AKCIS Junior

Alaska Career Information System

Implementation Framework for Middle Schools

Alaska's Higher Education Agency

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

CONTENTS

Appendices 43

Overview

The Alaska Career Information System (AKCIS) is made available free of charge to Alaska residents and schools through a partnership between the Alaska Commission on Postsecondary Education (ACPE) and the Alaska Department of Labor and Workforce Development (DOLWD). AKCIS gives students the tools for a successful future.

The overarching goal of AKCIS is to instill realistic confidence and constructively guide student attitudes and actions regarding education, career, and life. This Implementation Framework is intended to promote the use of AKCIS Junior for middle school students without the need for in-depth training.

You are invited to explore this Framework, which is primarily written for educators in support of their efforts to help youth prepare for careers and lifelong learning. The AKCIS Implementation Framework for Middle Schools offers a set of tools and models for using My Career Plan, which is at the heart of AKCIS, and aligns with Alaska's Personal Learning and Career Plan (PLCP) recommendations. The Framework is designed to be flexible for use at a district, school or classroom level. It offers three models for implementation at various levels – from an approach that spans multiple years to a more concise approach that could be accomplished as a single series of activities.

With regular and ongoing use, students become the experts and owners of their own information and career plans. Users develop a 'portfolio' where they complete activities, store files, and save items of interest. Learners can use and add onto their portfolios from anywhere they can get onto the internet. Their portfolios can be easily transferred between middle school, high school, college, and job center AKCIS sites across Alaska; so professional staff can help users as they move from one level to the next. As they move through their education and into the workforce, users increase control of their futures and ownership of their portfolios as they become more focused on what they want and need to meet their career goals, both to enter and to advance within their chosen career path.

Teachers, counselors, parents and youth organizations can encourage this ownership by using the enclosed Framework, understanding the capabilities of AKCIS Junior, and promoting use in a variety of settings throughout middle school years, preparing them to continue developing their AKCIS portfolios in high school and beyond.

> As I engage daily with parents and students as a professional educator, I introduce as many as possible to the potentially life-changing power of the myriad tools available at AKCIS. I share about the impact that AKCIS has had on my oldest child (now in high school and extremely self-motivated) and how I plan to use AKCIS with all four of my school-age children. I also share that the excellent staff welcomes opportunities to answer questions, present AKCIS informational workshops, etc. My hat's off to the folks who conceived, created, and continually update this phenomenal resource for Alaskan students. Enjoy using AKCIS!
>
> Jim Merriner, Chair
>
> Alaska Board of Education
>
> and Early Development

The overarching structure for AKCIS Junior is a set of activities organized around these three questions in the included image.

Activities are largely independent of one another, but the three models in this Framework offer logical sequences over a variety of time horizons and at multiple levels of detail. Each model ensures the completion of Personal Learning and Career Plans (PLCPs), as recommended by the Alaska Workforce Investment Board.

In addition, this document includes: step-by-step information for getting started with AKCIS basics, introductions for different audiences in the What can AKCIS Do For Me? section, and detailed instructions for the most essential AKCIS activities. Background information is provided about Career Planning in Alaska. Crosswalks to Alaska's Core Academic Standards and other counseling and career planning standards are included, as well as "AKCIS in Action" stories about best practices and future plans from Alaskan educators who use AKCIS.

Career Planning in Alaska

To expand and grow in the 21st Century, Alaska's economy needs an up-to-date workforce, which in turn requires a world-class education system. The state has pledged to create world-class schools that prepare graduates for careers — careers that may begin immediately after high school graduation, but usually require additional education and training at the postsecondary level.

To advance that pledge, the Department of Education and Early Development, the Department of Labor and Workforce Development, and the University of Alaska developed the _Alaska Career and Technical Education Plan_. This landmark document outlines a comprehensive, integrated career and technical education system for Alaska that aligns training programs and coordinates delivery to prepare our citizens – youth and adults – for Alaska careers. The first strategy is. **1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.** The goal to enhance career exploration and planning is specifically addressed in Strategy **1.1 Ensuring that every student has a Personal Learning and Career Plan (PLCP).** This goal has been made one of the highest priorities for implementation by the state's CTE leaders and the Alaska Workforce Investment Board.

Alaska's approach is underpinned by research that has repeatedly shown how career planning in middle and high school levels lead to greater education and economic success for students[1]. Recommendations from the research include:

- Begin talking to students about their academic and career interests during elementary and middle school.
- Help students think about the connections between academic coursework, college, and future career. Help students establish goals for getting more information about colleges and careers.
- Spend time reviewing students' interest inventory results.
- Promote students' college and career planning at school.
- Help students learn how to use sources of college and career information.
- Promote creative and informed career exploration through the use of structured programs or activities.[2]

Similarly, in 1996, the National Association of Secondary School Principals released Breaking Ranks, a guide to high school reform. Among the recommendations listed in Breaking Ranks and its related publications are (1) development of a Personal Learning Plan for each student; (2) identification of a Personal Adult Advocate for each student; (3) connection of learning to real-life applications; (4) extension of learning opportunities beyond the four walls of the high schools.3

---

[1] Folsom, et al. The impact of a career course on retention and academic performance. _Technical Report 34, Florida State University_. 2002.

[2] ACT. Career planning: students need help starting early and staying focused. _Issues in College Readiness_. 2005.

[3] Hupfield, K. Connecting the dots: individual career and achievement plans for high school students. _Submitted to the Colorado P-20 Council,University of Colorado Denver_.

The underlying purpose of career development in school is to motivate students to become "engaged" – to take control of their own lives by connecting their schoolwork and activities with the development of the skills they will need for a lifetime of career self-management – and to help students plan successful transitions between education levels, training options and career opportunities. An overriding motivation is to instill confidence as well as realism that will guide students' attitudes and actions regarding education, career, and life in an uncertain world.

Keys to Successful Implementation

▲   LEVERAGE YOUR ASSETS

Individual districts, schools and teacher practices have evolved to provide a wide range of career exploration and planning opportunities for students. Approaches vary widely, from dedicated courses and integrating concepts across multiple years, to reliance on counselors or involving teachers. Your school may use online tools or rely primarily on hardcopy resources such as the PLCP folder from the Alaska Tech Prep Consortium. This Framework is designed to complement what resources and strategies you have now with the inclusion of targeted AKCIS tools and activities that are available for free to all Alaskan students. By leveraging AKCIS to enhance current efforts, you can be assured that students are able to create their own online PLCPs that will carry forward with them into high school and beyond, to support their post-secondary and lifelong learning.

▲   DIVE IN - LEARN BY DOING

The best way to understand the benefits of AKCIS, for students and educators alike, is to dive in and try it out. AKCIS offers a banquet of choices and this Framework encourages a set of models and activities, yet each 'bite-sized' activity has its own value and can be used independently. The choices may seem overwhelming at first, leaving you to wonder, "Where do I start?" The key is to simply jump in by following the first simple steps detailed in the Getting Started section of this guide. Beyond the first steps, the Framework offers three different models, logical sequences, and detailed instructions to choose from, depending on the level of effort you're prepared to make towards career exploration and development.

▲   LOOK AGAIN - IT'S NOT THE SAME AKCIS YOU MAY HAVE USED BEFORE!

If you think you know AKCIS from even a year ago – look again! It's continuously growing and getting better each year! AKCIS junior is tailored for middle school students and the resources continue to grow thanks to additions from Alaskan residents, dedicated Alaska organizations, and a network of Career Information System users across the nation. For example, new in the Tools for Counselors and Teachers section are tools relating to Checklists as well as Pre-Career Planning activities developed in Kotzebue, Alaska that help students learn the concept of careers versus jobs, in terms familiar to rural Alaskan students.

▲   STUDENTS BECOME THE EXPERTS, NOT THE TEACHER OR COUNSELOR

The best news is that educators do not need to be experts in AKCIS to help students use it! Nor does your school need to rely on one or two experts to be able to successfully imbed the tool into students' experience. This Framework is specifically designed to help a larger network of educators, parents and supportive adults to work together to reinforce the resources in AKCIS in a variety of places and times. Schools have seen that students become the experts in AKCIS as they gain ownership for their plans. When encouraged to use it frequently, they learn about themselves, career and learning options, and develop plans that help them use their time and educational experiences to benefit their personal goals.

What Can AKCIS Do For Me?

The AKCIS Implementation Framework is designed for multiple audiences, including administrators, teachers, counselors, parents, and other youth organizations and mentors who help students create purposeful career plans and build skills for lifelong learning. An introduction targeted to each of these audiences is provided that will highlight ways AKCIS Junior can be helpful to you.

Introduction for Educators

Administrators

Leadership in middle schools requires a careful balance of many competing priorities. As an administrator, it is critical to learn how to make the most of every activity and engage all the relevant stakeholders to be mutually supportive. The

AKCIS Implementation Framework offers you three different models to integrate career development throughout the student's learning experience, yet it does not describe 'how' you would implement the models. See the **Getting Started – First Steps for Educators** section for a checklist of steps to implement AKCIS for career planning in your schools. You must first consider the existing assets in your district or school, and then determine the model most appropriate in your environment. While some models take more time than others, they are more achievable when you build a diverse team to implement them. While AKCIS site administrators and specialists like counselors are great resources – consider who else can contribute. With this guide and with no need for extensive staff training, you can engage more teachers, parents and even community partners. The recommended activities come with instructions that enable everyone – counselors, teachers, substitutes or parents – to complete the activities with students, and because AKCIS is online software, students can access it from anywhere that internet access is available. The more frequently students use AKCIS, and the more diverse the settings, the more likely they will become the experts and begin to independently create and advance their personal career plan using AKCIS and related resources. Most importantly, AKCIS accounts are transferrable all over the state of Alaska, which means your students don't have to cease planning when they move on to the next stage in their development.

Teachers and Counselors

The purpose of classroom career development is to motivate students to become "engaged" — to take control of their own lives by: A) exploring who they are becoming (*Who Am I?*), B) linking their emerging selves to intended future plans (*Where Am I Going?*), and C) understanding the options that are available while determining which option is best for them as an individual (*How Do I Get There?*). The overriding motivation is to instill confidence as well as realism to guide student attitudes and actions regarding education, career, and life.

In developing a career development curriculum for middle school students, consider these seven elements of success:

1. **Define the Framework**
   Tie all elements of your career development program together and clearly articulate it to other staff, students, and parents.

2. Build a **Developmental Model**
   You should not be alone in one class offering career development content. Work with other teachers, counselors, and administrators in your building and district to create a program offering appropriate activities for self-awareness, exploration, and planning at all levels, K through 12.

3. Focus on the **Process**
   Career development needs to be valued as a lifelong process, not a single decision-making moment. Teach self-awareness, research, decision-making, problem solving, and employability skills throughout education.

4. Help Students **Learn to Plan** today, **Plan to Learn** tomorrow
   Personal planning is a life skill. People do not innately know how to plan. Just like math or reading, the skills to plan need to be taught over time.

5. Help Students Develop **Information Seeking Skills**
   In an information age, finding, evaluating, and using information are important transferable skills.

6. Use **Cooperative** Learning Strategies
   Build teamwork, communication skills, flexibility, and respect for diversity.

7. Help Students Prepare for **Change**
   Change provides opportunities, if you are prepared for it.

With this guide, and without the need for extensive training on AKCIS, you can invite parents and even community partners to join in the effort. The activities come with instructions that would enable everyone – counselors, teachers, substitutes or parents – to complete the activities with students while you're away. Also, because AKCIS is online software, students can access it from anywhere that internet access is available. With your own AKCIS staff account, you can monitor student use, send email messages to individuals or groups of students to give instructions for activities or answer questions. And you can use these functions anywhere you can access the internet. There is no need to monitor student progress and respond to questions from your office or a specific classroom.

The more frequently students use AKCIS, and the more diverse the settings, the more likely they will become the experts and begin to independently create and advance their personal career plan using AKCIS and related resources. Most importantly, AKCIS accounts are transferrable all over the state of Alaska, which means your students don't have to cease planning when they move on to the next stage in their development.

AN EDUCATORS' PERSPECTIVE ~ FROM START TO SYSTEM

Five years ago, Kodiak High School, under new leadership, participated in an accreditation review process that resulted in several systemic improvements. One particular improvement included the addition of a school-wide advisory program to help students prepare for career and college readiness beyond high school.   Three particular indicators of quality schools that sparked our interest in developing and implementing an advisory program at Kodiak High School are listed below:

- The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- The school provides services that support the counseling, assessment, referral, educational, and career planning needs of students.
- The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for success at the next level.

We realized that 2 or 3 counselors can't possibly provide the 1:1 career counseling and personal advocacy necessary for over 750 students. We also realized that many of our students were entering high school and graduating from high school without a plan. The recommendation to build in a 30 minute per week advisory was met with some resistance due to a loss of instructional time. However, after many conversations and debates, we all agreed that educating the whole child includes consistent instruction in the area of academic and career planning. If we expect students to be engaged learners they need to make connections between their classroom academics and careers beyond high school. It is our responsibility to find the time to help students make the connections.

Implementing an advisory program has been a process that improves every year. Currently, every teacher in our building has a 10 – 15 student advisory group that meets once per week for 70 minutes. We expanded the time from 30 minutes to 70 minutes because we couldn't complete the lessons and tasks with any real purpose in a 30-minute block of time once per week. Teachers stay with the same group of students for four years. The focus is on the four steps of career planning:

1. Discovering their personal strengths
2. Exploring different careers
3. Choosing a career
4. Planning achievable goals

We have used activities and lessons from the AKCIS web site to focus on career planning but due to lack of time, access to computers and staff training to use AKCIS consistently our use of AKCIS has

> "If we expect students to be engaged learners they need to make connections between their classroom academics and careers beyond high school. It is our responsibility to find the time to help students make the connections. When students begin making these connections, teachers begin seeing the advantages of Advisory and Career Planning as a process that actually increases instructional time."
>
> - Bill Watkins, Kodiak High School Principal

been inconsistent. We also have used the 30-minute block of time for grade checks, credit checks, course selection surveys, 4 year academic plans, and school-wide assemblies. Next year as we implement the 70 minute per week advisory schedule we are requiring all students to complete the AKCIS activities specific for their grade level in addition to other activities/lessons that help them develop, review and revise their career plans and their personal and organizational skills for a future beyond high school. In addition, students who complete the specific career planning activities for their grade level will earn a .25 credit for career planning.

In summary, asking teachers to do one more thing without communicating the purpose and connection to the instructional program as a whole could be a disaster. In my years of experience as a school administrator, I have

never worked with a teacher who did not want their students to succeed. When students begin making connections between their academic work and the careers they are interested in beyond high school, teachers begin seeing the advantages of Advisory and Career Planning as a process that actually increases instructional time.

- Bill Watkins, Kodiak High School Principal

Introduction for Students

The following text can be used to create a letter of introduction to students (and their parents) and create some context for AKCIS Junior, the value of its activities, and the expectations and opportunities for students.

What do you want to do in and after high school?

Research shows that students with goals and plans do better in school, and they are more likely to graduate and succeed.[4] One way you can plan for your future success is by using **the Alaska Career Information System for middle school students (AKCIS Junior)**. **AKCIS Junior** helps you look at who you are and who you are becoming, then it assists you in identifying school, career, and life goals and routes to achieving these goals.

