLY Careers* 7 steps and the entire career development process with the student. By making the 7 steps an active part of all classroom learning and frequently using the career portfolio, students will clearly see the relevance of school and how it leads to reaching future goals. It is critical that students remain in

charge of their destinies through personal decision-making.

Implementation ideas include

- implement self-advocacy activities in the classroom
- teach the SIMPLY *Careers* 7-Step process as a daily or weekly lesson
- have the student identify where he/she is in the process and begin goal setting

D. Teamwork

Working closely with vocational teachers, tech prep contacts, and school administrators will enhance program implementation. Each of these individuals has valuable information that can help the student in the career development process. Administrative support for any program is essential. Regularly update administrators on program successes and needs. Vocational teachers can keep ESE teachers up to date by sharing specific program information and business linkages already in place. ESE teachers can keep team members up to date by sharing how each teacher fits within the 7-step implementation and the importance of each teacher's role in student success. Ensuring that team members have up-to-date information on program implementation can assist in securing active participation by all stakeholders.

Career development is an integral part of each school's comprehensive guidance and counseling program. The sharing of expertise among guidance counselors, occupational specialists, ESE teachers, and transition specialists can result in cohesive and smooth program implementation. The guidance department has a wealth of knowledge and invaluable information that can assist students in reaching their goals.

Maintain open dialogue with adult service providers.

- Share the SIMPLY *Careers* 7-step career development process.
- Explain career focus areas so that providers can become an integral part of the process.
- Brainstorm linking activities that providers may be able to implement for students that will link to the student's career goals.

This collaboration results in the student making a smoother transition to adult services after exiting high school. A variety of collaboration activities may be implemented for all students: job/agency fairs in career focus areas, mock job interviews by agency

Working closely with vocational teachers, tech prep contacts, and school administrators will enhance program implementation.

representatives in career focus areas, etc. In all collaboration efforts, remembering that individual student confidentiality and required consents, as appropriate, should remain in the forefront of activity planning.

E. Maintain Active Business, Community, and Family Involvement

Utilize the talents and skills of business partners and community members by inviting them to share their expertise as career focus guest speakers or mentors.

Plan a joint classroom activity or lesson that the business partner actively participates in or teaches to the student. Let the student suggest business or community members as guest speakers. Have the student identify which career focus area that business partner fits into. This active learning will help to validate the importance for the entire career development process.

Consider sending the SIMPLY *Careers* Attention Families! flyer home initially during the 8th grade year, and then use it again in 9th grade for family members who may have missed it. It is important for stakeholders to see the overall goal in order to participate. Try adding a “SIMPLY *Careers* Clips” section or article to the school newsletter that is mailed home. Conduct family/student open houses based on the career focus areas with teachers from different programs in attendance to explain what they have to offer. In the later high school years, have career focus nights with business, post-secondary representatives, and agencies in attendance so they can highlight their opportunities.

In closing, implementing the SIMPLY *Careers* 7-step process will not only focus transition IEP development, high school courses, activities, and training, but also will pull together education and business towards a common focus. More importantly it will assist students in preparing for their careers, learning life long, and reaching their career and personal goals.

Utilize the talents and skills of business partners and community members by inviting them to share their expertise as career focus guest speakers or mentors.

Acronyms

ADA	The Americans with Disabilities Act—this federal law prohibits discrimination against persons with disabilities by both private sector and state and local government.
AT	assistive technology
CBVA	curriculum-based vocational assessment
DCT	diversified cooperative training
DOE	Department of Education.
DVR	Division of Vocational Rehabilitation, Department of Education
ESE	exceptional student education—specialized programs and services designed to meet the needs of students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA)
IDEA	Individuals with Disabilities Education Act—the federal law that guarantees that eligible children and youth with disabilities will have available to them a free appropriate public education
IEP	individual educational plan—a written plan that is developed and implemented in accordance with the provisions of IDEA for a student with a disability
MOCPs	modified occupational completion points—a group of competencies/skills needed to obtain proficiency in a specific occupation that falls between established occupational completion points identified in vocational education curriculum frameworks
OJT	on-the-job training
Transition IEP	transition individual educational plan—a Florida term used for an IEP that is developed for students with disabilities ages 14 and older that focuses on the student’s transition services needs

Acronyms

Suggested Resources for Each Step

STEP 1 Career Assessment Resource Listing

Below are examples of level 1, 2, and 3 assessments. Since numerous new products become available on the market each year, this list is provided to give **examples** only of the resources available to help define the three levels. No endorsement is made nor intended for any of the commercial products listed. Products can be purchased from individual vendors, if desired. Ordering information or additional information can be acquired from the Florida Department of Education products catalog (800) 342-9271, Clearinghouse Information Center (850) 245-0477, vendors attending conferences and conventions, professional journal advertisements, the National Career Development Association, or Internet searches. See additional resources after the level 3 examples below.

Level 1 Examples

No endorsement is made nor intended for any of the commercial products listed.

- career interest inventories
 - paper/pencil
 - o Career Game Explorer (middle school)
 - o USES interest inventory (8th)
 - o Harrington-O'Shea Career Decision Making System Level 1 (marketed for middle school-4th grade reading level)
 - o Harrington-O'Shea Career Decision Making System Level 2 (marketed for high school-adult-7th grade reading level)
 - o Florida VIEW
 - o Self-Directed Search
 - o Chronicle Career Quest
 - o RFVII (Reading Free Vocational Interest Inventory)
 - o *Dare to Dream, Revised*
 - computerized
 - o Multimedia Guide to Occupational Exploration
 - o Discover (includes values and career research)
 - o C-Lect
 - o Interest Based Career Decision Making (IBCD)
 - o Career Futures (middle school) includes career research
 - o Choices (high school) includes career research
- personality and work values inventories
 - paper/pencil
 - o DISC Dimensions of Behavior (Carlson Learning Company)
 - o Keirsey Temperament Sorter (based on Myers-Briggs types)
 - o Myers-Briggs Type Indicator
 - o Values Scale

