

MASSACHUSETTS CAREER PLAN MODEL

(Also available at <http://www.doe.mass.edu/hsreform/epp>)

Name: _____

School: _____

Projected Date of Graduation: _____

Review and update your plan regularly. Your Plan is likely to change as you gain knowledge about your self, the world of work and postsecondary education requirements and options. Be certain to seek guidance from your school counselor, and parents/guardians before revising your plan

1. **Begin with the end in mind.** Which career cluster(s) and/or occupation(s) appeal to you? _____

*Career Cluster: a broad grouping of related occupations (e.g., construction, education)

Occupation: a position or profession (e.g., carpenter, teacher)

2. **Get informed.** Visit <http://masscis.intocareers.org> (or another site) to learn about the *skills, abilities, knowledge and interests* associated with the cluster(s) and occupation(s) above. Below, list those that are currently true of you (to the left); list those that are not to the right. Are you ready, willing and able to work on areas in need of development? If so, plan how in section 3. If not, discuss your concerns with your school counselor, teacher or parent/guardian. If need be, explore other clusters and occupations.

*Skills/Abilities,
Knowledge &
Interests*

*Areas to
Work On*

Review the MassCore at <http://www.doe.mass.edu/hsreform/masscore> with your school counselor. If you are enrolled in a career and technical education (CTE) program ask to review your recommended high school program of study too. Also use masscis.intocareers.org (or another site) for the recommended *educational preparation and employment outlook* for the cluster(s) and occupation(s) above. 1. Are you on track academically? (i.e., Are you taking the right classes? Are they challenging?) 2. Is the employment outlook good? If you answered no to either of these questions, see your school counselor, teachers or parent/guardian for help in developing your plan and exploring your options.

3. **Put it in writing.** Your future success is closely tied to your commitment to learning, hard work and planning today. Which area above are you committed to working on? What will you do this semester to ensure that you graduate ready for postsecondary success? Which classes will you take next year? Put these goals in writing below and be sure to discuss them (and your progress) with your school counselor, teachers and parents/guardians.

Goal setting is critical. Aim high! (Your goal may be to score at the proficient or advanced level on the MCAS, take a summer class to boost your reading level, or take an advanced mathematics class rather than “coasting” senior year!)		Date
GOALS		/ /
		/ /
		/ /
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		/ /
		/ /

4. Identify your postsecondary education goal: What are you planning to do after high school graduation? (Attend a 4-year college or university? State or private? Attend a community college? Full or part-time? Get accepted into a registered apprenticeship program? Pursue on-the-job training?)
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5. **Put assessments to good use.** (e.g., MCAS; PSAT; SAT/ACT, Accuplacer; Certificate of Occupational Proficiency; mid-term and final grades; career interest inventories; diagnostic tests). Assessment results can inform, motivate, and guide both you and your plan. They can also be used to document progress or success which you may wish to later highlight in a college essay, job resume or interview! **(Note: If you do not score at the proficient or advanced level on the 10th grade MCAS, you will be given an assessment each year to document your progress toward proficiency. Be sure to discuss this with your counselor and document your progress in the EPP addendum.)**

Assessment	Date	Results	How do these results influence your plan?

6. **Break it down.** Let's say that you identified *physician's assistant* as an occupation that appeals to you. You may have set a goal in section 3 of a high score on the PSAT or taking AP anatomy and physiology next year. But achieving such goals will require specific strategies, actions and, most likely, a lot of hard work. As Thomas Edison said, "Genius is one percent inspiration and ninety-nine percent perspiration." What will it take for you to reach your goal(s) in section 3? Discuss possible strategies and actions with your school counselor, teachers and parents/guardians, then, put it in writing below.

	<u>Academic and/or Technical Strategies:</u> What specific steps will you take here in order to achieve your section 3 goal?	<u>Personal and/or Social Strategies:</u> What specific steps will you take here in order to achieve your section 3 goal?	<u>Workplace Readiness Strategies:</u> What specific steps will you take here in order to achieve your section 3 goal?	
	<i>Examples: stay for after-school help twice a week; participate in a study group; take a 4th year of Spanish; take a computer applications class</i>	<i>Examples: use a calendar for time management; slow down and improve accuracy on untimed tasks and tests; participate in at least one extracurricular activity</i>	<i>Example: participate in work-based learning (e.g., internship, cooperative education); interview and/or job shadow a physician's assistant, volunteer at a hospital</i>	DATE:
Strategies And Actions				/ /
				/ /
				/ /
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7. **Stay on track.** Again, if you are enrolled in a CTE program, be sure to review your recommended *Program of Study*. Visit: <http://masscis.intocareers.org> (or another site) to learn more about the preparation, programs of study, admission requirements and hiring practices for your career cluster or occupation. Are the courses you are taking now preparing you to graduate ready for postsecondary success? How about next year? **Course selection is important; plan ahead.**

What courses are you taking? Could you take? Should you take?			
Grade 9	Grade 10	Grade 11	Grade 12
<i>Academic</i>	<i>Academic</i>	<i>Academic</i>	<i>Academic</i>
<i>Technical</i>	<i>Technical</i>	<i>Technical</i>	<i>Technical</i>
<i>Elective</i>	<i>Elective</i>	<i>Elective/Dual Credit</i>	<i>Elective/Dual Credit</i>

8. *What else?* What scholastic achievements might give you a competitive edge for program admission or employment? Any extracurricular or work-based learning experiences preparing you to graduate ready for postsecondary success?

Accomplishments, Awards, Certificates, Membership, Participation	Describe how
<i>e.g., National Honor Society/GEAR-UP Program</i>	<i>e.g., scholarship opportunities, college readiness</i>

Be sure that your career plan is developed in consultation with your counselors, teachers and parents/guardians. Ask them to sign off each time.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Counselor	Date	Teacher
		Date
		Parent/Guardian
		Date

Educational Proficiency Plan Addendum

The EPP Addendum must be attached to the MASS Career Plan in districts using the MASS Career Plan for a student's EPP.

English language arts

Year	English language arts Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress*	Student demonstrates progress towards proficiency on the assessment
Junior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Senior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

Mathematics

Year	Math Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress*	Student demonstrates progress towards proficiency on the assessment
Junior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Senior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

EPP Completion Verification Section:

This student has completed all requirements of his/her plan Yes No

Principal or headmaster (or designee) name: _____

Principal or headmaster (or designee) signature: _____