AKCIS Junior has three sections: *Who Am I? Where Am I Going?* and *How Do I Get There?* This planner links you to activities and worksheets that help you answer the three questions above. You can store information about yourself to help build your plans in **My Portfolio.** You can use it over and over again to update your reflections or completely change them.   Upon your command, **My Portfolio** will assemble your comments and reflections into one document and print these, and the goals you set and plans you make in middle school, can follow you to high school and beyond.

Enjoy using **AKCIS Junior** and planning your successful future!

Introduction for Parents, Mentors and Youth Organizations

An African proverb reminds us, "It takes a village to raise a child." This is especially true as it relates to career awareness, exploration, planning, and development activities for youth. Becoming a lifelong learner is a process that unfolds over time and is enhanced by diverse experiences and contributions from parents, teachers, mentors and other supportive adults.

As a parent, mentor or youth organization, you can help students plan their education and career with the Alaska Career Information System (AKCIS Junior), and promote their ownership of the journey and the results. You don't need to become an expert in AKCIS Junior to do this. This AKCIS Implementation Framework gives parents and community partners information you can use to understand AKCIS essentials and support youth as they learn about themselves, careers and build their own plans and portfolios.

---

[4] G. Brigman, C. Campbell. Helping students improve academic achievement and school success behavior. *Professional School Counseling ,* Dec. 2003.

You can encourage student use of AKCIS Junior with or without your own account; however, you might find it valuable to be able to explore the tool yourself. School staff can establish parent accounts, which allow parents to see their children's portfolios and help them with their plans and aspirations. Students can also create visitor accounts to give others access to their online portfolio. Visitor access is completely controlled by the student, not teachers or school staff. In AKCIS Junior, students can:

- Develop a personal account called **'My Portfolio'** to plan and track education and career plans
- Save assessments and search results relating to skills, interests, occupations and activities
- Get a Reality Check and find the salary they'll need for the lifestyle they want
- Plan classes to take in middle school, high school and college
- Build custom resumes that they can edit, spell-check, use and save

AKCIS IN PRACTICE: TEEN UNDERGROUND, Z.J. LOUSSAC LIBRARY

The Library heard about AKCIS through the Alaska Commission on Postsecondary Education. We are always interested in new programs and services that can be offered at Teen Underground, our new youth section of the library. ACPE shared with us how AKCIS could be used as a resource for students and adults to explore career information, options, develop career plans and even build a resume'. We believe that the services the site provides would be of great interest to the teen library users, as well as the greater population of library users. We decided that incorporating this information would complement the library's current resources for teens, so we plan to have our staff take basic training on AKCIS and then promote it within the library. We will also develop a short training on AKCIS that can be incorporated into our Teen Underground tours for teachers and students. Our plans to leverage AKCIS are summarized below.

▲ TRAINING LIBRARY STAFF AND VOLUNTEERS ON THE CONTENT AND USE OF AKCIS.

▲ CREATE A LINK AND INSTRUCTIONS ON HOW TO USE AKCIS ON THE LIBRARY WEBSITE AND AT THE RESOURCE DESKS WITHIN THE LIBRARY.

▲ PRESENTATIONS FOR TEENS IN THE TEEN UNDERGROUND AT LOUSSAC LIBRARY.

▲ OFFER AKCIS TRAINING TO THE CLASSES OF TEACHERS WHO PARTICIPATE IN TOURS AT THE LIBRARY.
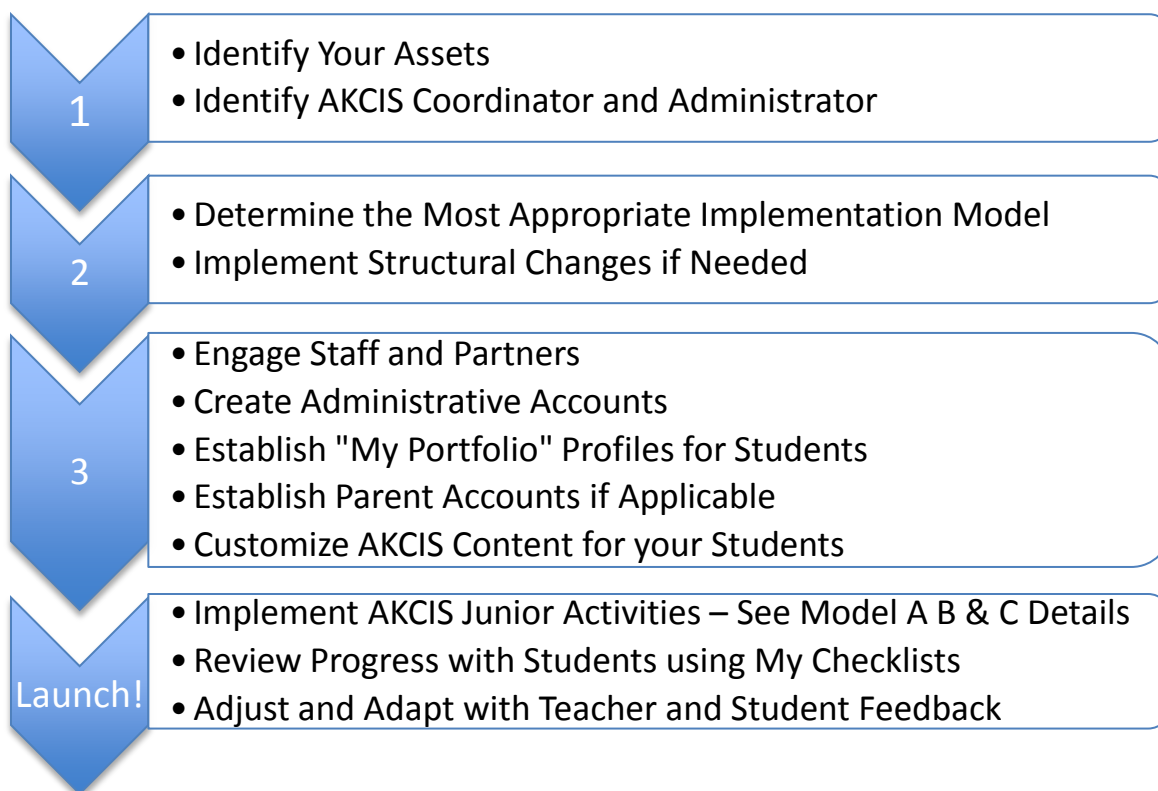
"We expect that the addition of this resource to our repertoire will introduce our users to a previously unknown site and give them the ability to utilize it for their future plans. The site is very intuitive to use, and so it should be readily accepted by the library users."

--Emily Geppart, Teen Underground VISTA volunteer

Getting Started – First Steps for Educators

While this Framework provides you with everything you need to implement AKCIS Junior in your schools, the first question is typically, "How do we get started?" The first steps for educators are illustrated below. See Appendix A for a checklist and subsequent sections of the Framework for more detailed information to support a smooth implementation.

1
- Identify Your Assets
- Identify AKCIS Coordinator and Administrator

2
- Determine the Most Appropriate Implementation Model
- Implement Structural Changes if Needed

3
- Engage Staff and Partners
- Create Administrative Accounts
- Establish "My Portfolio" Profiles for Students
- Establish Parent Accounts if Applicable
- Customize AKCIS Content for your Students

Launch!
- Implement AKCIS Junior Activities – See Model A B & C Details
- Review Progress with Students using My Checklists
- Adjust and Adapt with Teacher and Student Feedback

Administration Tools - Creating Administrative Accounts

AKCIS Administration Tools help you organize and manage individual portfolios and view aggregate data on AKCIS usage at your school and district. These tools can be used to do various tasks, from looking up students' login information to running various reports. Video tutorials explaining how to access and use the administration tools are located in the Tools for Counselors and Teachers section of AKCIS Junior.

There are three different types of administrative accounts for AKCIS; each created for a unique purpose.

District Report Login
Log in with your *District*
user name and password.

District & Agency Accounts
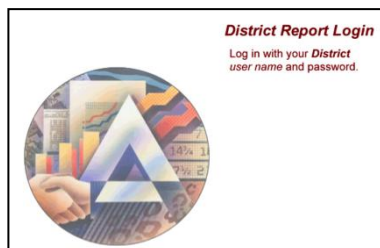
These accounts allow you to manage all sites and customize content within a school district, agency or other grouping of sites through a singular login. The account is ideal for a school district with multiple accounts for each of their school locations. If you want access to a District or Agency Account and need a username and password, you must complete the District and Agency Account Request Form located on the AKCIS website. This form must be submitted on an annual basis in the fall for the

account to remain active. After receiving your district login information, staff should log into the account at https://akcis.org/district.htm.

Site Coordinator/Administrator Account

If you are an AKCIS Site Coordinator or Administrator, you can access this account. This account is designed with special permissions that allow the user to set site-specific settings for users at your school. For example, this account can: adjust the list of available courses in the Course Planner, create custom activity checklists, write a custom introduction message for all parent accounts, and create/control Staff Accounts for other staff members at the school. The username and password for this account are provided to both the Site Coordinator and Site Administrator immediately after the school's account has been activated or renewed each fall. To login to these tools, go to https://akcis.org/administration.
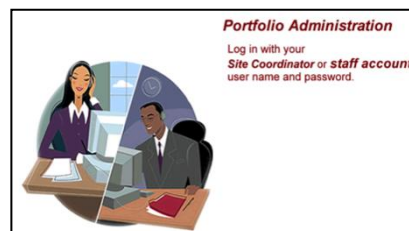
**Note: If the login information for this account needs to be retrieved, it will only be released to the AKCIS Site Coordinator or Administrator listed as official contacts on the annual Activation Agreement for the site.

Staff Accounts

Staff accounts are created and maintained by the AKCIS Site Coordinator or Administrator. These accounts can conduct all standard administration tools functions including: creating portfolios, running reports, sending messages to students' and parents' accounts, assigning portfolios to groups, viewing student progress, etc. There is no limit to the number of staff accounts that can be created for a single school, and it is the Coordinator/Administrator responsibility to ensure that permissions are given only to individuals authorized to view student data. To login with a Staff Account, go to https://akcis.org/administration.

Creating Student Accounts

While students can create their own AKCIS accounts, sites can also create student accounts by batch upload, so all students have accounts to use at the beginning of the school year. Some districts have found that creating student usernames and passwords according to a uniform design (for example, username: firstname.lastname and password: studentIDnumber) creates a system where students remember their username and password, and still maintain a reasonable level of security. However, be aware that students can change their password at any point once established.

To Batch Upload Student Portfolios:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Management, click Upload Portfolios.
3. Follow the on-screen instructions.

To Create Single Portfolio Accounts Through the Administration Tools:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Management, click on Portfolios.
1. Click on the Add New Portfolio button and fill in the information fields. Student or client accounts require a first and last name, and a username and password for each account.
2. Click on Add.

**Note: Once a portfolio is created the student must still read the privacy statement and select Yes or No for their personal preference. Creating portfolio accounts through the administration tools does not skip this process.

Creating Parent Accounts

Parent involvement in students' planning can be a huge asset to both the student and the school. Many parents/guardians want to support students' career development. Parent/guardian accounts make this possible. These accounts allow parents/guardians to view their students' AKCIS portfolio contents in read-only mode, and are equipped with a messaging system between the student's portfolio, parent/guardian account, and staff accounts. Staff establish and maintain all parent/guardian accounts for their school.

To Set-Up Parent/Guardian Accounts:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account.
2. Under Data Maintenance, find the portfolio the parent account will be assigned to using the options provided.
3. Click 'Create' in the far right 'Parent' column.
4. Existing parent/guardian accounts display with the option to add more. Click 'Add New Parent Account'.
5. Provide the requested information.

**Note: if you provide an email address, the parent/guardian will be notified of the username and password for this account via two separate emails. For security reasons, the first email will contain the username; the second will contain the password. If no email account is cited, the CIS staff or administrator will need to communicate the username and password to the parent/guardian.

Custom Checklists of Activities

▲ NEW!

In 2011 a new component of the My Portfolio was introduced called My Checklists. This section was released with checklists containing statewide recommended career and education planning activities for grades 6-12. These statewide recommended checklists will remain available to all schools in future years. However, sites now have access to a brand new checklists tool. The Checklists Editor in the Administration Tools for AKCIS will allow all schools/districts to create custom checklists of activities. These checklists can be focused on a specific grade level, program, or anything else that suits your needs. A detailed Checklist Guide for Site Administrators and Users has been developed to serve as a resource when creating your own custom activity checklists. The number of checklists a site can create is not limited.

Courses and Pathways

Districts and schools have the ability to load their actual course offerings, including career pathways and Programs of Study into AKCIS. This information will make the activities for students meaningful as they make specific choices, not general ones, about their future courses. The data gets directly populated into the My Course Plan section of the My Portfolio for students to use actively during planning. Any school/district interested in uploading custom content to My Course Plan should contact ACPE staff for assistance during the initial process. To begin, call the AKCIS Helpline at (877)269-7974 or email akcis@alaska.gov. A detailed My Course Plan Guide for Schools and Districts has also been developed with instructions for adding courses and pathways.

Frequently Asked Questions

What if my school doesn't have the computer or internet capacity for students to complete these activities?

There are options available for dealing with capacity, including:

1. All students don't have to complete the activities simultaneously. As long as the activity sequence stays intact, groups of students can complete these activities independently.
2. Some sites that have students with internet access outside the school assign many activities as homework, and use school time for students to report results and reflect on their answers. Staff can still review student performance and results through their AKCIS staff accounts, regardless of where students complete the activity.
3. Many AKCIS activities can be printed out in a hard copy for completion and/or grading. If necessary, students could also then take turns accessing AKCIS online to save important results, reflections or items of interest into their My Portfolio.
4. If internet connectivity is a constant problem in your community, you may request a 'Desktop Only' version of AKCIS. This version is not ideal for student use, as all My Portfolio elements have been removed, but would allow students to browse information files and access worksheets even if the internet was temporarily unavailable.

For more information on the Desktop Only version of AKCIS, or accessing AKCIS materials contact the AKCIS Helpline at (877) 269-7974.

What if a student forgets his or her portfolio log in?

If users include an e-mail address when setting up their portfolio, individuals will be able to request an email with their password from the AKCIS website. Or, if they have chosen to allow faculty or staff full access to their portfolio, their username and password will be accessible through the Administration Tools. If none of these options are viable, students may also call the AKCIS helpline at (877) 269-7974 and request that ACPE staff look-up their login information.

What does the portfolio Privacy Option mean?

Users have the option to enter personal notes ("My Thoughts") every time they save content, assessment results, or personal reflections from the "My Career Plan" section. They can choose to not allow site faculty and staff to view their comments (i.e., opt out). This also means that you cannot look up users' passwords in case they forget them. However, students can change this setting at any time through the "My Personal Information" section of their portfolio.

How do I fix the username or password for a portfolio account?

You can correct/adjust usernames and passwords for student accounts. However, this activity should never happen without first communicating with the student and informing students of all changes made. To make changes:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Maintenance, click on Portfolios. Find the portfolio using one of the provided options.
3. Click on 'Edit' on the right.
4. Make edits and click on the 'Update' button to save edits.