- computerized versions
 - o Vocational Implications of Personality, Jr. (middle school)
 - o Vocational Implications of Personality, Sr. (high school)
 - o Values auction software
 - o Bridges Career Explorer (web site subscription, includes career research)
- learning style inventories
 - Learning Style Program (software)
- curriculum-based vocational assessment (CBVA)-classroom
 - FL DOE CBVA (curriculum-based vocational assessment) Guide

Level 2 Examples

- aptitude and ability assessments
 - Apticom (aptitude levels, software)
 - Aptitude Based Career Decision Making (ABCD)-software
 - Career Assessment Program
 - Work Keys
 - Professional Dynametrics Personality Assessment Software
- job readiness assessments
 - System for Assessment and Group Evaluation (SAGE)
- work samples
 - Talent Assessment Program (TAP)-work samples, software management program
 - PAES (work samples, software)
 - VALPAR System 2000 (work samples and software)
- situational assessment
 - CBVA-work setting (work related behavior checklists) in FL DOE CBVA (curriculum-based vocational assessment) Guide

Resources

Level 3 Examples

- vocational evaluation/simulated work station
 - Singer Work Systems
 - VALPAR Evaluation Systems

Other Resources

Florida Department of Education. (1999) *CBVA: Curriculum-Based Vocational Assessment in Florida*. Florida Department of Education: Tallahassee, FL.

Kapes, J., Mastie, M., Whitfield, E., (1994) *A Counselor's Guide to Career Assessment Instruments*. The National Career Development Association, A Division of the American Counseling Association: Alexandria, VA. (Note: This resource includes specific details for most of the examples listed above as well as publishers' addresses.)

STEP 2 Career Focus Resource Listing

Occupational Outlook Handbook (Bureau of Labor Statistics
<http://www.bls.gov/>)

STEP 3 Career Research and Pathway Resource Listing

Career Related Websites (These sites include information on occupations as well as links to additional resources for investigating career paths and processes.)

Resources

- American Counseling Association: <http://www.counseling.org/>
- Bureau of Labor Statistics, including the Occupational Outlook Handbook: <http://www.bls.gov/>
- O*Net, The Occupational Information Network: <http://www.doleta.gov/programs/onet/occchar.asp>
- Educational Kits and Fact Sheets: www.dol.gov/ (type “educational kits” in the search box)
- NOICC (The National Occupational Information Coordinating Committee): <http://www.ed.gov/pubs/TeachersGuide/noicc.html>
- The National Board for Certified Counselors: <http://www.nbcc.org/>
- JobSmart Salary Surveys: <http://www.jobsmart.org/tools/salary/>
- College View: <http://www.collegeview.com>
- Peterson’s Education Center: <http://www.petersons.com/>
- Academic Innovations: <http://www.academicinnovations.com>
- Career Information: <http://www.militarycareers.com>
- Career Information: <http://www.myfuture.com>
- Career Information: <http://www.careermosaic.com>
- Career Information: <http://www.cweb.com>
- Career Information: <http://www.monster.com> (includes quick personality assessment and sample matching jobs to personality type)
- Career Information: <http://disability.monster.com>

General Internet Information Resources/Search Engines:

- Yahoo: <http://www.yahoo.com>
- The Clearinghouse: <http://www.clearinghouse.net>
- Alta Vista: <http://www.altavista.digital.com>

STEP 4 Career Planning and Decision Making by Chosen Career Focus Resource Listing

Bingham, M., & Stryker, S. (1990) *Career Choices: A Guide for Teens and Young Adults: Who Am I? What Do I Want? How Do I Get It?* Academic Innovations: Santa Barbara, CA: (805) 967-8015 <http://www.academicinnovations.com/>

Bolles, R. (2000) *What Color is Your Parachute: A Practical Manual for Job Hunters & Career Changers*. Ten Speed Press: Berkeley, CA.

Florida Department of Education. (1999) *Dare to Dream, Revised: A Guide for Planning Your Future*. Florida Department of Education: Tallahassee, FL: Author

Kirk, J.J., & Kirk, L. (1995) *Training Games for Career Development*. (reproducible) McGraw-Hill, Inc., New York.

Resources

STEP 5 Support Services Resource Listing

Florida Department of Education. (2000) *Accommodations and Modifications for Students with Disabilities: Vocational Education and Adult General Education*. Florida Department of Education: Tallahassee, FL: Author.

Florida Department of Education. (1998) *Modified Occupational Completion Points in Vocational Education for Students with Disabilities: Proceedings Document*. Florida Department of Education: Tallahassee, FL: Author.

STEP 6 Program and Training in Chosen Career Focus Resource Listing

U. S. Department of Education. Office of Vocational and Adult Education.

<http://www.ed.gov/offices/OVAE>

U. S. Department of Education: New American High Schools.

<http://www.ed.gov/offices/OVAE/> (type “New American High Schools” in the search box)

Southern Regional Education Board. *High Schools That Work*. Atlanta, GA: (404) 875-9211

Florida Department of Education. (2001) *Program Options for Students with Disabilities: Vocational Education and Adult General Education*. Florida Department of Education: Tallahassee, FL: Author.

Florida Department of Education. (2000) *Accommodations and Modifications for Students with Disabilities: Vocational Education and Adult General Education*. Florida Department of Education: Tallahassee, FL: Author.

Florida Department of Education. (1998) *Modified Occupational Completion Points in Vocational Education for Students with Disabilities: Proceedings Document*. Florida Department of Education: Tallahassee, FL: Author.

Resources

STEP 7 Work-Based Experiences in Chosen Career Focus Resource Listing

For additional transition services products and technical assistance contact:

Career Development and Transition Project, Transition Center,
Department of Special Education, University of Florida,
G315 Norman Hall, PO Box 117050, Gainesville, FL 32611-7050
(352) 392-0701 ext. 291.