**Note: If the user opted out of sharing 'personal thoughts and comments', the staff member cannot change the password.

Can I get rid of student or client portfolios?

Portfolios cannot be deleted permanently, and they should not be deleted from your account except for in very specific circumstances. However, they may be hidden from your account when a user is no longer enrolled. Portfolios can also be transferred to other accounts such as from a middle school site to a high school site.

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Maintenance, click on Portfolios. Find the portfolio using one of the provided options.

To hide a portfolio:

3. Select the portfolio(s) you wish to hide
4. Select 'Hide Selected Portfolios' from the drop-down menu of options and click 'Execute Task'.
5. To reactivate a portfolio, click on Show Hidden Users, select portfolio and choose 'Unhide'.

To transfer a portfolio:

1. Select the portfolio(s) you wish to transfer out
2. Select 'Transfer Selected Portfolios' from the drop-down menu of options and click 'Execute Task'.
3. Enter new site's username and password, and click on Continue.

   **Note: You will not be able to directly retrieve a portfolio you transferred out by mistake. You will need to call the site staff of the account the portfolio was transferred into, or contact ACPE staff at (877) 269-7974.

What if a student has more than one portfolio? Can I merge Portfolios?

Frequently, a new staff member will inherit responsibility for an AKCIS account from someone who has not had time in the past to maintain an accurate list of student portfolios. If a student has more than one portfolio in your Administration Tools account, these accounts should be **Merged** into a single portfolio. To merge a set of portfolios:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Maintenance, click on Portfolios. Find the portfolios using one of the provided options.
3. Select ALL the portfolios you wish to merge into a single account
4. Select 'Merge Selected Portfolios' from the drop-down menu of options and click 'Execute Task'.
5. Click 'Select' next to the portfolio which is PRIMARY**
6. Click the 'Continue' button, and confirm that you will be merging the data together from multiple portfolios.

   **Note: Only one portfolio can be determined as Primary from the group. This portfolio is the ONLY one that will retain contents in the My Career Plan and My Course Plan sections. It is also the only portfolio that will retain its username and password. If a username from a non-primary portfolio is desired, switch the portfolio usernames before merging. For assistance with this process, call the AKCIS Helpline at (877) 269-7974 or 269-6929 in Anchorage.

How do I create staff accounts?

Staff accounts provide access to portfolio group management, and reporting tools. To create Staff Accounts:

1. Login to the Administration Tools using the AKCIS Site Coordinator or Administrator Account
2. Under Data Maintenance, click on Staff Accounts.
3. Click on the Add New Staff Account button.
4. Add each staff account individually. Staff accounts require a first and last name, and a username and password for each account.

What are groups and how do I use them?

A group is a way to organize individual portfolios for reports and maintenance. A group might be students in a specific grade or class, or assigned to a specific counselor or workshop. A portfolio is not restricted in the number of groups it can be assigned to at one time. To create a group:

4. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
5. Under Data Maintenance, click on Groups.
1. Click on Add New Group, and add a group name such as 'Class of 2010', 'Connie Counselor', or Guide Group A.
2. Click the Add button.
3. Each Group is listed and you can edit, delete, or view members of the group.

After you have created a group, you can assign users to it by:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Maintenance, click on Groups.
3. Find the desired group and click on Members.
4. Click on the Add Portfolios button.
1. Select portfolios by last name, by graduation year, or list all users and add portfolio(s) by checking the boxes.
5. Click on Add Portfolios.

How do I send Messages to one or more users?

You can send messages to one or more student portfolios by:

1. Login to the Administration Tools using the AKCIS Site Coordinator/Administrator Account or Staff Account
2. Under Data Maintenance, click on Messages.
3. Click the 'Send New Message' button.
1. Find and check the portfolio(s) you want using one of the provided options.
2. Click 'Send Message' at the top of the table.
3. Enter a subject, type your message, and verify the list of recipients.
4. Click Send.

Additional AKCIS Support Materials

AKCIS has a variety of support materials available online. These materials include:

- Cheat-sheets called Quick Starts,
- Video tutorials,
- Career planning curriculum & classroom activities,
- Instructional Guides for Assessments,
- Checklists, and
- Training materials

These resources exist for both users and staff and are located in the Tools for Users and Tools for Counselors and Teachers sections of AKCIS. These resources help students and staff complete activities and processes within AKCIS, and serve as a great supplement to AKCIS training. They address topics like:

- How to create a portfolio or batch upload groups of portfolios
- How to merge existing portfolios
- How to transfer portfolios from one account into another
- How to run reports

- How to customize your school/district course planner
- How to create a resume
- How to use and interpret assessments appropriately, and much more!

There is also a Glossary of terms and acronyms available for students and staff inside AKCIS under the Additional Resources menu after logging in.

New Curriculum and Classroom Activities Available!!

AKCIS contains a national high-school level CIS Curriculum available to sites in the Tools for Counselors and Teachers section. These 173 searchable lesson plans and three curriculum units support integration of CIS into classroom settings while having a focus on career and education planning. Written for grades 8-12, many of these lessons are also appropriate for use with middle school students or adults with minor modifications.

AKCIS now also has 3 brand new Hot Topic Curriculum Units and a set of Pre-Career Planning Exercises available for Alaska Schools in the Tools for Counselors and Teachers section. The Hot Topic Curriculum Units each have a unique theme: Green Jobs, Health Careers, and Personal Finance. Each unit is 1-2 weeks in length and focused on a core subject area like Science or English/Language Arts. All units and activities are cross-walked to the appropriate common core standards. A set of Pre-Career Planning Exercises was designed by educator Lesa Rohrer in Kotzebue, Alaska. The exercises are designed to help students understand the distinction between careers and jobs before initiating planning in AKCIS.

Overview of Models

The AKCIS Implementation Framework for Middle Schools includes three models for implementing AKCIS and engaging youth in middle school to use the My Career Plan activities to create their own Personal Learning and Career Plan. **Model A** includes the key foundation activities for a program which can be spread across 3-4 years or used during a "one shot" intensive opportunity, e.g. one semester course. **Model B** is an expanded model that groups activities into two "chunks" or time periods, e.g. 5th - 6th and 7th - 8th grades. **Model C** offers full implementation of AKCIS across 3-4 years of middle school, offering student the opportunity to update their plans as they learn more about themselves and careers.

Model A Foundation 25 Activities	Foundation 25 Activities		
Model B Expanded 57 Activities	Grades 5-6 20 Activities	Grades 7-8 37 Activities	
Model C Full Implementation 73 Activities	Grades 5-6 18 Activities	Grade 7 24 Activities	Grade 8 31 Activities
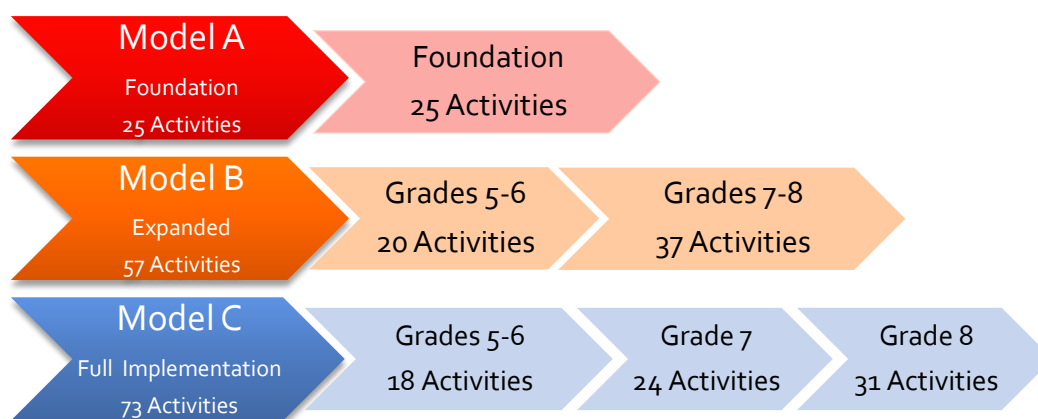
Pages 27 through 42 present three models for using AKCIS Junior to build middle school programs and help students create online portfolios / PLCPs.

- **Model A** is the foundation for implementing AKCIS Junior in a way that assures students complete all of Alaska's recommended elements for a PLCP. While it is preferable to spread the activities across middle school years (see sample schedule in Appendix B, it can also be done as a "one shot" intensive opportunity to deliver AKCIS essentials, e.g. through a single semester class. Model A assembles the key rudiments of an essential AKCIS program, which includes 25 concise activities, which are a little more than 1/3 of the AKCIS Junior activities.

- **Model B** groups activities into two levels or time periods for career development. The first level, for 5th or 6th graders, introduces students to career development and middle school life. The second level, for 7th or 8th graders, offers higher-level activities, several supporting the important transition to high school. Model B uses most of the activities in My Career Plan, for a total of 57 activities. This model also completes Alaska's PLCP recommendations.

- **Model C** offers a full implementation plan over 3-4 years for the school that strongly supports classroom based career planning and development. The structure includes a set of activities to be delivered annually at each grade level throughout middle school. Model A uses each activity in My Career Plan and includes a total of 72 distinct activities that fully populate Checklists for each grade and meets Alaska's PLCP recommendations. Some activities are repeated each year as students gain deeper experience or they update their portfolio with new information.

The following table summarizes the activities in each model and a recommended sequence of instruction. The detailed description of each model also includes a list of student objectives, activities and summary of what students will complete for the respective activity; e.g., reflective questions, worksheets, inventories and assessments, and portfolio entries.

Section of My Career Plan and Activity Title	Model A	Model B		Model C		
	Foundation	5th & 6th	7th & 8th	5th & 6th	7th	8th
Create My Portfolio	1	1		1		
Who Am I?						
Learning About Me						
Things I Like to Do	2	2		2		
Qualities for Success	6	3			20	
Important Life Events		4			21	43
What Are Skills?			22		22	
My Accomplishments	15		23		23	
Career Cluster Inventory[A]	8		24		24	44
IDEAS[1]						45
Learning About My Community						
My Community		5		3		
My Ideal Community		6		4		
Job Shadow			26			46
Learning About My School						
Getting to Know my School		7		5		
Should I Join?			27		26	47
Activities and Achievements[B]	16		28		27	48
My Network	17		29			49
My Portfolio –						
Create a Resume	22		48			61
My Checklists	13	8	31	6	28	51
Where Am I Going?						
Occupations						
Occupation Scavenger Hunt	7	9		7		
Bobilator					29	
If I became …	11		32		30	
Job Shadow	19		33			52
Career Clusters						
Career Cluster Mobiles		10		8		
What's My Cluster		11			31	
Career Cluster Posters			34			53
Career Cluster Inventory[A]	8		24		24	
My Favorite Cluster	9		25		25	
Workplace						
What Are Working Conditions?		12		9		

Section of My Career Plan and Activity Title	Model A	Model B		Model C		
	Foundation	5th & 6th	7th & 8th	5th & 6th	7th	8th
Why Do People Work?			35		32	
What Rewards Do I Want from Work			36			54
Reality Check	**3**		**21**		**19**	**55**
Making Decisions						
How Do I Make Decisions?			37	10		
What Book Do I Pick to Read?				11		
Action Plans						
Learn a New Skill			38		33	
Make a Change			39		34	
My Career Plan						
What Do I Want to be When I Grow Up?	10		40			56
My Career Action Plan	12		41			57
How Do I Get There?						
Employability Skills						
Working Together		13		12		
Are You Listening?	4	14		13		
Listening Skills on the Job		15		14		
Being Dependable				15		
Using My Time for Success		17		16		
Planning My Time for Success		18		17		
Job Success Scale	14		43		36	
Free Job Training			42		35	
Getting Fired at Work and School	5	16	49		37	
Classroom Performance Reviews	20		44		38	
Volunteering						
Where are you going to volunteer?	21			18	39	58
Volunteer wisely			45		40	59
Select or plan a volunteer activity		19	46		41	60
Volunteer resume			30			50
Set up a volunteer activity						62
Thank your volunteer coordinator						63
My volunteer activities	18	20	47		42	64
Reflect on your volunteer activity						65
Planning for High School						
Words for High School	23		50			66

Section of My Career Plan and Activity Title	Model A	Model B		Model C		
	Foundation	5th & 6th	7th & 8th	5th & 6th	7th	8th
High School Graduation Requirements			51			67
College Admission Requirements			52			68
Electives			53			69
Activities	24		54			70
My High School Course Plan	25		55			71
Life After High School						
Pay For Your Education			56			72
College and Career Schools			57			73
Update My Checklists	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

A Recommend using both the "Career Cluster Inventory" and "IDEAS" in **Model C,** recommend using one or the other instrument in **Model A** and **Model B.** Note: "Career Cluster Inventory" is listed in both sections in which it appears.

B **Model C** uses "Activities and Achievements" in both grades 7 and 8 in order to update the student record
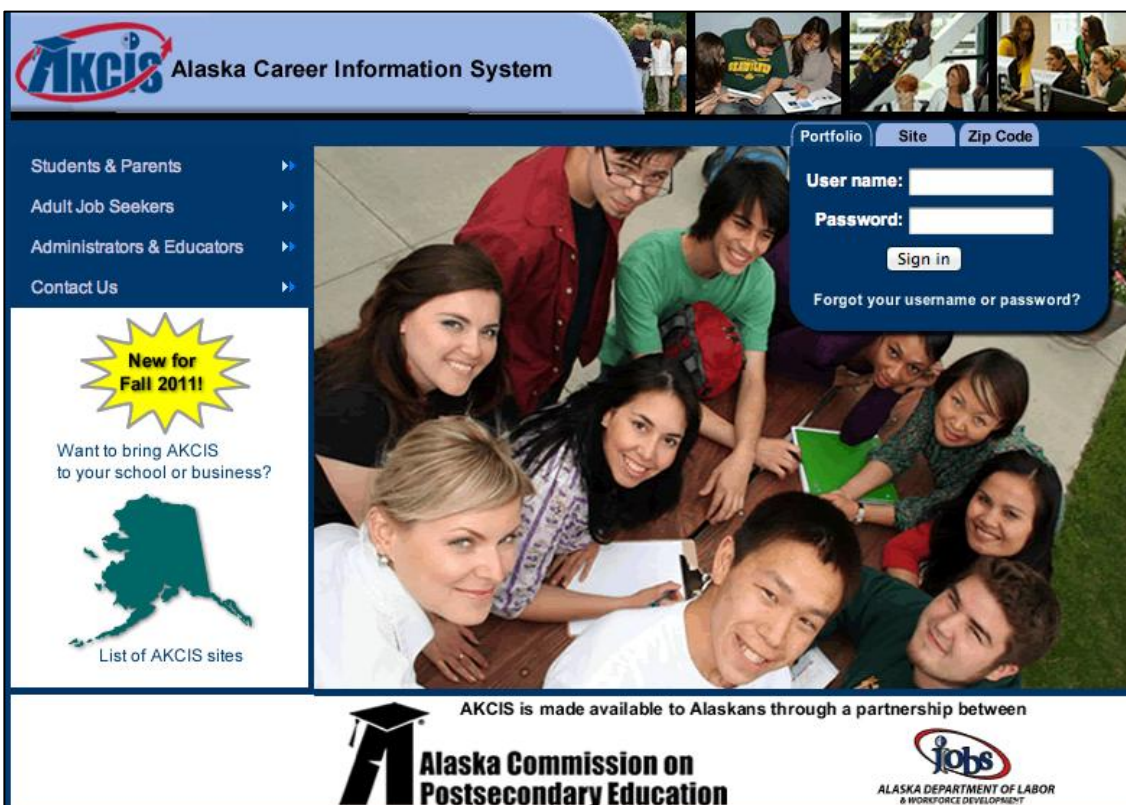
Getting Started – First Steps for Students

All paths start HERE! The Framework describes several options for leveraging AKCIS tools and resources – however the starting point is always the same. The following step by step instructions will help students, teachers and other users become comfortable in AKCIS Junior and learn how to navigate and use the tools to:

▼ LOG IN WITH USERNAME AND PASSWORD

▼ GET ORIENTED TO THE HOME PAGE AND HOW INFORMATION IS ORGANIZED

▼ CREATE 'MY PORTFOLIO'

▼ PRACTICE EXERCISE – SAVING RESULTS IN 'MY PORTFOLIO'

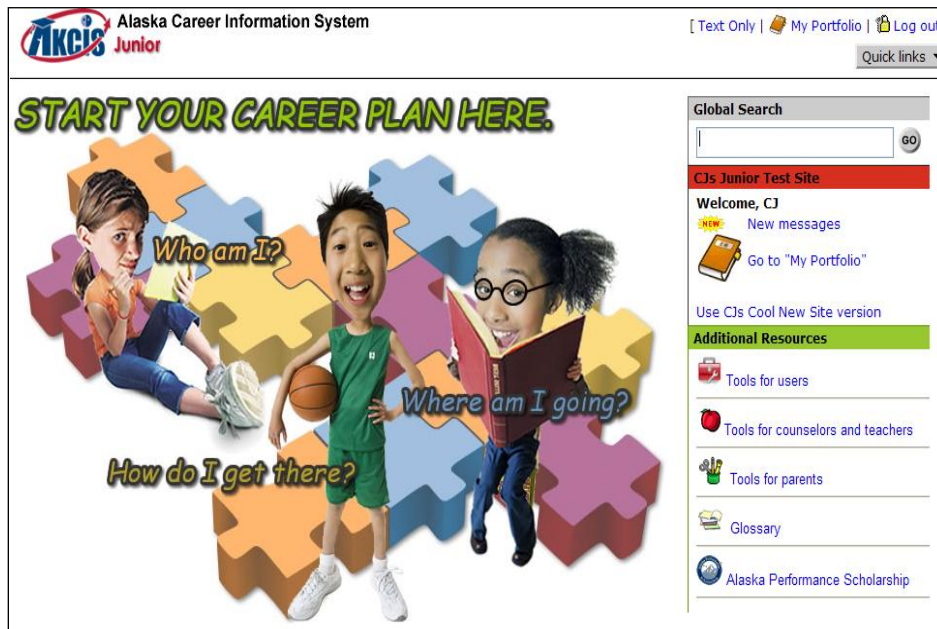▲   LOG IN WITH USERNAME AND PASSWORD

1. Open your web browser and go to AKCIS.org

2. Enter the site/school's username and password, which can be provided by school staff.

When a student/user signs in under a middle school's username, they will be directed automatically to the AKCIS Junior site and any subsequent portfolios that are created will be linked to their school's account.   This is very important, and ensures that the student's accounts will be accessible by their teachers, counselors, and parents who will support the ongoing use of AKCIS, creation of the student's portfolio, and completion of My Checklists.

▲   GET ORIENTED TO THE HOME PAGE AND HOW INFORMATION IS ORGANIZED

From the home page, you have access to all of the AKCIS Junior resources and tools. Learning to navigate the home page will enable you to easily find all of the activities referenced in this Framework.

AKCIS Junior activities are organized around three questions that lead students through activities to create a career plan.

1. SELECT A SECTION:

From the home page, click on any of the three main headings:

▼   WHO AM I?

▼   WHERE AM I GOING?

▼   HOW DO I GET THERE?
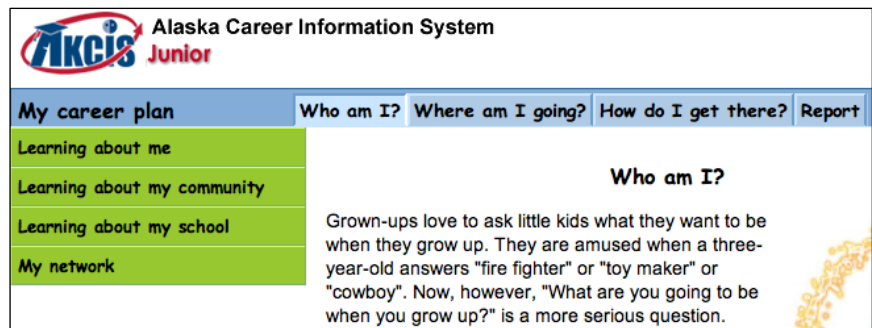
These will take you to the corresponding section of AKCIS Junior and display a list of categories in green. The image on the right shows the categories inside the "Who Am I?" section.

2. SELECT AN ACTIVITY:

Click on any green category you are interested in and it will display the activities. The sample shown to the left includes activities in the Employability Skills category, found in the "How Do I Get There" section. For a complete list of all activities in AKCIS Junior, see Appendix A.

3. Click on the activity you would like to use.

4. Once you are inside the activity, there will be background information and, in most cases, activity worksheets as both PDF and Word files to print out and use accordingly within a classroom lesson or self-guided lessons.

Some activities include reflective questions. Answers to these are stored within a student's portfolio (see below how to set up).

▲   CREATE 'MY PORTFOLIO'

If they don't already have an AKCIS portfolio, each student will be able to create their own portfolio to save the results of their activities 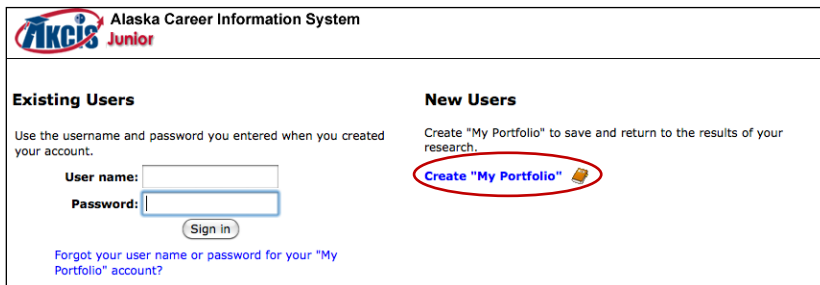and reflections in AKCIS Junior. Collectively, this information becomes their online Personal Learning and Career Plan and it will be available to them as they continue their education in high school.
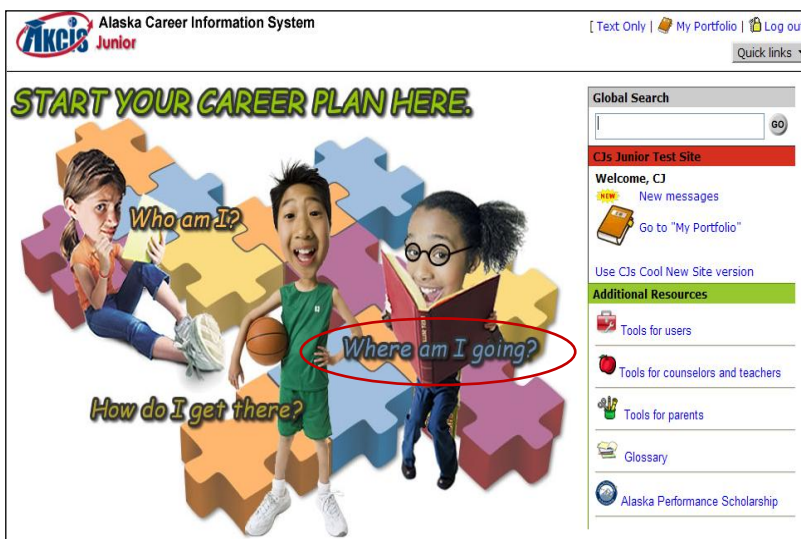
1. **SELECT MY PORTFOLIO:** On the right panel of the home screen, click on the **Create "My Portfolio"** link.

2. Under the **New Users** heading, click on **Create "My Portfolio"**
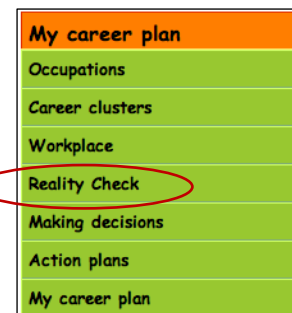
3. Complete the personal information section, creating a unique username and password. Be sure to enter a valid email address, as this will allow retrieval of the username/password in the event it is forgotten.

▲   PRACTICE EXERCISE – "REALITY CHECK"
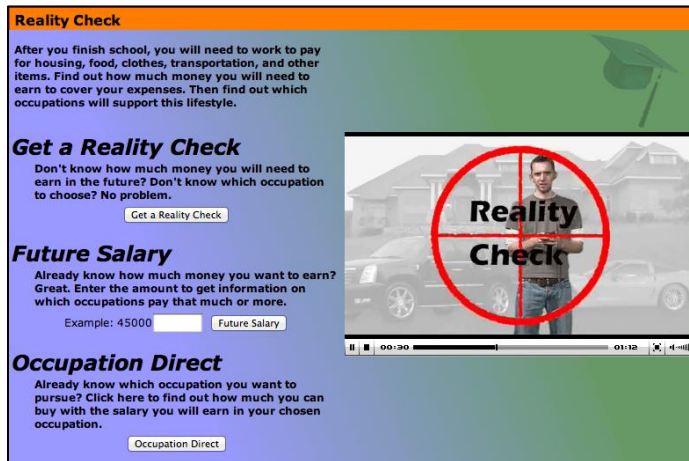
One of the activities that students enjoy and often repeat more than once is the Reality Check. It can be done early to help students put their future lifestyle 'wants' into perspective with annual wage expectation and associated careers and education. With an engaging video and a simple set of questions, students can do some 'what if' planning and save the results each time they complete it. The following steps will illustrate how easy it is to complete an exercise and save the results to your My Portfolio.

1. Make sure you are logged into the AKCIS Junior page with your own personal username so that your information can be saved to your portfolio.

2. Select the category "**Where am I going?**" by clicking on the heading.

3. Select the green "Reality Check" section heading.

4. Check out the video first! Then read through the directions and, when ready, click on the "Get a Reality Check" button.

5. You will be asked to select your region from a pop-down list. Select one and click **Next** in the upper right corner.

6. Begin to make your selections relating to the lifestyle you want, including: housing, utilities, clothing, entertainment, and basics like food and transportation. You can select / add a check to one option or enter a number in the black box.

Note - you can also start by selecting either a future annual salary or an occupation to get an idea of how much different occupations earn and what those earnings will provide in terms of living expenses and savings.

7. As you make selections relating to expenses they are tabulated on a worksheet. Once you've made all your selections, click on **Next** in the upper right corner to see how much money you need each month to cover your expenses.

9. Be sure to click on the "SAVE" button located near the top right corner. This will save your results into your Portfolio and allow you to make any comments about the results in the "Thoughts" area. You can view your results and comments at any time by clicking on the "My Portfolio" link at the top of the page.

Implementation Framework

Model A – Foundation

Model A
25 Activities

Foundation
25 Activities

Model A – Foundation

Student Objectives:

- Become familiar with the school's Career Development Program - Become acquainted with CIS Junior - Set up a career portfolio - Complete and save results of a career cluster or interest inventory - Explore occupations and occupational clusters	- Explore skills, accomplishments, and interests - Conduct a job shadow - Practice decision-making - Develop an action plan and cursory career plan - Examine skills for success - Investigate high school activities - Explore volunteer opportunities - Create a resume

AKCIS Junior activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Each grade is organized by the major elements of My Career Plan.

▼ WHO AM I?

▼ WHERE AM I GOING?

▼ HOW DO I GET THERE?

Who Am I?

How Do I Get There?

Where Am I Going?

Using **My Checklists** is a key tool for tracking students' progress to building their Personal Learning and Career Plan throughout middle school. In addition to classroom activities listed below, several functions are accessed through the Checklist in My Portfolio.

Model A is described as a single sequence in this Framework, however it can be used across three middle school years. Some activities may be good to repeat more than one time as students' understanding of their interests, careers clusters and occupations continues to develop. Appendix B illustrates a potential sequence and schedule for incorporating this core set of activities across three years.

Section of My Career Plan and Activity Title	Foundation Sequence	AKCIS Resources Used and Reflective Questions
Create My Portfolio	1	*Create an AKCIS Portfolio.*
Who Am I?		
Learning About Me		
Things I Like to Do	2	*Download and complete worksheet.* - What are five things you really like to do? - List one thing you want to learn to do.
Qualities for Success	6	*Download and complete worksheet.* - List three qualities that help you be successful in your school, community, and home. - List one personal quality you want to improve on to be more successful.
My Accomplishments	15	*Download and complete worksheet.* - Name five skills you like to use. - Give the names of two people who helped you learn these skills. - List one thing you want to learn to do.
Career Cluster Inventory[1]	8	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*
Learning About My School		
Getting to Know my School		*Download and complete worksheet.*
Activities and Achievements[2]	16	*Download and complete worksheet.* *Enter Activities and Achievements in My Education and Work History section of My Portfolio.*
My Network	17	*Download and complete worksheet.* *Enter References in My Education and Work History section of My Portfolio.*
My Portfolio –		
Create a Resume	22	*Enter all resume information in My Education and Work History section of My Portfolio.* *Generate resume, review, and upload to My Portfolio.*
My Checklists	13	*Enter goals in My Portfolio.*
Where Am I Going?		
Occupations		
Occupation Scavenger Hunt	7	*Download and complete worksheet.*
If I became …	11	*Download and complete worksheet.* *Use Occupations Index to complete worksheet.*
Job Shadow	19	*Download and complete worksheets.* *Enter completion dates in My Checklists section of My Portfolio.*
Occupation Index	11	*Occupation Index, Career Clusters, and Frequently Asked Questions.*
Career Clusters		
Career Cluster Inventory[1]	8	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*