<http://www.thetransitioncenter.org>

Transition to Independence Process (TIP) Project

<http://tip.fmhi.usf.edu>

Bureau of Instructional Support and Community Services:

<http://www.myfloridaeducation.com/commhome/>

Office of Workforce Education, Bureau of Program Planning and
Development, Special Needs:

http://www.myfloridaeducation.com/programs/spec_nds.htm

Career Portfolio Resource Listing

Bingham, M., & Stryker, S. (1990) *Career Choices: Workbook and
Portfolio*. Academic Innovations: Santa Barbara, CA:

(805) 967-8015

<http://www.academicinnovations.com/>

Bridges Career Explorer Career Portfolio <http://www.bridges.com>
(one month free access may be available)

Resources

References and Additional Resources

- Center on Education and Work, University of Wisconsin-Madison. (1992) *Developmental Guidance Classroom Activities for Use with National Career Development Guidelines*. University of Wisconsin System Board of Regents. Madison, WI: (608) 263-2929.
- Florida Department of Education. (1999) *Dare to Dream, Revised: A Guide for Planning Your Future*. Florida Department of Education: Tallahassee, FL: Author.
- Florida Department of Education. (Revised 2000) *Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families*. Florida Department of Education: Tallahassee, FL: Author.
- Florida Department of Education. (2001) *Program Options for Students with Disabilities: Vocational Education and Adult General Education*. Florida Department of Education: Tallahassee, FL: Author.
- Gysbers, N. C. & Henderson, P. (2000) *Developing and Managing Your School Guidance Program (3rd edition)*. American Counseling Association: Alexandria, VA.
- Kapes, J., Mastie, M., Whitfield, E. (1994) *A Counselor's Guide to Career Assessment Instruments*. The National Career Development Association, A Division of the American Counseling Association: Alexandria, VA.
- Keirsey, D., & Bates, M., (1984) *Please Understand Me, Character and Temperament Types*. Prometheus Nemesis Book Company: Del Mar, CA.
- U. S. Department of Education. *Career Clusters: Focusing Education on the Future*. U. S. Department of Education: Washington, D. C. <http://www.ed.gov/offices/OVAE/clusters>.
- Warren, T. M., (1987) *Vocational Assessment of Secondary Special Needs Students*. Illinois State Board of Education: Springfield, Illinois.

References

Summary of Sample Teacher Reproducible Masters for Each Step
(See appendix.)

SIMPLY *Careers* Fact Sheet

(This summary can be used for presentations, meetings, or other distribution where a general program overview is needed.)

Step 1 Career Assessment

- SIMPLY *Careers* All about Me Organizer
- SIMPLY *Careers* Family Survey
- Student Self Exploration Survey Examples
 - o Mini-Survey of My Interests
(Taken from Dare to Dream, Revised. See reference section for more information.)
 - o Mini Survey of My Aptitudes and Strengths
(Taken from Dare to Dream, Revised. See reference section for more information.)
- Teacher Survey Example
(Miami-Dade County Public Schools CBVA Rating Form)
- Teacher Survey Example
(School District of Osceola County Career and Technical Assessment Rating Form)

Step 2 Career Focus

- SIMPLY *Careers* Career Focus Card
(Describes all four career focus areas on one sheet, pathways are not discussed—for use with middle school or students with more intense needs.)
- SIMPLY *Careers* Focus/Pathway Cards
(Each career focus area and pathway are described on separate sheets for each area—for high school use.)

Continue using SIMPLY *Careers* All about Me Organizer in this step.

Step 3 Career Research and Pathway

- SIMPLY *Careers* Career Research Activity Sheet
(Top three favorites should be recorded on the All about Me Organizer.)

Continue using SIMPLY *Careers* All about Me Organizer in this step.

Continue using SIMPLY *Careers* Focus/Pathway Cards in this step.

Step 4 Career Planning and Decision Making by Chosen Career Focus

- SIMPLY *Careers* Career Portfolio
 - o cover sheet
 - o 4-year program planning worksheet
 - o experiences worksheet
 - o checklist
- SIMPLY *Careers* Attention Families! flyer
- SIMPLY *Careers* Program Opportunities Worksheet

Continue using SIMPLY *Careers* All about Me Organizer in this step.

Step 5 Support Services

Continue using SIMPLY *Careers* All about Me Organizer in this step.

Continue using SIMPLY *Careers* Career Portfolio in this step.

Step 6 Program and Training in Chosen Career Focus

Continue using SIMPLY *Careers* Career Portfolio in this step.

Continue using SIMPLY *Careers* Program Opportunities Worksheet in this step.

Continue using SIMPLY *Careers* All about Me Organizer in this step.

Step 7 Work-Based Experiences in Chosen Career Focus

Continue using SIMPLY *Careers* Career Portfolio in this step.

Continue using SIMPLY *Careers* All about Me Organizer in this step.

Continue using SIMPLY *Careers* Program Opportunities Worksheet in this step.

Appendix

Teacher Reproducible Masters

SIMPLY Careers!

Helping Students with Disabilities Effectively Plan Their Futures through Comprehensive Career Development

To assist the student in leaving school prepared for adult life, transition services requirements were added to the Individuals with Disabilities Education Act (IDEA). "Transition IEP" is a term used in Florida to describe all IEPs with a transition focus beginning on or before the student's 14th birthday. Implementing the new transition IEPs reflects a changing and exciting emphasis on preparing the student for adult life through careful and collaborative planning, effective/relevant instruction, implementation of support services, and smooth transition to future goals.