Section of My Career Plan and Activity Title	Foundation Sequence	AKCIS Resources Used and Reflective Questions
My Favorite Cluster	9	*Select choices and save.*
Reality Check	3	*Complete Inventory and save results and comments to My Portfolio.*
My Career Plan		
What Do I Want to be When I Grow Up?	10	*Download and complete worksheet.*
My Career Action Plan	12	*Download and complete worksheet. Save results in My Portfolio.* - What is your career goal? - What courses will you take in high school to achieve your goal? - What will you do after high school to achieve your career goal? - What hobbies or activities will help you achieve your career goal?
How Do I Get There?		
Employability Skills		
Are You Listening?	4	*Download and complete worksheet.*
Job Success Scale	14	*Download and complete worksheet.*
Getting Fired at Work and School	5	*Download and complete worksheet.*
Classroom Performance Reviews	20	*Download and complete worksheet.*
Volunteering		
Where are you going to volunteer?	21	*Download and complete worksheets.*
My volunteer activities	18	*Download and complete worksheet. Enter information into the My Education and Work History section of My Portfolio.*
Planning for High School		
Words for High School	23	*Download and complete worksheet.*
Activities	24	Download and complete worksheet. - What activities, clubs, or hobbies will I take part in during high school?
My High School Course Plan	25	*Download and complete worksheet.* *Enter information into My Course Plan section of My Portfolio.*
Update My Checklists	Ongoing	*Review and update information in My Checklist.*

AKCIS IN PRACTICE: NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Personal Learning and Career Planning is relatively new to our 6-12th grade students. AKCIS was chosen to fuel this effort because of its student-centered electronic Alaskan specific framework. Pre-career planning activities were scaffolded onto AKCIS to lay a foundation on which sustainable portfolios – that have the capacity to grow with our students as they progress towards graduation – have been framed in. Our students relate to AKCIS because of its personlized features and Alaskan focus for job profiles and post-secondary searches. AKCIS' electronic platform, ease of use, and engaging activities have been a hit with our teachers and counselors. Our district recognizes the positive correlation between personal learning and career planning, student success, and college and career readiness. We will will further catalyze PLCP's with AKCIS as we move forward by:

NWABSD: Leading the way with PLCPs Grades 6-12

Headed towards success through our Personal Learning and Career Plans (PLCPs)

See your counselor or CTE teacher for more information

▲ EXPANDING OUR PROFESSIONAL DEVELOPMENT RELATED TO AKCIS TO INCLUDE REGULAR CLASSROM TEACHERS

▲ BUILDING IN MORE TIME TO FACILITATE PLCPS IN GRADES 6-12

▲ PROMOTING PLCPS THROUGH PROMOTIONAL POSTERS, PSA'S AND OUR DISTRICT WEBSITE

▲ ADDING AKCIS JUNIOR TO OUR PLCP TOOLBOX THIS FALL BECAUSE:

   o AKCIS JUNIOR EASILY TRANSITIONS INTO HIGH SCHOOL
   o AKCIS JUNIOR HAS A MIDDLE SCHOOL FOCUS ALIGNED TO MIDDLE SCHOOL STANDARDS
   o AKCIS JUNIOR HAS TOOLS TO LAY THE FOUNDATION FOR SUCCESSFUL PERSONAL LEARNING AND CAREER PLANNING
   o AKCIS JUNIOR SUPPORTS SUSTAINABLE PLCPS
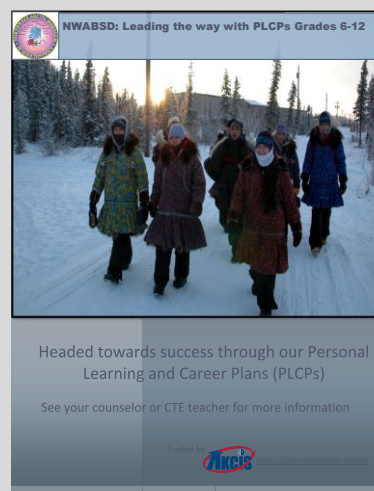
"AKCIS is an Alaskan treasure in that it has all the tools you need to promote, support and facilitate sustainable personal learning and career planning that grows with each student, even past high school. I have had students who graduated call me and ask for their username and password so that they could get their resume, do a school or job search, or update their information. I consider this a success as our students understood the treasure they were given and saw its value in helping them reach their goals."

Lesa L. Rohrer, Career and Technical Education Specialist

Model B – Expanded Implementation

| Model B 57Activities | Grades 5-6 20 Activities | Grades 7-8 37 Activities |
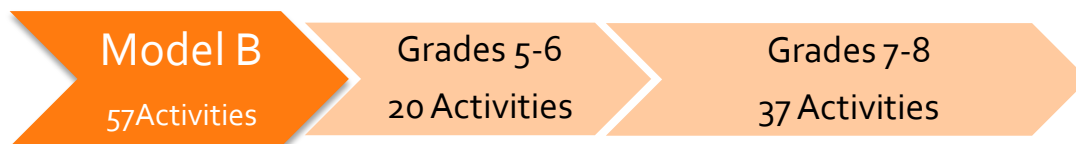
Model B – Grades 5-6

Student Objectives:

- Become familiar with the school's career development Program
- Become acquainted with CIS Junior
- Set up career portfolio
- Explore interests and life events
- Explore occupations and occupational clusters
- Learn about the community
- Explore volunteer opportunities

- Learn about the school
- Learn about working conditions
- Learn about employability skills
- Learn about time management and dependability
- Complete first of several reflection entries in "My Career Plan" for Who Am I?, Where Am I Going?, and How Do I Get There?
- Revisit and update portfolio entries

AKCIS Junior activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Each grade is organized by the major elements of My Career Plan.

▼ WHO AM I?

▼ WHERE AM I GOING?

▼ HOW DO I GET THERE?

Who Am I?

How Do I Get There?

Where Am I Going?

Using **My Checklists** is a key tool for tracking students' progress to building their Personal Learning and Career Plan throughout middle school. In addition to classroom activities listed below, several functions are accessed through the Checklist in My Portfolio.

Section of My Career Plan and Activity Title	5th & 6th Grade Sequence	AKCIS Resources Used and Reflective Questions
Create My Portfolio	1	*Create an AKCIS Portfolio.*
Who Am I?		
Learning About Me		
Things I Like to Do	2	*Download and complete worksheet.* - What are five things you really like to do? - List one thing you want to learn to do.

Section of My Career Plan and Activity Title	5th & 6th Grade Sequence	AKCIS Resources Used and Reflective Questions
Qualities for Success	3	*Download and complete worksheet.* - List three qualities that help you be successful in your school, community, and home. - List one personal quality you want to improve on to be more successful.
Important Life Events	4	*Download and complete worksheet.* - What is one thing you want to do in your future life?
Learning About My Community		
My Community	5	*Download and complete worksheet.* - Give the name of two businesses in your community you would like to learn more about.
My Ideal Community	6	*Download and complete worksheet.* - List three things a town must have for you to choose to live there.
Learning About My School		
Getting to Know my School	7	*Download and complete worksheet.*
My Portfolio –		
My Checklists	8	*Enter goals in My Portfolio.*
Where Am I Going?		
Occupations		
Occupation Scavenger Hunt	9	*Download and complete worksheet.*
Career Clusters		
Career Cluster Mobiles	10	*Download and complete worksheet.*
What's My Cluster?	11	*Download and complete worksheet.*
Workplace		
What Are Working Conditions?	12	*Download and complete worksheet.* - What four or five working conditions are most important to you?
How Do I Get There?		
Employability Skills		
Working Together	13	*Download and complete activities.*
Are You Listening?	14	*Download and complete worksheet.*
Listening Skills on the Job	15	*Download and complete worksheet.*
Using My Time for Success	17	*Download and complete worksheet.*
Planning My Time for Success	18	*Download and complete worksheet.*
Getting Fired at Work and School	16	*Download and complete worksheet.*
Volunteering		
Select or plan a volunteer activity	19	*Download and complete worksheet.*
My volunteer activities	20	*Download and complete worksheet. Enter information into the My Education and Work History section of My Portfolio.*
Update My Checklists	Ongoing	*Review and update information in My Checklist.*

Model B – Grade 7-8

Student Objectives:

- Explore skills, accomplishments, and interests
- Complete and save results of a career cluster or interest inventory
- Conduct a job shadow
- Identify network of supporters
- Further research occupational clusters
- Complete Reality Check inventory
- Explore workplace concerns
- Practice decision-making
- Create a resume

- Develop an action plan
- Develop cursory career plan
- Practice listening skills
- Examine skills for success
- Investigate high school activities
- Explore volunteer opportunities
- Explore high school graduation requirements
- Explore college admission requirements
- Create a course plan for high school
- Learn about preparing for college
- Learn about the costs of college

AKCIS Junior activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Each grade is organized by the major elements of My Career Plan.

▼ WHO AM I?

▼ WHERE AM I GOING?

▼ HOW DO I GET THERE?

Who Am I?

Where Am I Going?

How Do I Get There?

Using **My Checklists** is a key tool for tracking students' progress to building their Personal Learning and Career Plan throughout middle school. In addition to classroom activities listed below, several functions are accessed through the Checklist in My Portfolio.

Section of My Career Plan and Activity Title	7th & 8th Grade Sequence	AKCIS Resources Used and Reflective Questions
Who Am I?		
Learning About Me		
What Are Skills?	22	*Download and complete worksheet.*
My Accomplishments	23	*Download and complete worksheet.* *- Name five skills you like to use.* *- Give the names of two people who helped you learn these skills.* *- List one thing you want to learn to do.*
Career Cluster Inventory[1]	24	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*

Section of My Career Plan and Activity Title	7th & 8th Grade Sequence	AKCIS Resources Used and Reflective Questions
Learning About My Community		
Job Shadow	26	*Download and complete worksheets.*
Learning About My School		
Should I Join?	27	*Download and complete worksheet.* - What activities, clubs, or hobbies would you like to try before going to high school?
Activities and Achievements[2]	28	*Download and complete worksheet.* *Enter Activities and Achievements in My Education and Work History section of My Portfolio.*
My Network	29	*Download and complete worksheet.* *Enter References in My Education and Work History section of My Portfolio.*
My Portfolio –		
Create a Resume	48	*Enter all resume information in My Education and Work History section of My Portfolio.* *Generate resume, review, and upload to My Portfolio.*
My Checklists	31	*Enter goals in My Portfolio.*
Where Am I Going?		
Occupations		
If I became …	32	*Download and complete worksheet.* *Use Occupations Index to complete worksheet.*
Job Shadow	33	*Download and complete worksheets.* *Enter completion dates in My Checklists section of My Portfolio.*
Occupation Index	32	*Occupation Index, Career Clusters, and Frequently Asked Questions.*
Career Clusters		
Career Cluster Posters	34	*Download and complete worksheet.*
Career Cluster Inventory[1]	24	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*
My Favorite Cluster	25	*Select choices and save.*
Workplace		
Why Do People Work?	35	*Download and complete worksheet.*
What Rewards Do I Want from Work?	36	*Download and complete worksheet.* - What rewards do I want from work?
Reality Check	21	*Complete Inventory and save results and comments to My Portfolio.*
Making Decisions		
How Do I Make Decisions?	37	*Download and complete worksheet.*
Action Plans		
Learn a New Skill	38	*Download and complete worksheet.*
Make a Change	39	*Download and complete worksheet.*

Section of My Career Plan and Activity Title	7th & 8th Grade Sequence	AKCIS Resources Used and Reflective Questions
My Career Plan		
What Do I Want to be When I Grow Up?	40	*Download and complete worksheet.*
My Career Action Plan	41	*Download and complete worksheet. Save results in My Portfolio.* *- What is your career goal?* *- What courses will you take in high school to achieve your goal?* *- What will you do after high school to achieve your career goal?* *- What hobbies or activities will help you achieve your career goal?*
How Do I Get There?		
Employability Skills		
Job Success Scale	43	*Download and complete worksheet.*
Free Job Training	42	*Download and complete worksheet.*
Getting Fired at Work and School	49	*Download and complete worksheet.*
Classroom Performance Reviews	44	*Download and complete worksheet.*
Volunteering		
Volunteer wisely	45	*Download and complete worksheet.*
Select or plan a volunteer activity	46	*Download and complete worksheet.*
Volunteer resume	30	*Download and complete worksheet.*
My volunteer activities	47	*Download and complete worksheet. Enter information into the My Education and Work History section of My Portfolio.*
Planning for High School		
Words for High School	50	*Download and complete worksheet.*
High School Graduation Requirements	51	*Download worksheet.*
College Admission Requirements	52	*Download worksheet.*
Electives	53	*Download and complete worksheet.*
Activities	54	*Download and complete worksheet.* *- What activities, clubs, or hobbies will I take part in during high school?*
My High School Course Plan	55	*Download and complete worksheet.* *Enter information into My Course Plan section of My Portfolio.*
Life After High School		
Pay for Your Education	56	*Download and complete worksheet.*
College and Career Schools	57	*Download and complete worksheets.*
Update My Checklists	Ongoing	*Review and update information in My Checklist.*

AKCIS IN PRACTICE: KODIAK ISLAND BOROUGH SCHOOL DISTRICT

AKCIS resources have been used for personal career development plans in the Kodiak Island Borough School District for the past eight years. Students in our village schools were the first to use AKCIS to develop their four-year high school plans for career education and training beyond high school. In 2008, Kodiak High School implemented an advisory program with a focus on 21st century career readiness skills. Teachers and students were trained to use the AKCIS tools and resources to develop a complete four- to eight-year plan of education and training for the purpose of pursuing careers of interest. We quickly discovered that students and teachers need access to technology and consistent training on AKCIS if we expect students to leave Kodiak High School with a fully developed Career Plan. Next year we will have 70-minute advisory periods one day a week in both the high school and middle school to allow more time for teachers and students to access and discuss the lessons and activities on AKCIS. In addition, KHS students will earn a .25 credit each year when they complete all the tasks, specific to their grade level, in the "My Portfolio" section of AKCIS. Approaching the 2012-13 school year, teachers and students will, once again, need follow up and training to use the AKCIS tools in a way that is engaging for students to develop a 21st Century Career and College Ready Career Plan.

"There is a big world beyond Kodiak. I'm glad I planned in advance to finish the necessary course work and training to pursue my career. I'm ready for the next stage in my life!"

— Kodiak High School Junior

"We don't have enough room for all our advisory groups—so a few groups meet in our foyer, library and cafeteria. Wireless access to AKCIS makes big difference in the attitutde of teachers and students when we have an AKCIS advisory."

— Kodiak Teacher

▲ HOW KODIAK WILL BE USING AKCIS JUNIOR
- AKCIS LESSONS WILL BE DELIVERED DURING THE KODIAK MIDDLE SCHOOL WEEKLY ADVISORY CLASSES
- STAFF/PARENTS/STUDENTS WILL RECEIVE TRAINING ON AKCIS
- A WEEKLY SCHEDULE OF AKCIS ACTIVITIES/LESSONS WILL BE DEVELOPED TO BE DELIVERED TO STUDENTS FOR A COMPLETE PORTFOLIO BY THE END OF THE YEAR
- A PARTNERSHIP WITH THE HIGH SCHOOL WILL BE MADE TO ALLOW 7TH AND 8TH GRADE STUDENTS THE OPPORTUNITY TO ATTEND A CAREER FAIR

Model C – Full Implementation

| Model C 73 Activities | Grades 5-6 18 Activities | Grade 7 24 Activities | Grade 8 31 Activities |

Student Objectives:

- Identify individual interests, abilities, and strengths
- Develop skills to assess interests, abilities, and strengths
- Recognize that a variety of general employability skills and personal qualities are important to success in school and employment
- Use family and community resources to explore career goals
- Identify ways to get involved in school
- Relate learning and activities in school to work
- Begin development of career portfolio
- Demonstrate skills in locating, evaluating, and interpreting career information
- Become informed about career opportunities and preparation for them
- Demonstrate job readiness skills through job shadowing
- Recognize that occupations may be organized and described in different ways
- Recognize skills and abilities required for work in different career clusters
- Learn about the world of work
- Recognize the impact of family, career, and leisure decisions on career goals

- Identify financial goals
- Identify the steps in one model of decision-making
- Describe how information can improve your decision-making
- Identify alternative options and potential consequences for a specific decision
- Develop a plan for personal growth
- Develop a career plan
- Investigate high school activities
- Explore volunteer opportunities
- Create a Resume
- Relate personal characteristics to career goals
- Describe academic, occupational, and general employability skills
- Distinguish between appropriate and inappropriate behaviors in work settings
- Identify how skills learned in school subjects are used in occupations
- Recognize that a variety of general employability skills and personal qualities are important to success in school and employment
- Relate personal characteristics and career goals to educational goals
- Apply decision-making skills to course selection and career planning

AKCIS Junior activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Each grade is organized by the major elements of My Career Plan.

▼ WHO AM I?

▼ WHERE AM I GOING?

▼ HOW DO I GET THERE?

Who Am I?

Where Am I Going?

How Do I Get There?

Using **My Checklists** is a key tool for tracking students' progress to building their Personal Learning and Career Plan throughout middle school. In addition to classroom activities listed below, several functions are accessed through the Checklist in My Portfolio.

Model C – Grades 5-6

Section of My Career Plan and Activity Title	5th & 6th Grade Sequence	AKCIS Resources Used and Reflective Questions
Create My Portfolio	1	*Create an AKCIS Portfolio.*
Who Am I?		
Learning About Me		
Things I Like to Do	2	*Download and complete worksheet.* - What are five things you really like to do? - List one thing you want to learn to do.
Learning About My Community		
My Community	3	*Download and complete worksheet.* - Give the name of two businesses in your community you would like to learn more about.
My Ideal Community	4	*Download and complete worksheet.* - List three things a town must have for you to choose to live there.
Learning About My School		
Getting to Know my School	5	*Download and complete worksheet.*
My Portfolio –		
My Checklists	6	*Enter goals in My Portfolio.*
Where Am I Going?		
Occupations		
Occupation Scavenger Hunt	7	*Download and complete worksheet.*
Career Clusters		
Career Cluster Mobiles	8	*Download and complete worksheet.*
Workplace		
What Are Working Conditions?	9	*Download and complete worksheet.* - What four or five working conditions are most important to you?
Making Decisions		
How Do I Make Decisions?	10	*Download and complete worksheet.*
What Book Do I Pick to Read?	11	*Download and complete worksheet.*
How Do I Get There?		
Employability Skills		
Working Together	12	*Download and complete activities.*
Are You Listening?	13	*Download and complete worksheet.*
Listening Skills on the Job	14	*Download and complete worksheet.*
Being Dependable	15	*Download and complete worksheet.*
Using My Time for Success	16	*Download and complete worksheet.*
Planning My Time for Success	17	*Download and complete worksheet.*

Section of My Career Plan and Activity Title	5th & 6th Grade Sequence	AKCIS Resources Used and Reflective Questions
Volunteering		
Where are you going to volunteer?	18	*Download and complete worksheets.*
Update My Checklists	Ongoing	*Review and update information in My Checklist.*

Model C – Grade 7

Section of My Career Plan and Activity Title	7th Grade Sequence	AKCIS Resources Used and Reflective Questions
Create My Portfolio		*Create an AKCIS Portfolio.*
Who Am I?		
Learning About Me		
Qualities for Success	20	*Download and complete worksheet.* - List three qualities that help you be successful in your school, community, and home. - List one personal quality you want to improve on to be more successful.
Important Life Events	21	*Download and complete worksheet.* - What is one thing you want to do in your future life?
What Are Skills?	22	*Download and complete worksheet.*
My Accomplishments	23	*Download and complete worksheet.* - Name five skills you like to use. - Give the names of two people who helped you learn these skills. - List one thing you want to learn to do.
Career Cluster Inventory[1]	24	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*
Learning About My School		
Should I Join?	26	*Download and complete worksheet.* - What activities, clubs, or hobbies would you like to try before going to high school?
Activities and Achievements[2]	27	*Download and complete worksheet.* *Enter Activities and Achievements in My Education and Work History section of My Portfolio.*
My Portfolio –		
My Checklists	28	*Enter goals in My Portfolio.*
Where Am I Going?		
Occupations		
Bobilator	29	*Download and complete worksheet.*
If I became …	30	*Download and complete worksheet.* *Use Occupations Index to complete worksheet.*
Occupation Index	30	*Occupation Index, Career Clusters, and Frequently Asked Questions.*

Section of My Career Plan and Activity Title	7th Grade Sequence	AKCIS Resources Used and Reflective Questions
Career Clusters		
What's My Cluster?	31	*Download and complete worksheet.*
Career Cluster Inventory[1]	24	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*
My Favorite Cluster	25	*Select choices and save.*
Workplace		
Why Do People Work?	32	*Download and complete worksheet.*
Reality Check	19	*Complete Inventory and save results and comments to My Portfolio.*
Action Plans		
Learn a New Skill	33	*Download and complete worksheet.*
Make a Change	34	*Download and complete worksheet.*
How Do I Get There?		
Employability Skills		
Job Success Scale	36	*Download and complete worksheet.*
Free Job Training	35	*Download and complete worksheet.*
Getting Fired at Work and School	37	*Download and complete worksheet.*
Classroom Performance Reviews	38	*Download and complete worksheet.*
Volunteering		
Where are you going to volunteer?	39	*Download and complete worksheets.*
Volunteer wisely	40	*Download and complete worksheet.*
Select or plan a volunteer activity	41	*Download and complete worksheet.*
My volunteer activities	42	*Download and complete worksheet. Enter information into the My Education and Work History section of My Portfolio.*
Update My Checklists	Ongoing	*Review and update information in My Checklist.*

Model C – Grade 8

Section of My Career Plan and Activity Title	8th Grade Sequence	AKCIS Resources Used and Reflective Questions
Who Am I?		
Learning About Me		
Important Life Events	43	*Download and complete worksheet.* *- What is one thing you want to do in your future life?*
Career Cluster Inventory[1]	44	*Complete Inventory and save results and comments in My Portfolio.* *Save Favorite Clusters and Occupations in My Portfolio.*
IDEAS[1]	45	*Complete Inventory (found in Quick Links Menu) and save results and comments to My Portfolio.*

Section of My Career Plan and Activity Title	8th Grade Sequence	AKCIS Resources Used and Reflective Questions
Learning About My Community		
Job Shadow	46	*Download and complete worksheets.*
Learning About My School		
Should I Join?	47	*Download and complete worksheet.* *- What activities, clubs, or hobbies would you like to try before going to high school?*
Activities and Achievements[2]	48	*Download and complete worksheet.* *Enter Activities and Achievements in My Education and Work History section of My Portfolio.*
My Network	49	*Download and complete worksheet.* *Enter References in My Education and Work History section of My Portfolio.*
My Portfolio –		
Create a Resume	61	*Enter all resume information in My Education and Work History section of My Portfolio.* *Generate resume, review, and upload to My Portfolio.*
My Checklists	51	*Enter goals in My Portfolio.*
Where Am I Going?		
Occupations		
Job Shadow	52	*Download and complete worksheets.* *Enter completion dates in My Checklists section of My Portfolio.*
Career Clusters		
Career Cluster Posters	53	*Download and complete worksheet.*
Workplace		
What Rewards Do I Want from Work?	54	*Download and complete worksheet.* *- What rewards do I want from work?*
Reality Check	55	*Complete Inventory and save results and comments to My Portfolio.*
My Career Plan		
What Do I Want to be When I Grow Up?	56	*Download and complete worksheet.*
My Career Action Plan	57	*Download and complete worksheet. Save results in My Portfolio.* *- What is your career goal?* *- What courses will you take in high school to achieve your goal?* *- What will you do after high school to achieve your career goal?* *- What hobbies or activities will help you achieve your career goal?*
How Do I Get There?		
Volunteering		
Where are you going to volunteer?	58	*Download and complete worksheets.*
Volunteer wisely	59	*Download and complete worksheet.*

Section of My Career Plan and Activity Title	8th Grade Sequence	AKCIS Resources Used and Reflective Questions
Select or plan a volunteer activity	60	*Download and complete worksheet.*
Volunteer resume	50	*Download and complete worksheet.*
Set up a volunteer activity	62	*Download and complete worksheet.*
Thank your volunteer coordinator	63	*Download and complete worksheet*
My volunteer activities	64	*Download and complete worksheet. Enter information into the My Education and Work History section of My Portfolio.*
Reflect on your volunteer activity	65	*Download and complete worksheet.*
Planning for High School		
Words for High School	66	*Download and complete worksheet.*
High School Graduation Requirements	67	*Download worksheet.*
College Admission Requirements	68	*Download worksheet.*
Electives	69	*Download and complete worksheet.*
Activities	70	Download and complete worksheet. - What activities, clubs, or hobbies will I take part in during high school?
My High School Course Plan	71	*Download and complete worksheet. Enter information into My Course Plan section of My Portfolio.*
Life After High School		
Pay For Your Education	72	*Download and review worksheets.*
College and Career Schools	73	*Download and complete worksheets.*
Update My Checklists	Ongoing	*Review and update information in My Checklist.*

Appendices

Appendix A – Startup Checklist for Administrators

☐ **Identify Your Assets**

What resources do you have available in class time, staff, computers, internet connectivity, etc?

☐ **Identify AKCIS Coordinator & Administrator**

Who is going to serve as you AKCIS Site Coordinator (higher-level contact), and AKCIS Site Administrator for the account (first-contact for AKCIS staff and student/parent inquiries; commonly a counselor or career guide)?

☐ **Determine Most Appropriate Implementation Model**

In what grade levels do you plan to implement? How many activities can you comfortably accommodate in your curriculum and schedule? How much staff involvement can you expect?

☐ **Implement Structural Changes If Needed**

Do you plan to implement activities through an advisory program, a career planning class, integration in the core subject classrooms, partners and/or mentors, etc.?

☐ **Engage Staff and Partners**

Provide background, goals, and overview of AKCIS and implementation plan. What do you need for partner and staff training/development? Have a list of things partners can do to support your program goals, and a list of staff expectations already prepared.

☐ **Create Administrative Accounts**

Which school staff will be working with students directly, and/or have the need to run reports on student use and progress? Make an account for each individual.

☐ **Establish "My Portfolio" Accounts for Students** (see administration tools section)

1. Identify which students already have AKCIS portfolios in the school/district account
2. Remaining needed portfolios can be batch created, created by staff, or created by students
3. Merge portfolios for any students who may have multiple accounts
4. Have staff members create groups of student portfolios as needed for reporting purposes

☐ **Establish Parent Accounts If Applicable** (see administration tools section)

Does your implementation plan incorporate parent involvement and/or feedback? If so, parent accounts can be batch created or created individually by staff.

☐ **Customize AKCIS Content for Your Students If Applicable** (see administration tools section)

1. Set-up site options for URL, parent introductions, and advisor accounts for partners
2. Upload course lists and pathways for students into My Course Plan section of portfolio tools
3. Create any desired custom Checklists of activities

☐ **Implement AKCIS Activities** (see Models A, B, and C Details)

Details are listed in the overview and implementation outline for each model. Detailed instructions are available in Appendix C at the end of this guide for all foundational activities listed in Model A.

☐ **Review Progress with Students Using My Checklists**

My Checklists is a component of the AKCIS My Portfolio account. The recommended elements included for each grade level are based on the statewide recommendations for Personal Learning and Career Plans (PLCP).

☐ **Adjust and Adapt with Teacher and Student Feedback**

Appendix B – Model A Over Three Years: Sample Schedule

5th - 6th Grade		7th Grade		8th Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
1. Create My Portfolio 2. *Things I like to do* 3. Reality Check* 4. Are You Listening? 5. Being Dependable	6. *Qualities for success* 7. *Occupations scavenger hunt* 8. Career Cluster Inventory* *Administration Tools* 9. *My favorite cluster*	10. *What do I want to be when I grow up?* 11. *If I became…* 12. *My career action plan* 13. *My Portfolio – My Checklists**	14. *Job success scale* 15. *My accomplishments* 16. *Activities and achievements* 17. *My Network* 18. *Create a resume**	19. *Job Shadow* 20. *Classroom performance reviews* 21 *Where are you going to volunteer?*	22. *My volunteer activities* 23. Planning for High School – *Activities*

* Activities that make sense to repeat more than once as students gain more career information and exposure

Appendix C – Model A Quick Start Guide: Sequence and Instructions

1. _Create an AKCIS portfolio_	• Go to https://akcis.org • Log in with your school/district site information • Click on Create "My Portfolio". • Start your own individual AKCIS file by creating a unique username and password. • Complete the AKCIS profile for yourself. Make sure you allow the "school counselor" to see your portfolio, so we can assist and assess what you have completed. Please keep in mind that no one except you and your instructors may view the information you put into the profile. The counselor will be able to see your username and password information, which is handy if you forget your student information. • Click on **Go to My Portfolio,** and then **Personal Information.** Review your information to make sure it is correct and click on **Update.**
2. _Things I like to do_	• Log into AKCIS using your personal username and password. • Click on **Who am I?** in the left column. • Click on **Learning about me** in the green column. • Now click **Things I like to do** in the blue column. • Click, open and complete the **Things I like to do** WORD worksheet including the Thoughts and Reflections. • Go back to your AKCIS portfolio, **My career plan**, and fill in the field for **Things I like to do** with your reflections, and insert today's date. • **SAVE** your information.
3. _Reality Check_	• Log into AKCIS using your personal username and password. • Click on **Where am I going?** • Click on **Reality Check** in the green column. • Click on **Get a Reality Check** and complete each question. • When you get to the occupations that match your required salary, click on each one and those that you are interested in be sure and click on the yellow star to **Save** them into your CIS Favorites.
4. _Are you listening_	• Log into AKCIS using your personal username and password. • Click on **How do I get there?** • Click on **Employability skills** in the green column. • Click on **Are you listening?** in the purple column. • Print out the **Are you listening?** Worksheet. • (**Instructor**) - Divide the class into two teams, and then complete the activity on page 1. Have people sit far enough apart that they have to lean over to the next person to whisper the message. Each message needs to be

	at least eight words long. • Fill out the worksheet with your thoughts. • After you review tips for being a good listener, repeat the game one more time, and see if you are successful.
5. *Being dependable*	• Log into AKCIS using your personal username and password. • Click on ***How do I get there?*** • Click on ***Employability skills*** in the green column. • Click on ***Being dependable*** in the purple column. • Print out and complete the ***Being dependable*** WORD Worksheet.
6. *Qualities for success*	• Log into AKCIS using your personal username and password. • Click on ***Who am I?*** in the left column. • Click on ***Learning about me*** in the green column. • Now click ***Qualities for success*** in the blue column. • Click and open the ***Qualities for success*** WORD worksheet. • Get a partner, and help each other complete the worksheet. • When you are finished, complete the Thoughts and Reflections on the ***Qualities for success worksheet***. • Go back to your AKCIS portfolio, ***My career plan***, and fill in the field for ***qualities for success*** with your reflections, and insert today's date. • **SAVE** your information.
7. *Occupations scavenger hunt*	• Log into AKCIS using your personal username and password. • Click on ***Where am I going?*** • Click on ***Occupations*** in the green column. • Click on ***Occupations scavenger hunt*** in the yellow column. • Print out the ***Occupations scavenger hunt*** activity. • Go back to ***Occupations*** in the green column . • Click on ***Occupations index*** in the yellow column. • Use the ***Occupations index*** program to complete the ***Occupations scavenger hunt.***
8. *Career Cluster Inventory* *Option A- Optional paper version, used primarily if there isn't immediate access to a computer lab* *Option B- Online version of inventory*	**A – *Optional paper version for initial activity.*** • Log into AKCIS using your personal username and password. • Under the green tab ***More Resources***, click on ***Tools for counselors and teachers.*** • Under ***Administration Tools***, at the bottom of the column, click ***Career Cluster Inventory pre-activity.*** • Print out the ***Career Cluster Inventory*** worksheet. • Read each item, and put a check in the box that best shows how you feel about the activity. • Save your worksheet to complete ***Career Cluster Inventory- B.***