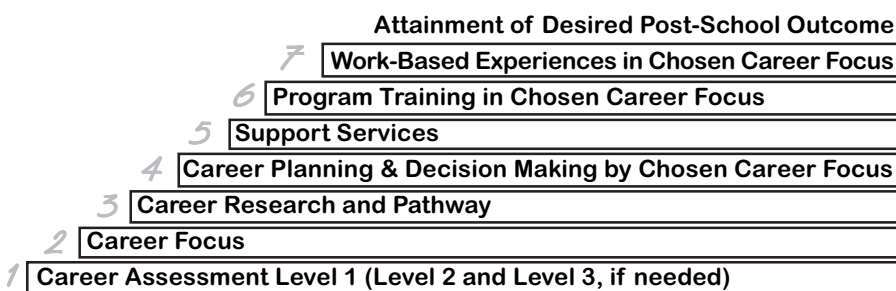
To help guide the transition IEP team, *SIMPLY Careers* pulls together and simplifies each component through a sequential process with activities and steps that will guide the student through effective career development with grade level recommendations from kindergarten through post-secondary education. Implementing *SIMPLY Careers* makes the planning process easier and more effective for the entire transition IEP team while effectively preparing the student for his/her future.

A *SIMPLY Careers* guide with reproducible masters is available from the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Florida Department of Education, 325 W. Gaines St., Room 628 Turlington Bldg., Tallahassee, Florida 32399-0400. (850) 245-0477, cicbiscs@fldoe.org.

The *SIMPLY Careers* guide is designed for use by educators, guidance counselors, career specialists, and other stakeholders who participate in transition IEP meetings.

SIMPLY Careers!

7 Steps to Focused Career Development



SIMPLY Careers consists of a 7-step process that assists students in achieving their transition IEPs and future goals through sequential career assessment, exploration, activities, experiences, programs, support, and planning centered around four broad career focus areas. *SIMPLY Careers* considers the "whole" student in its process: personal/social needs, academic needs, and career development needs. The *SIMPLY Careers* process helps students identify their interests, goals, personal attributes, qualities, and abilities and matches them with future career and personal goals. This process results in the student and the entire transition IEP team being equipped with the information necessary to guide and make informed decisions about the student's future. The process is based on national and state standards in the three researched and adopted career development competency areas of self-knowledge, educational/vocational development, and career planning and exploration. For a student to achieve maximum benefit, the *SIMPLY Careers* 7 steps should be completed sequentially.

The *SIMPLY Careers* 7-step process

- uses a broad career focus approach for implementation
- uses pathways of careers at a variety of levels to meet the needs of all students
- moves each student smoothly through the process using a kindergarten through post-secondary grade level career development sequence
- links classroom learning, activities, experiences, and training to the student's future goals
- is implemented by teams of stakeholders: students, teachers, guidance counselors, parents, adult service providers, and business partners
- promotes collaboration with business partners and community for effective implementation
- demands integration of academics, personal/social goals, career development goals, standards, and accountability
- prepares the student for careers and lifelong learning
- assists in and focuses transition IEP development

SIMPLY Careers! **All about Me Organizer**

The purpose of this organizer is to compile all of the different things that best describe you. Complete the sentences below with your personal information, assessment and survey results, preferences, and choices. Be sure to update your information frequently as you refine your goals.

Personal Profile—a summary of my personal information

My full name is _____

My address is _____

My phone number is _____ My email address is _____

My social security number is _____

My birth date is _____ My driver's license number is _____

List three words that best describe you: 1. _____

2. _____ 3. _____

STEP 1: Career Assessment Results—the results of inventories and surveys I have taken and the things that best describe me (After completing this section, I will use this information to match my abilities and attributes to a career focus area.)

My personality type is (ex. persuader, investigator, etc.) _____

My learning style is (ex. visual learner) _____

My likes and hobbies are _____

Based on career interest inventory results, my top three career interest areas are

1. _____ 2. _____ 3. _____

My work values are (The things that I want most from my career are, for example, job satisfaction, job security, etc.) _____

My favorite skills and abilities are _____

My strongest aptitude is in the area of (the thing I am best at) _____

Other career assessment results that describe me include _____

STEP 2: Career Focus

(Choose one career focus area below.)

- arts, design, and communication
(I am creative, imaginative, and original.)
- business, sales, and management
(I am organized, efficient, and goal oriented.)
- scientific, technical, and natural resources
(I like to solve problems, build, invent, and be active.)
- social science, health, and education
(I like to help others, protect, and teach.)

STEP 4: Career Planning and Decision Making—My Career Goal

After looking at my interests, abilities and aptitudes, needs, desires and career research results, I am planning to prepare for the following career goal:

STEP 5: Support Services

support, service, or other things that I may need to help me reach my goals:

STEP 6: Program and Training in Chosen Career Focus

my top three favorite classes and the thing I like best about each class

1. _____
2. _____
3. _____

STEP 7: Work-Based Experiences in Chosen Career Focus

my top three favorite jobs or work experiences

1. _____
2. _____
3. _____

STEP 3: Career Research and Pathway (List career research results below.)

My top three favorite occupations I have researched are

<u>Occupation</u>	<u>Why it is one of my favorites</u>
1.	
2.	
3.	

(Choose one pathway below.)

- Direct Entry Pathway
(After high school, I am planning on going directly to work and/or take a specialized course related to my job.)
- Technical Pathway
(After high school, I am planning on completing a certificated program, apprenticeship, or two year degree at a community college.)
- Professional Pathway
(After high school, I am planning on completing a four year bachelors degree and possibly a graduate degree program at a University.)

Simply Careers!

Family Survey

Student's Name _____ Completed by (Family Member's Name) _____ Date _____

Dear family members,

This survey is a way to gather information that may help your child, you, and the school in planning for appropriate high school courses and experiences that will prepare your child to meet his/her future goals. Please read the numbered questions below and circle that answer that best describes your child's performance.

Please circle one number for each question.