8. *Career Cluster Inventory* *Option A- Optional paper version, used primarily if there isn't immediate access to a computer lab* *Option B- Online version of inventory*	*B – Online Career Cluster Inventory – 80 questions.* • Log into AKCIS using your personal username and password. • Click on **Where am I going?** • Click on **Career clusters** in the green column. • Click on **Career Cluster Inventory** in the yellow column. • Read the instructions, click on **Rate the activities** and complete the Career Clusters Inventory (**NOTE**: If you did the pre-activity A above, you may use your completed **Career Cluster Inventory Worksheet** to help you complete the online version). • Click **Get my results** to see your ratings. • **BE SURE TO SAVE YOUR INFORMATION** (Click on the Yellow Star – Save Button at the top). You can use your back arrow to return to the Cluster Inventory screen. • Click on your Top 5 Career Clusters to see the types of occupations in each cluster. • Decide which 3 career clusters have occupations that are closest to what you like to do.
9. *My favorite cluster*	• Log into AKCIS using your personal username and password. • Click on **Where am I going**? • Click on **Career clusters** in the green column. • Click on **My favorite cluster** in the yellow column. • Put a check in the boxes of your favorite career clusters. • **BE SURE TO SAVE YOUR INFORMATION.**
10. *What do I want to be when I grow up?*	• Log into AKCIS using your personal username and password. • Click on **Where am I going?** • Click on **My career plan** in the green column. • Click on **What do I want to be when I grow up?** in the yellow column. • Open the **What do I want to be when I grow up?** Worksheet in WORD. • Using the sample plan as a guide, create your own plan to look at a possible occupation that fits you. • **Save** your **What do I want to be when I grow up?** plan to your computer, then upload and **SAVE** it in the **My files and links** area of your portfolio. ♦ **Directions:** Go to My Portfolio; Click on My Files and Links; Click on [+Add File] for My Resumes, My Files or My Links; Browse computer for documents; Click on Upload File to Add; Click Done when you are finished.
11. *If I became…*	• Log into AKCIS using your personal username and password. • Click on **Where am I going?** • Click on **Occupations** in the green column. • Click on **If I became…** in the yellow column.

	• Choose an occupation from one of your favorite career clusters. • Click on *Occupation index* • Find your occupation on the list, and click on it. • Use the *Occupation Index* resources to complete the *If I became…* worksheet.
12. *My career action plan*	• Log into AKCIS using your personal username and password. • Click on *Where am I going?* • Click on *My career plan* in the green column. • Click on *My career action plan* in the yellow column. • Open and print the *My career action plan* Worksheet in WORD. • Click on *Where am I going?* • Click on *Occupations* in the green column. • Click on *Occupations index* in the yellow column. • Use the sample plan and the *Occupations index* as a guide and create your own Career Action Plan. • Go back to the *My career action plan* area and insert today's date. Complete the fields and **Save** your work • **Save** your Career Action Plan to your computer, then **save** a copy in your portfolio. ♦ **Directions:** Go to *My Portfolio* ; Click on *My Files and Links*; Click on [+Add file] for *My Resumes*, *My Files*, or *My Links*; Browse computer for documents; Click on *Upload File* to add; Click *Done* when you are finished.
13. *My Portfolio – My Checklists*	• Log into AKCIS using your personal username and password. • Click on *Go to My Portfolio.* • Click on *My Checklists.* • Click on the blue "*View"* for your grade level. • On the checklist activity table, click on the blue *Save (or Update) Your Academic Goals* and fill in the field with your goals. **Save** and **date** your information. • Next, on the checklist activity table, click on the blue *Save (or Update) Your Personal Goals* and fill in the field with your information, dating and saving the information. • Finally, on the checklist activity table, click on the blue *Save (or Update) Your Long-Term Goals* and fill in the field with your long-term goal. Be sure to date and save your information.
14. *Job success scale*	• Log into AKCIS using your personal username and password. • Click on *How do I get there?* • Click on *Employability skills* in the green column. • Click on *Job success scale* in the purple column. • Print out and complete the *Job success scale* WORD Worksheet. • Using copies of page 1, have two adults complete a *Job success scale* for you.

	• Review the *Job success scale* results and complete the last page for yourself. • (OPTIONAL) Scan the documents into a .pdf file and **SAVE** them in the *My files and links* area of your portfolio. • Go back to *Who am I?, Learning about me, Qualities for success* and add to the two fields with your reflections, and insert today's date. • **SAVE** your information.
15. My accomplishments	• Log into AKCIS using your personal username and password. • Click on *Who am I?* in the left column. • Click on *Learning about me* in the green column. • Now click *My accomplishments* in the blue column. • Click, open and complete the *My Accomplishments* WORD worksheet including the Thoughts and Reflections. • Go back to *Who am I?, Learning about me,* and *My accomplishments* and fill in the fields with your reflections, and insert today's date. • **SAVE** your information.
16. Activities and achievements	• Log into AKCIS using your personal username and password. • Click on *Who am I?* in the left column. • Click on *Learning about my school* in the green column. • Now click *Activities and achievements* in the blue column. • Click, open and complete the *Activities and achievements* worksheet with at least 3 things you have done, using separate sheets for each activity or achievement. • Go back to your AKCIS *My Portfolio*, and click *My education and work history*. • Click on *Achievements, Activities, and Skills* in the green box. • Click on the blue *Achievements* or *Activities*, then click *Add* • Add each of the *Achievements* or *Activities* from your worksheet into your *Education and Work History* • **SAVE** your information as you enter each one.
17. My Network	• Log into AKCIS using your personal username and password. • Click on *Who am I?* in the left column. • Click on *My Network* in the green column. • Click and open the *My network WORD worksheet* . • Using the example, create your own picture of your network. • When you are finished, find three people on you're My network list who will agree to be a reference for you, and get their contact information. • Go back to your AKCIS portfolio, and click on My education and work history. • Click on *Contact Information and References* in the green column. • Click on *References.*

	• Click *Add Reference* and add your three references to your *Education and Work History.* • **SAVE** your information.
18. *Create a resume*	• Log into AKCIS using your personal username and password and click on *Go to My Portfolio*. • Click on *My education and work history.* • Click on *Education and Training* and enter your current school information. • Click on *Paid and Unpaid Work* and add any paid or unpaid jobs you have done. Also be sure and enter any community service or volunteer work you have done. • Click on *Achievements, Activities, and Skills* and add your previously identified *Skills* to that section. • Click on *Create Resume,* then click *Format & Create Resume.* • Select the style of your choice. • Select *List References.* • Select output format as "*RTF (MS Word, OpenOffice*)- that way, you can review the finished resume, Spell Check it, and change any page breaks to make it look professional. • Review the created resume and print it. • **Save** your resume to your computer and then add as a file to *My Resumes* in the *My files and links* area of your portfolio.
19. *Job Shadow*	• Log into AKCIS using your personal username and password and click on *Where am I going?* • Click on *Occupations* in the green column. • Click on *Job Shadow* and print out the *Job Shadow Checklist.* • Print out the remaining 4 documents and use them to complete your job shadowing experience. • When done, click on *Go to my Portfolio, My Checklists,* and click on the *View* for your grade level. • Click on the pencil beneath of *Complete a Job Shadow* activity and fill in your date and experience. Be sure and **SAVE** your information.
20. *Classroom performance reviews*	• Log into AKCIS using your personal username and password. • Click on *How do I get there?* • Click on *Employability skills* in the green column. • Click on *Classroom performance reviews* in the purple column. • Print out and complete the *Classroom performance review WORD Worksheet.* • Using copies of page 1, have two teachers complete a Classroom performance review for you. • Review the Classroom performance review with each teacher and both of you sign each review. • (OPTIONAL) Scan the documents into a .pdf file and **SAVE** them in the *My files and links* area of your portfolio. • **SAVE** your information.

21. Where are you going to volunteer?	• Log into AKCIS using your personal username and password. • Click on **How do I get there?** • Click on **Volunteering.** • Click on **Where are you going to volunteer?** • Print out and complete the **Where are you going to volunteer?** • Review the options provided in **Where to volunteer some suggestions**. • Gather information about at least one volunteer site. Use **Volunteer opportunities** to guide you as you talk with the contact person for the site you selected. • Share the information with other volunteers.
22. My volunteer activities	• Log into AKCIS using your personal username and password. • Click on **How do I get there?** • Click on **Volunteering.** • Click on **My volunteer activities.** • Print out and complete the **My volunteer activities** worksheet. • Use this form to enter your activities in your AKCIS portfolio under **My Education and Work History, Paid and Unpaid Work, Volunteer Work/Community Service.**
23. Activities	• Log into AKCIS using your personal username and password. • Click on **How do I get there?** • Click on **Planning for High School** in the green column. • Click on **Activities** in the purple column. • Print out and complete the **Job success scale** WORD Worksheet. • Go back to your AKCIS, **My career plan**, **How do I get there?, Planning for High School, Activities** and complete the field with your reflections, and insert today's date. **SAVE** your information.

Appendix D – Crosswalk to Alaska Common Core Standards

Section of My Career Plan and Activity Title	Reading[5]	Writing	Language Arts	Math
Who am I?				
LEARNING ABOUT ME	RT 2-4, RT 6, RI 2, RI 4			
Things I Like to Do	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
Qualities for Success	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
IDEAS	RT 2-4, RT 6, RI 2, RI 4	W6		
Important Life Events	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
What Are Skills?	RT 2-4, RT 6, RI 2, RI 4			
My Accomplishments	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
Career Cluster Inventory	RT 2-4, RT 6, RI 2, RI 4	W6		
LEARNING ABOUT MY COMMUNITY	RT 2-4, RT 6, RI 2, RI 4			
My Community	RT 2-4, RT 6, RI 2, RI 4	W6	L4	

---

[5] Reading Standard for Literacy in Technical Subjects = RT; Reading Standard for Literacy in Informational Text = RI

Section of My Career Plan and Activity Title	Reading[5]	Writing	Language Arts	Math
My Ideal Community	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
Job Shadow	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W10	L1, L2, L3, L4, L6	
LEARNING ABOUT MY SCHOOL	RT 2-4, RT 6, RI 2, RI 4			
Getting to Know My School	RT 2-4, RT 6, RI 2, RI 4	W8	L6.1c	
Should I Join?	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W10	L1, L2, L3, L4, L6	
Activities and Achievements	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6,	L1, L2, L3, L4, L6	
MY NETWORK	RT 2-4, RT 6, RI 2, RI4, RI 6	W6, W8	L4	
Where Am I Going?				
OCCUPATIONS	RT 2-4, RT 6, RI 2, RI 4, RI 6			
Occupation Scavenger Hunt	RT 2-4, RT 6, RI 2, RI 4, RI 6	W6, W8	L4	
Bobilator	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W8, W10	L1, L2, L3, L4, L6	
If I became…	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W8, W10	L1, L2, L3, L4, L6	
Job Shadow	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W10	L1, L2, L3, L4, L6	

Section of My Career Plan and Activity Title	Reading[5]	Writing	Language Arts	Math
CAREER CLUSTERS				
Career Cluster Mobiles	RT 2-4, RT 6, RI 2, RI 4, RI 6	W8	L1, L2, L3, L4, L6	
What's My Cluster?	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W10	L1, L2, L3, L4, L6	
Career Cluster Posters	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
Career Cluster Inventory	RT 2-4, RT 6, RI 2, RI 4	W6		
My Favorite Cluster	RT 2-4, RI 2, RI 4	W6		
WORKPLACE	RT 2-4			
What Are Working Conditions?	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6	L1, L2, L3, L4, L6	
Why Do People Work?	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W7, W8	L1, L2, L3, L4, L6	
What Rewards Do I Want from Work?	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2, L3, L4, L6	
REALITY CHECK	RT 2-4, RT 6, RI 2, RI 4			6.RP.1, 6.RP.2, 6.RP.3c
MAKING DECISIONS				
How Do I Make Decisions?	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W7, W8	L1, L2, L3, L4, L6	

Section of My Career Plan and Activity Title	Reading[5]	Writing	Language Arts	Math
What Book Do I Pick to Read?	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W7, W8	L1, L2, L3, L4, L6	
ACTION PLANS				
Learn a New Skill	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2, L3, L4, L6	
Make a Change	RT 2-4, RT 6, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2, L3, L4, L6	
MY CAREER PLAN				
What Do I Want to be When I Grow Up?	RT 2-4, RT 6, RT 7, RT8, RT9, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W7	L1, L2, L3, L4, L6	
My Career Action Plan	RT 2-4, RT 6, RT 7, RT8, RT9, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W7	L1, L2, L3, L4, L6	
How Do I Get There?				
EMPLOYABILITY SKILLS	RT 2-4, RT 6			
Working Together	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d)	L1, L2	
Are You Listening?	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d)	L1, L2	
Listening Skills on the Job	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d)	L1, L2	

Section of My Career Plan and Activity Title	Reading[5]	Writing	Language Arts	Math
Being Dependable	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Using My time for Success	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Planning My time for Success	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	6.NS1, 6NS.2, 7.NS.1, 7.NS2
Job Success Scale	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Free Job Training	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Getting Fired at Work and School	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W7	L1, L2, L3	
Classroom Performance Reviews	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
VOLUNTEERING				
Where are you going to volunteer?	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Volunteer wisely	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Select or plan a volunteer activity	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Volunteer resume	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Set up a volunteer activity	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	

Section of My Career Plan and Activity Title	Reading[5]	Writing	Language Arts	Math
Thank your volunteer coordinator	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
My volunteer activities	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
Reflect on your volunteer activity	RT 2-4	W1(a)(b)(c), W2(b)(c)(d), W4	L1, L2	
PLANNING FOR HIGH SCHOOL				
Words for High School	RT 2-6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W7	L1, L2, L3, L4, L6	
High School Graduation Requirements	RT 2-6, RI 2, RI 4, RI 6		L1, L2, L3, L4, L6	
College Admission Requirements	RT 2-6, RI 2, RI 4, RI 6		L1, L2, L3, L4, L6	
Electives	RT 2-4, RI 2, RI 4	W1(a)(b)(c), W2(b)(c)(d), W4, W7	L1, L2, L3, L4, L6	
Activities	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W10	L1, L2, L3, L4, L6	
My High School Course Plan	RT 2-4, RT 6, RI 2, RI 4, RI 6	W1(a)(b)(c), W2(b)(c)(d), W4, W6, W10	L1, L2, L3, L4, L6	
LIFE AFTER HIGH SCHOOL				
Pay For Your Education	RT 2-4, RT 6, RI 2, RI 4, RI 6		L1, L2, L3, L4, L6	
College and Career Schools	RT 2-4, RT 6, RI 2, RI 4, RI 6		L1, L2, L3, L4, L6	

Appendix E – Crosswalk to Other Standards

Section of My Career Plan and Activity Title	National Career Development Guidelines[6]	American School Counselor Guidelines[7]	PLCP[8]
Who am I?			
LEARNING ABOUT ME			
Things I Like to Do	PS1.K1	PS:A1.2	X
Qualities for Success	PS1.K1, PS1.A1,PS1.K2, PS1.K3, PS1.K6, PS2.K3, CM4.K1, CM4.K3	A:B2:4,C:A1.3, PS:A1.2	X
IDEAS	PS1.K1	PS:A1.2	X
Important Life Events	PS1.K6, PS3.A1, ED1.K1, ED1.A5, CM1.K3, CM1.A3	A:B1.2, A:B2.4, C:A1.6, C:B2.1, PS:A1.3,	X
What Are Skills?	PS1.K2, PS1.R1,PS1.R2, PS1.R3, PS2.K1, PS2.A1, CM4.K1, CM4.K3	A:B1.2, C:A1.4, C:B1.2, PS:A2.6	X
My Accomplishments	PS1.K2, PS1.A3, , ED1.K1, ED1.K7, CM4.K1	A:A1.3, A:A3.4, A:B1.1, A:C1.6, C:A1.1, C:A1.3, PS:A1.2	X
Career Cluster Inventory	PS1.K1	PS:A1.2	X
LEARNING ABOUT MY COMMUNITY			

---

[6] National Career Development Guidelines (Rev. 9/30/04);

[7] American School Counselor Association (2004). *ASCA National Standards for Students.* Alexandria, VA: Author.

[8] Personal Learning and Career Plan (Alaska CTE Plan Strategy 1.0)   http://awib.alaska.gov/cte.htm

Section of My Career Plan and Activity Title	National Career Development Guidelines[6]	American School Counselor Guidelines[7]	PLCP[8]
My Community	PS1.K1,PS2.A3, PS2.A4,	A:A3.2, A:B1.5, A:C1.2, C:A1.2, C:A1.4, C:B1.4, C:B1.5	X
My Ideal Community	PS1.K1, PS2.K1, PS2.A1,	A:B1.2, A:C1.2, C:A1.2	X
Job Shadow	PS1.K1, PS1.K4, PS1.R2, PS2.K1, PS2.A3, ED1.K1, ED1.K7,	A:C1.3, A:C1.6, C:A1.1, C:A1.2, C:C1.1, C:B1.2, C:B2.3, PS:A1.2,	X
LEARNING ABOUT MY SCHOOL			
Getting to Know My School	PS2.K1, PS2.A1, PS2.A2, CM3.K5	PS:A2.6,PS:C1.6	X
Should I Join?	PS1.K1, PS4.K2	A:B2.4, A:C1.1, A:C1.2, PS:A1.5	X
Activities and Achievements	PS1.K2, PS1.A3, ED1.K1	A:B1.5, A:C1.3, C:A1.3, C:B1.6, C:B2.2, C:B2.5	X
MY NETWORK	PS2.A1, CM3.A2	C:B1.5, C:B1.6, C:B2.5	X
Where Am I Going?			
OCCUPATIONS			
Occupation Scavenger Hunt	CM1.A2, CM3.A2	C:A1.1, C:A1.2,C:B1.5, C:B1.6, C:B2.5	X
Bobilator	CM3.A2	C:A1.1, C:A1.2,C:B1.5, C:B1.6, C:B2.5	X
If I became…	CM1.A1, CM1.K2, CM1.A2, CM3.A2	C:A1.1, C:A1.2, C:B1.1, C:B1.3, C:B1.5, C:B1.6	X

Section of My Career Plan and Activity Title	National Career Development Guidelines[6]	American School Counselor Guidelines[7]	PLCP[8]
Job Shadow	PS2.A3, CM2.A4, ED2.A7, CM3.A2	C:A1.1, C:A1.2, C:B1.1-C:B1.6, C:B2.3	X
Occupations Index??			
CAREER CLUSTERS			
Career Cluster Mobiles	CM1.K1, CM3.K2	C:B1.4, C:B1.6	X
What's My Cluster?	CM1.K1, CM3.K2	C:B1.4, C:B1.6	X
Career Cluster Posters	CM1.K1, CM3.K2	C:B1.4, C:B1.6	X
Career Cluster Inventory	PS1.K1	PS:A1.2	X
My Favorite Cluster	PS1.K1	PS:A1.2	X
WORKPLACE			
What Are Working Conditions?	PS1.K1, PS1.R1	C:C1.3	X
Why Do People Work?	PS1.K1, PS1.R1	C:C1.3	X
What Rewards Do I Want from Work?	PS1.K1, PS1.R1	C:C1.3	X
REALITY CHECK	PS1.K1, PS1.A1, PS1.R1, PS4.K4, ED1.K1	C:C1.2, C:C1.3, C:C1.5, PS:A1.2	
MAKING DECISIONS			

Section of My Career Plan and Activity Title	National Career Development Guidelines[6]	American School Counselor Guidelines[7]	PLCP[8]
How Do I Make Decisions?	PS1.K1, PS1.A1, CM2.K1, CM2.A2, CM2.A3, CM2.K5	A:B2.5, C:A1.5, C:B1.1	X
What Book Do I Pick to Read?	PS1.K1, PS1.A1, CM2.K1, CM2.A2, CM2.A3, CM2.K5	A:B2.5, C:A1.5, C:B1.1	X
ACTION PLANS			
Learn a New Skill	ED1.K1, ED1.A5, ED2.R2, ED2.A3	A:A3.4, A:B1.1, A:B2.4, C:A1.6, PS:A1.3	X
Make a Change	PS1.A1, PS1.K3, PS1.K4, PS1.K6, PS1.A6, PS1.R9, ED1.A5	A:A1.5, A:A2.4, A:A3.1, A:B1.1, C:A1.3, C:A1.6, PS:A1.2, PS:A1.3, PS:A1.4	X
MY CAREER PLAN			
What Do I Want to be When I Grow Up?	PS1.K1, PS1.R1, PS1.K2, PS1.R2, PS1.K4, ED1.K1, ED1.K7, CM1.K3, CM3.A2	C:A1.1-C:A1.3, C:A1.5, C:B1.1-C:B1.3, C:B1.6, PS:A1.2, PS:B1.1, PS:B1.12	X
My Career Action Plan	PS1.K1, PS1.R1, PS1.K2, PS1.R2, PS1.K4, ED1.K1, ED1.A1, ED1.K7, ED2.K5, ED2.K6, CM1.K2, CM1.A2, CM1.K3, CM3.A2	C:A1.1-C:A1.3, C:A1.5, C:B1.1-C:B1.6, C:B2.5, PS:A1.2, PS:B1.1, PS:B1.12	X
How Do I Get There?			
EMPLOYABILITY SKILLS			
Working Together	PS2.R3, PS2.K4, PS2.R4	PS:A2.1-PS:A2.4, PS:A2.6, PS:A2.7	X
Are You Listening?	PS2.R3, PS2.K4, PS2.R4	PS:A2.1-PS:A2.4, PS:A2.6, PS:A2.7	X

Section of My Career Plan and Activity Title	National Career Development Guidelines[6]	American School Counselor Guidelines[7]	PLCP[8]
Listening Skills on the Job	CM4.K3, CM4.K4	C:A2.8, PS:A2.7	X
Being Dependable	PS1.K3, CM4.K3, CM4.K4	C:A2.8, PS:A2.7	X
Using My time for Success	PS4,A2	A:C1.1, C:A2.9	X
Planning My Time for Success	PS4,A2	A:C1.1, C:A2.9	X
Job Success Scale	PS1.K2, PS1.R2, PS1.R3, ED1.K1, ED1.K5	A:B1.1, A:B1.4, A:B1.6, C:A1.3	X
Free Job Training	PS1.K2, PS1.R2, PS1.K4, ED1.K1	A:C1.6, C:A1.3, C:A2.1, C:C2.1, PS:A1.6, PS:A1.10	X
Getting Fired at Work and School	PS1.A4, PS1.R7, PS2.K6, PS2.R6	A:C1.3, C:A2.7, C:A2.8, PS:A1.6, PS:A1.8, PS:A2.1	X
Classroom Performance Reviews	ED1.R1, ED1.K2	A:C1.6, PS:A1.4, PS:A1.10	X
VOLUNTEERING			
Where Are You Going To Volunteer?	CM5.K1	A:B2.4, A:C1.2	X
Volunteer Wisely	PS1.A6	A:B2.4, A:C1.2	X
Select or Plan a Volunteer Activity	PS2.K10	A:C1.2	X
Volunteer Resume	PS1.K4, PS4.A1	A:C1.2	X
Set Up a Volunteer Activity	PS2.A10	A:A2.1, A:C1.2	X

Section of My Career Plan and Activity Title	National Career Development Guidelines[6]	American School Counselor Guidelines[7]	PLCP[8]
Thank Your Volunteer Coordinator	PS2.A3	A:C1.2	X
My Volunteer Activities	PS2.A10, PS4.A1	A:C1.2	X
Reflect On Your Volunteer Activity	PS3.A1	A:C1.1	X
PLANNING FOR HIGH SCHOOL			
Words for High School	ED2.K4	A:B1.2, A:B1.5	X
High School Graduation Requirements	ED2.A4	A:B1.2, A:B1.5, C:B1.6	X
College Admission Requirements	ED2.R4	A:B1.2, A:B1.5, C:B1.6	X
Electives	CM2.A4	C:B2.1, PS:A1.2, PS:A1.3	X
Activities	PS1.K1, PS4.K2	A:B2.4, A:C1.1, A:C1.2, PS:A1.5	X
My High School Course Plan	ED2.A4	PS:B1.12	X
LIFE AFTER HIGH SCHOOL			
Pay For Your Education	ED1.K8, ED2.K5	A:C1.6, C:A1.7, C:B1.5	X
College and Career Schools	CM2.A4	A:C1.3	X

Appendix F – Cross Walk Detail: PLCP Elements to AKCIS Activities

PLCP Recommended Elements[9]	My Personal Information	My Checklists	My Career Plan	My Course Plan	My CIS Favorites	My CIS Sorts & Assessments	My Education & Work History	My Files & Links	My Visitor Accounts	My Parent Accounts	Messages	AKCIS FEATURE/BASIC DESIGN
PERSONAL DEVELOPMENT												
Personal Information	X	X										
Interest Inventory		X				X						
Personal Skills Inventory		X				X						
Personality & Learning Styles Assessment							X	X				
Volunteer Activities		X					X					
Awards or Recognitions		X					X					
Activities, Clubs, Career & Technical Student Organizations, & Other Groups		X					X					
Personal Goals		X	X									
Rate Employability Skills (e.g. dress, hygiene, punctuality, etc.)								X				
ACADEMIC DEVELOPMENT												
Academic goals		X	X									
4 + 2 year Plan or Program of Study		X		X								
Transcript								X				
Graduation Requirements				X								
Statewide Test Results		X					X					
Other Test Results		X					X					
Plan for Support Services/Interventions								X		X	X	
Tech Prep and/or dual credit courses planned and completed				X				X				
Postsecondary Exploration Results		X			X							
Postsecondary Entrance or Placement Tests		X					X	X				
Postsecondary Search & Applications		X			X			X				
Financial Aid/Scholarship Information		X			X		X					
CAREER EXPLORATION & DEVELOPMENT												
Career Goals		X	X									
Career Clusters Information		X			X							
Career Exploration and Comparison		X			X							

---

[9] Alaska CTE Plan Recommended PLCP Elements http://awib.alaska.gov/forms/PLCP_Elements.pdf

PLCP Recommended Elements[9]	My Personal Information	My Checklists	My Career Plan	My Course Plan	My CIS Favorites	My CIS Sorts & Assessments	My Education & Work History	My Files & Links	My Visitor Accounts	My Parent Accounts	Messages	AKCIS FEATURE/BASIC DESIGN
CAREER EXPLORATION & DEVELOPMENT												
Labor Market Information					X							
Work Experience, Including Internships, Job Shadows, etc.		X	X				X					
Technical Skills Attainment/Training							X	X				
Certifications, Endorsements, or Credentials Earned		X					X	X				
Resume		X					X	X				
Cover Letter		X	X				X					
Job Application							X					
Letters of Reference							X					
Employment History		X					X					
Mentors, Networking, etc.							X		X		X	
ADDITIONAL COMPONENTS/FEATURES												
Website to store documents electronically												X
Links to Higher Education/Workforce Development State Websites												X
Summaries of Conferences with Parents, Teachers, and Guidance Counselors or Career Advisors								X		X		
Parent Component and Parent Access										X		X
Reflections (Essay Writing, Video, etc.)			X									X
Customized District/School Reports												X
Teacher, Counselor, School Administrator Access												X
Student Access to Electronic PLCP Documents After Graduation												X
Specific Components That Will Meet the Needs of the Institution		X										
Followup Contact Information to Get Feedback After School											X	

Appendix G – Additional Online Resources

This section highlights some of the extra resources available online for use in conjunction with AKCIS.

Alternative Framework

> High School: https://akcis.org/materials/AKCIS_HSFramework.pdf

Alaska Performance Scholarship

ACPE also makes resources available to students, so they can properly plan for and receive an Alaska Performance Scholarship (APS) award. To qualify for APS students must: graduate from an Alaska high school having met specific rigorous curriculum requirements; have achieved qualifying scores on the ACT, SAT or WorkKeys test; and have a qualifying high school GPA.

> APS: APS.alaska.gov

Testing Resources

Alaska residents have a resource in test preparation – the Testing and Education Reference Center (TERC) through the Digital Pipeline. This resource offers test preparation materials and practice tests for GED, AP, CLEP, SAT, PSAT, ACT, GRE, GMAT, MCAT, LSAT, PRAXIS and more! It is available free, and should be accessible as long as your internet provider is based in Alaska. If prompted, for an ID and password, call 1-800-440-2919 for assistance or check with your local library. To utilize this resource visit:

> TERC: sled.alaska.edu/databases/az.html#T

Online Job Banks & Employer Directories

> ALEXsys – DOLWD statewide Alaska Job Bank: alexsys.labor.state.ak.us

> Workplace Alaska – State of Alaska's Online Recruitment System: notes4.state.ak.us

> Career One Stop national Employer Locator: www.careerinfonet.org/employerlocator