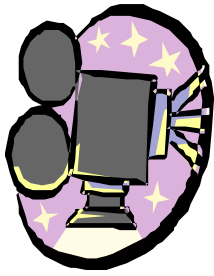
	4	3	2	1
	excellent	good	average	needs to improve
1. How would you rate your child's EFFORT in the home environment? (ex. showing initiative in home activities and chores)	4	3	2	1
2. How would you rate your child's ATTITUDE TOWARD HELPING OUT in and around the home?	4	3	2	1
3. How would you rate your child's ABILITY TO GET ALONG WITH OTHERS?	4	3	2	1
4. How would you rate your child's ABILITY TO TAKE DIRECTIONS at home?	4	3	2	1
5. How would you rate your child's APPROPRIATE BEHAVIOR at home?	4	3	2	1
6. How would you rate your child's ABILITY TO ACCEPT AUTHORITY from others in the home environment?	4	3	2	1
7. How would you rate your child's ATTENTION SPAN?	4	3	2	1
8. How would you rate your child's ABILITY TO COMPLETE A JOB?	4	3	2	1
9. How would you rate your child on ABIDING BY HOME RULES?	4	3	2	1
10. How would you rate your child's QUALITY OF WORK around the house?	4	3	2	1
11. How would you rate your child's ABILITY TO ACCEPT RESPONSIBILITY?	4	3	2	1
12. How would you rate your child's OVERALL PERFORMANCE at home?	4	3	2	1
13. What do you see your child doing after high school? Please check one.				
<input type="checkbox"/> going directly to work				
<input type="checkbox"/> completing a certificate or technical program				
<input type="checkbox"/> completing a community college 2 year degree program				
<input type="checkbox"/> completing a university 4 year degree program				
<input type="checkbox"/> entering the military				

Please fill in the blanks.

14. What kind of job or work does your child seem interested in or has your child talked about at home?
15. What are your child's responsibilities at home?
16. Has your child had any previous volunteer experience or work training (with family members, relatives, friends, etc.)? If yes, please list them.
17. What does your child like to do most when not working or in school? (i.e., hobbies)
18. Are you aware of any behaviors that might interfere with your child's getting and holding a job?
19. Please add any other information you feel would be helpful to consider in planning and setting goals for your child's future.
20. What vision or desires do you have for your child after graduation? (job, living arrangements, etc.)
21. Does your child use any assistive technology at home? If yes, please describe.

SIMPLY Careers Career Focus Card

Career focus areas are broad groupings of career clusters and occupations with common attributes. They are based on personality traits, preferences, interests, and natural talents. Into which career focus area do you fall?



Career Focus:
Arts, Design and
Communication

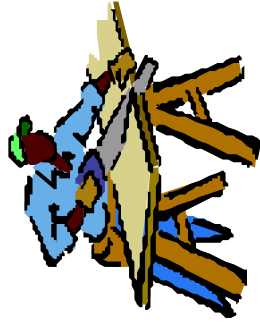
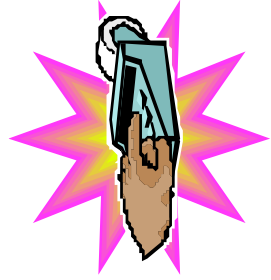
Do you like to...

- ✓ use your imagination
- ✓ create
- ✓ debate
- ✓ draw or paint
- ✓ perform
- ✓ use innovative ideas
- ✓ be independent and original
- ✓ play a musical instrument
- ✓ create computer graphics

Career Focus:
Business, Sales,
and Management

Do you like to...

- ✓ be organized and efficient
- ✓ work with words and numbers
- ✓ be goal and result oriented
- ✓ express ideas
- ✓ analyze information
- ✓ work indoors
- ✓ persuade others
- ✓ appraise things
- ✓ manage things
- ✓ use a computer



Career Focus:
Scientific,
Technical, and
Natural
Resources

Do you like to...

- ✓ explore
- ✓ solve problems
- ✓ build, assemble, repair
- ✓ invent
- ✓ protect the environment
- ✓ work outdoors
- ✓ use body energy
- ✓ think logically
- ✓ use math and science
- ✓ use technology

Career Focus:
Social Science,
Health, &
Education

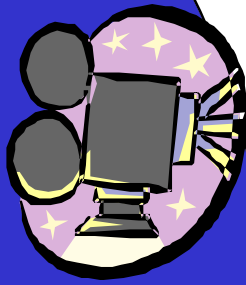
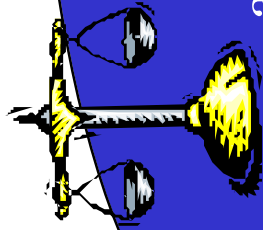
Do you like to...

- ✓ help others
- ✓ protect others
- ✓ teach
- ✓ provide services
- ✓ prepare and serve
- ✓ work with children
- ✓ enforce rules
- ✓ use strong social skills
- ✓ use strong verbal skills



SIMPLY Careers Focus/Pathway Card

Career Focus: ARTS, DESIGN and COMMUNICATION



Do you like to...

- ✓ use your imagination
- ✓ be creative
- ✓ debate
- ✓ draw or paint
- ✓ perform
- ✓ imagine
- ✓ use innovative ideas
- ✓ be independent and original
- ✓ play a musical instrument
- ✓ create computer graphics



Career Focus areas are broad groupings of career clusters and occupations with common attributes. They are based on personality traits, preferences, interests, and natural talents. A *Pathway* is the direction, education, or training required to reach a specific occupation within each *Career Focus* area.

Some Examples of Career Opportunities in Each Pathway

DIRECT ENTRY

career opportunities that typically require on-the-job training or completion of a specialized course

Stagehand
Floral Arranger
TV Technician
Proofreader
Film Processing Technician
Bookbinder
Production Assistant
Merchandise Displayer

TECHNICAL

career opportunities that typically require completion of a two-year community college associate degree, completion of a certification program, or an apprenticeship

Artist
Graphic Design Artist
Photographer
Composer/Arranger
Dancer
Disc Jockey
Broadcast Tech
Cartoonist
Film Maker
Set Designer
Camera Tech
Speech Writer
Sound Tech
Writer
Actor
Sculptor

PROFESSIONAL

career opportunities that typically require completion of a four-year university bachelors degree or graduate degree program

Librarian
Attorney
Public Relations Director
Journalist
Museum Curator
Interior Designer
Commercial Artist



Related Extracurricular Activities

Photography Club
Yearbook
Newspaper
Chorus
Drama Club
Band
Debate club
Speech Club

SIMPLY Careers Focus/Pathway Card

Career Focus: Business, Sales, & Management

Do you like to...

- ✓ be organized and efficient
- ✓ work with words and numbers
- ✓ be goal and result oriented
- ✓ express ideas
- ✓ analyze information
- ✓ work indoors
- ✓ persuade others
- ✓ appraise things
- ✓ manage things
- ✓ use a computer



Career Focus areas are broad groupings of career clusters and occupations with common attributes. They are based on personality traits, preferences, interests, and natural talents. A *Pathway* is the direction, education, or training required to reach a specific occupation within each *Career Focus* area.

Some Examples of Career Opportunities in Each Pathway

DIRECT ENTRY

career opportunities that typically require on-the-job training or completion of a specialized course

- Cashier
- Bookkeeper
- Shipping and Receiving Clerk
- Receptionist
- Secretary
- File Clerk
- Telemarketing Specialist
- Sales Associate

TECHNICAL

career opportunities that typically require completion of a two-year community college associate degree, completion of a certification program, or an apprenticeship

- Banker
- Real Estate Appraiser
- Office Manager
- Postal Service Manager
- Claims Examiner
- Trade Show Manager
- Fashion Merchandiser
- Sales Manager
- Credit Manager
- Retail Manager
- Marketing Asst.
- Computer Tech.
- Purchasing Agent
- Desktop Publisher
- Admin. Assistant
- Court Reporter

PROFESSIONAL

career opportunities that typically require completion of a four-year university bachelors degree or graduate degree program

- Certified Public Accountant
- Buyer
- Finance Officer
- Systems Analyst
- Bank Loan Officer
- Marketing Director
- Investment Broker

Related Extracurricular Activities

- FBLA (Future Business Leaders of America)
- Yearbook
- Debate club
- Newsaper
- Speech Club

SIMPLY Careers Focus/Pathway Card



Do you like to...

- ✓ explore
- ✓ solve problems
- ✓ build, assemble, repair
- ✓ invent
- ✓ protect the environment
- ✓ work outdoors
- ✓ use body energy
- ✓ think logically
- ✓ use math and science
- ✓ use technology

Career Focus areas are broad groupings of career clusters and occupations with common attributes. They are based on personality traits, preferences, interests, and natural talents. A *Pathway* is the direction, education, or training required to reach a specific occupation within each *Career Focus* area.

Some Examples of Career Opportunities in Each Pathway

DIRECT ENTRY

career opportunities that typically require on-the-job training or completion of a specialized course

Welder
Painter
Masonry/Brick Layer
Fern Cutter
Landscape
Pest Controller
Groundskeeper
Construction Laborer

TECHNICAL

career opportunities that typically require completion of a two-year community college associate degree, completion of a certification program, or an apprenticeship

Draftsman
Veterinarian Assistant
Auto Body Technician
Heat/Air Conditioning Tech.
Ocean Systems Technician
Farm/Ranch Manager
Forestry Technician
Apprentice Electrician
Florist
Fish and Game Warden
Machinist
Surveyor
Carpenter
Tool and Die Maker
Apprentice Plumber
Nursery Technician

PROFESSIONAL

career opportunities that typically require completion of a four-year university bachelors degree or graduate degree program

Civil Engineer
Architect
Chemical Engineer
Physicist
Geologist
Wildlife Manager
Veterinarian
Meteorologist



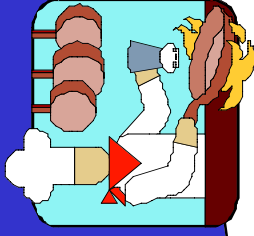
Related Extracurricular Activities

Math Club
Science Club
FFA (formerly Future Farmers of America)
Scouting
4H

SIMPLY Careers Focus/Pathway Card



Career Focus: Social Science, Health, and Education



Career Focus areas are broad groupings of career clusters and occupations with common attributes. They are based on personality traits, preferences, interests, and natural talents. A *Pathway* is the direction, education, or training required to reach a specific occupation within each *Career Focus* area.

Do you like to....

- ✓ help others
- ✓ protect others
- ✓ teach
- ✓ provide services
- ✓ prepare and serve
- ✓ work with children
- ✓ enforce rules
- ✓ use strong social skills
- ✓ use strong verbal skills



DIRECT ENTRY

career opportunities that typically require on-the-job training or completion of a specialized course

Food Service Worker

Waitress

Security Guard

Bus Driver

Cook

Orderly

Pre-School Worker

Teacher Assistant

career opportunities that typically require completion of a two-year community college associate degree, completion of a certification program, or an apprenticeship

Police Officer

Legal Assistant

Registered Nurse

Home Health Aid

Laboratory Technician

Radiographer (X-ray Tech)

Emergency Medical Technician

Patient Care Assistant

Travel Agent

Chef

Dental Assistant

Firefighter

Paralegal

Child Care Director

Interpreter

Dental Hygienist

Some Examples of Career Opportunities in Each Pathway

TECHNICAL

PROFESSIONAL

career opportunities that typically require completion of a four-year university bachelors degree or graduate degree program

Dentist

Physician

Teacher

Social Worker

FBI Agent

Nutritionist

Resort Manager

Related Extracurricular Activities

- Future Educators of America
- Student Government
- Science Club

Student Name _____

SIMPLY Careers Student Career Portfolio Cover Sheet

This career portfolio contains my learning history, skills, interests, abilities, experiences, achievements, qualifications, feedback from others, and evidence of my best work. This important information is used to help guide me in personal and career choices. The portfolio is divided into three (3) sections: section 1=Vision, section 2=Experience, and section 3=Collection. Each year my current experiences and skills are added. The contents of each section include:

Section 1: Vision (me and my dreams)	Section 2: Experience (reaching my goals)	Section 3: Collection (documentation of my skills)
<ul style="list-style-type: none"> <input type="checkbox"/> Desired Post School Outcome and Career Goal <input type="checkbox"/> Completed Dare to Dream Activities <input type="checkbox"/> <i>SIMPLY Careers (SC) All about Me Organizer</i> <input type="checkbox"/> Self Exploration Surveys <input type="checkbox"/> Family and Teacher Surveys <input type="checkbox"/> Completed Inventories <input type="checkbox"/> Chosen <i>SC Career Focus/Pathway Card</i> <input type="checkbox"/> Completed SC Career <i>Research Activity Sheet</i> <p>Additional items:</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Diploma Option Selection, Graduation Requirements for Selected Option <input type="checkbox"/> <i>SC 4-Year Program Planning Worksheet</i> <input type="checkbox"/> <i>SC Checklist of Career Focus Activities and Experiences</i> <input type="checkbox"/> <i>SC Experiences Worksheet</i> which includes Employment Experiences, Work History, Community Service and/or Volunteer Experiences, Clubs, Associations, and Extracurricular Activities, Achievements and Successes. <input type="checkbox"/> Description or List of Skills Acquired <input type="checkbox"/> Resume and Sample Cover Letter <input type="checkbox"/> Sample Job Application Completed <p>Additional items:</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Samples of Best Class Work or Projects, Including Pictures of Projects <input type="checkbox"/> Career Focus Capstone Project <input type="checkbox"/> Writing Sample <input type="checkbox"/> Program Completion Awards and Certificates <input type="checkbox"/> MOCs Certificates <input type="checkbox"/> 3 Letters of Recommendation <ol style="list-style-type: none"> 1. Instructor 2. Employer/Work-Based Experience Supervisor 3. Community Member/Mentor <input type="checkbox"/> Letters from Parents, Students <input type="checkbox"/> Performance/Job Evaluations <input type="checkbox"/> CBVA Rating Forms <input type="checkbox"/> Official Transcripts <input type="checkbox"/> Licensure/Certification Documentation <p>Additional items:</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Elementary
K-3rd Introduction
4-5th Awareness

Middle
6th Understand Me
7th Explore Career Attributes
8th Compare and Match

High
9th Probe and Set Goals
10th Expand and Focus
11th Develop Skills
12th Enhance and Link

Post-Secondary
Initial 5 Years:
Achieve and Apply



SIMPLY Careers

Student Career Portfolio 4-Year Program Planning Worksheet

(Use the table below to plan your program of study. Use pencil so that it can be updated easily. Put this into section 2 of your portfolio. Course choices should be based on your chosen career focus, career path, and goals)

Student Name _____

Career Focus: Arts, Design, and Communication Business, Sales, and Management Scientific, Technical, and Natural Resources Social Science, Health, and Education

Career Path Choice: Direct Entry Pathway Technical Pathway Professional Pathway

Diploma Choice: Standard Diploma Special Diploma

Applied Technology or Other Program: _____

Anticipated Date of School Exit: _____

Required Courses and Electives	Required Credits	9 th Grade	10 th Grade	11 th Grade	12 th Grade
		Course Name	Course Name	Course Name	Course Name
		English I	English II	English III	English IV
	4	Credits	Credits	Credits	Credits
Example: <i>English</i>		1	1	1	1
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
Total Required Credits for Diploma Choice:		Total Credits 9 th Grade:	Total Credits 10 th Grade:	Total Credits 11 th Grade:	Total Credits 12 th Grade:

Student Name _____

SIMPLY Careers
Student Career Portfolio
Experiences Worksheet

(Fill in the information below and put into Section 2 of your portfolio.)

Employment Experiences and Work History

Company Name _____	Dates Employed from _____ to _____
Address _____	Rate of Pay _____
_____	Duties _____
Phone _____	_____
Supervisor's Name _____	_____
Reason for Leaving _____	_____

Company Name _____	Dates Employed from _____ to _____
Address _____	Rate of Pay _____
_____	Duties _____
Phone _____	_____
Supervisor's Name _____	_____
Reason for Leaving _____	_____

Company Name _____	Dates Employed from _____ to _____
Address _____	Rate of Pay _____
_____	Duties _____
Phone _____	_____
Supervisor's Name _____	_____
Reason for Leaving _____	_____

Community Service and/or Volunteer Experiences

Company Name _____	Dates from _____ to _____
Supervisor's Name _____	Phone _____

Company Name _____	Dates from _____ to _____
Supervisor's Name _____	Phone _____

Clubs, Associations, and Extracurricular Activities

Name of Club _____	Dates from _____ to _____
Name of Club _____	Dates from _____ to _____
Name of Club _____	Dates from _____ to _____

Awards, Achievements, and Successes

Name of Award _____	Date Received _____
Name of Award _____	Date Received _____
Name of Award _____	Date Received _____

SIMPLY Careers
Student Career Portfolio
Portfolio Checklist of Career Focus Activities and Experiences
 (Check off each activity when completed.)

Student Name _____

9 th Grade Probe and Set Goals	10 th Grade Expand and Focus	11 th Grade Develop Skills	12 th Grade Enhance and Link
<ul style="list-style-type: none"> <input type="checkbox"/> start career portfolio 3-ring binder <input type="checkbox"/> complete activities and update <i>All about Me Organizer</i> and put in portfolio <input type="checkbox"/> review focus pathway cards and add choice to portfolio <input type="checkbox"/> explore occupations within chosen career focus through guest speakers, career videos, books, software, and the internet <input type="checkbox"/> review and tour program opportunities that match with chosen career focus <input type="checkbox"/> investigate extracurricular opportunities that may support career goals <input type="checkbox"/> interview seniors in chosen career focus <input type="checkbox"/> develop a 4-year program of study using the 4-year program planning worksheet and add to portfolio <input type="checkbox"/> list support needed to reach goals <input type="checkbox"/> use career portfolio for transition IEP development and course registration 	<ul style="list-style-type: none"> <input type="checkbox"/> update <i>All about Me Organizer</i> adding current career assessment results <input type="checkbox"/> explore occupations within chosen career focus through guest speakers, job shadowing, and field trips <input type="checkbox"/> participate in volunteer and/or community based experiences that will facilitate career goal attainment <input type="checkbox"/> interview employees in chosen career focus <input type="checkbox"/> participate in program opportunities that match with chosen career focus <input type="checkbox"/> use a career focus business mentor for planning <input type="checkbox"/> participate in school based enterprises and extracurricular activities that may help reach career goal <input type="checkbox"/> begin to explore postsecondary transition options <input type="checkbox"/> review and update 4-year program planning worksheet <input type="checkbox"/> update Career Portfolio for transition IEP development and course registration 	<ul style="list-style-type: none"> <input type="checkbox"/> update <i>All about Me Organizer</i> adding current career assessment results, favorite courses, and work-based experiences <input type="checkbox"/> participate in courses and programs that lead to reaching career goals <input type="checkbox"/> participate in work experiences and/or employment that lead to career goals <input type="checkbox"/> participate in career days, career fairs <input type="checkbox"/> continue exploring occupations through job shadowing <input type="checkbox"/> use a career focus business mentor for planning <input type="checkbox"/> participate in school based enterprises, extracurricular activities, and community service that lead to career goals <input type="checkbox"/> review and update 4-year program planning worksheet <input type="checkbox"/> add artifacts to section 3 of your career portfolio <input type="checkbox"/> update and use career portfolio for transition IEP development and course registration 	<ul style="list-style-type: none"> <input type="checkbox"/> update <i>All about Me Organizer</i> <input type="checkbox"/> participate in programs, internships, co-op opportunities, and work experiences relating to career goal <input type="checkbox"/> participate in employment opportunities relating to career goal <input type="checkbox"/> complete career focus capstone project <input type="checkbox"/> review postsecondary option requirements and finalize plans <input type="checkbox"/> add artifacts to section 3 of career portfolio <input type="checkbox"/> update and use career portfolio for postsecondary planning and linkages <input type="checkbox"/> transfer assistive technology devices <input type="checkbox"/> additional activities to reach goals <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Attention Families!

Do you know where your child will be after graduation from high school?
SIMPLY *Careers* can help answer that question; read on.

Entrance into high school brings many opportunities and challenges that will lay the foundation for your child's future. Families play a significant role in this planning process. There are seven key steps that will assist in contributing to your child's overall success in high school and help your child successfully prepare for his/her future.

We encourage you and your child to review this information together so that you can plan effectively toward your child's career and personal goals. Write down any ideas that come up when talking with your child about the SIMPLY *Careers* 7 steps and bring those ideas to the transition IEP meeting. The key to success is to start early! For more information, please contact your child's high school to learn about career focus opportunities, available programs and courses, support services, and employment opportunities. The seven steps are

- Step 1: Career Assessment** In this step, your child may explore his/her interests, preferences, needs, personality style, learning style, abilities, aptitudes, and skills using a variety of career assessment methods and tools. The results can be used to help focus career goals based on your child's interests, preferences, and needs.
- Step 2: Career Focus** In this step, your child may choose one out of the four career focus areas based on the information he/she acquires from step 1. Career focus areas are four broad groupings of career clusters and occupations with common attributes based on personality traits, preferences, interests, and natural talents. Every individual and every job falls into one of the four focus areas. The four focus areas are Arts, Design and Communication; Business, Sales, and Management; Scientific, Technical, and Natural Resources; Social Science, Health, and Education.
- Step 3: Career Research & Pathway** In this step, your child may research different careers and choose the pathway that matches his/her assessment results, career focus, and career research choices. A pathway is the direction, education, or training required to reach a specific occupation. (i.e. Does the type of career I would like to pursue require that I follow a university pathway, a community college pathway, a technical center pathway, a military pathway, or enter directly into the workforce after graduation?)
- Step 4: Career Planning & Decision Making** In this step, your child may map out high school courses and programs, volunteer experiences, and extracurricular activities that will prepare him/her in reaching career and personal goals after high school.
- Step 5: Support Services** In this step, your child may identify additional assistance that he/she may need that will help him/her in reaching career and personal goals.
- Step 6: Program & Training** In this step, your child may participate in training programs that assist in developing chosen career focus skills that are needed to reach his/her career and personal goals. This step focuses on developing skills that will be used in the real world.
- Step 7: Work-Based Experiences** In this step, your child may participate in work-based experiences (not in school) that can assist your child in learning to apply the skills he/she has learned in the classroom to real world situations.

Putting it All Together—The Career Portfolio

The SIMPLY *Careers* Career Portfolio is used to collect important information gathered from these 7 steps. A *Career Portfolio* is a collection showcasing the student's learning history, skills, interests, abilities, experiences, achievements, qualifications, feedback from others, and evidence of the student's work organized from a career development perspective. The career portfolio can show who the student is, who the student hopes to become, and what the student plans to achieve. Your child will keep his/her completed *Career Portfolio* and can use it for job interviews, future educational planning, and goal setting.

SIMPLY Careers!

Program Opportunities Worksheet

Career Focus Area _____ Date Updated _____

The teacher, transition specialist, counselor, or other designee can complete one of these worksheets for each of the four *Career Focus* areas within the program, training, and courses available in the local area. Distribute this information to teachers and other stakeholders involved in transition IEP development. These worksheets should be updated annually to ensure accuracy of program availability. See *SIMPLY Careers* planning guide for additional ideas on completion and distribution.

Name of Program or Training Opportunity	Courses Offered in Program/# of Credits	Age/Grade Level for Participants (list both high school and post secondary opportunities)	Other Eligibility Requirements	Location	Special Services Available	Contact Person and Telephone Number
Example: Construction Technology Program	Const. Tech 1, 2, and 3 (3 credits total, 1 per course)	Grades 10-12	N/A	Best High School	Instructional Accommodations and Curriculum Modifications, Tutoring, Notetaking	John Helper (222)222-2222



The New Department of
Education

Jim Horne, Commissioner

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