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# Alaska Career Information System Implementation Framework for High Schools

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*Alaska's Higher Education Agency*  
**ALASKA COMMISSION ON POSTSECONDARY EDUCATION**





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## 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 for high 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 High 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.

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



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

The overarching structure for AKCIS is a set of activities organized around three stages; within which exist an iterative process of five steps.

Activities in AKCIS can be used independently. However, 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 and introductions for different audiences in the [What can AKCIS Do For Me?](#) section. Teachers will find online lesson plans available for each activity with step-by-step instructions. 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.

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## Career Planning in Alaska

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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.<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup>

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<sup>1</sup> Folsom, et al. The impact of a career course on retention and academic performance. *Technical Report 34, Florida State University*. 2002.

<sup>2</sup> ACT. Career planning: students need help starting early and staying focused. *Issues in College Readiness*. 2005.

<sup>3</sup> 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*.

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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 throughout 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 lesson plans 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 is tailored for high school students and adults, 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 can be helpful to you.

### Introduction for Educators

#### Administrators

Leadership in high 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](#) 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 detailed lesson plans and 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 developing the skills they will need for a lifetime of career self-management, and second, to teach a life planning process that will be used repeatedly over a lifetime. 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 detailed lesson plans 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:

1. 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.
2. The school provides services that support the counseling, assessment, referral, educational, and career planning needs of students.
3. 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 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.

"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

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

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## Introduction for Students

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

*What do you want to do after high school?*

Research shows that students with goals and plans do better in school, and they are more likely to graduate and succeed.<sup>4</sup> One way you can plan for your future success is by using **the Alaska Career Information System (AKCIS)**. AKCIS 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.

The My Career Plan section in **AKCIS** has three levels: *Getting Started, Looking Deeper, and Next Steps*; each with a range of activities that help you discover your interests, explore careers options and prepare for an educational/experiential path that will help you achieve your goals. 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 high school, can follow you to postsecondary education and work.



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

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## Introduction for Parents, Mentors and Youth Organizations

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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), and promote their ownership of the journey and the results. You don't need to become an expert in AKCIS 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.

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<sup>4</sup> G. Brigman, C. Campbell. Helping students improve academic achievement and school success behavior. *Professional School Counseling*, Dec. 2003.

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You can encourage student use of AKCIS 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, 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 high school and college or career school
- 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.

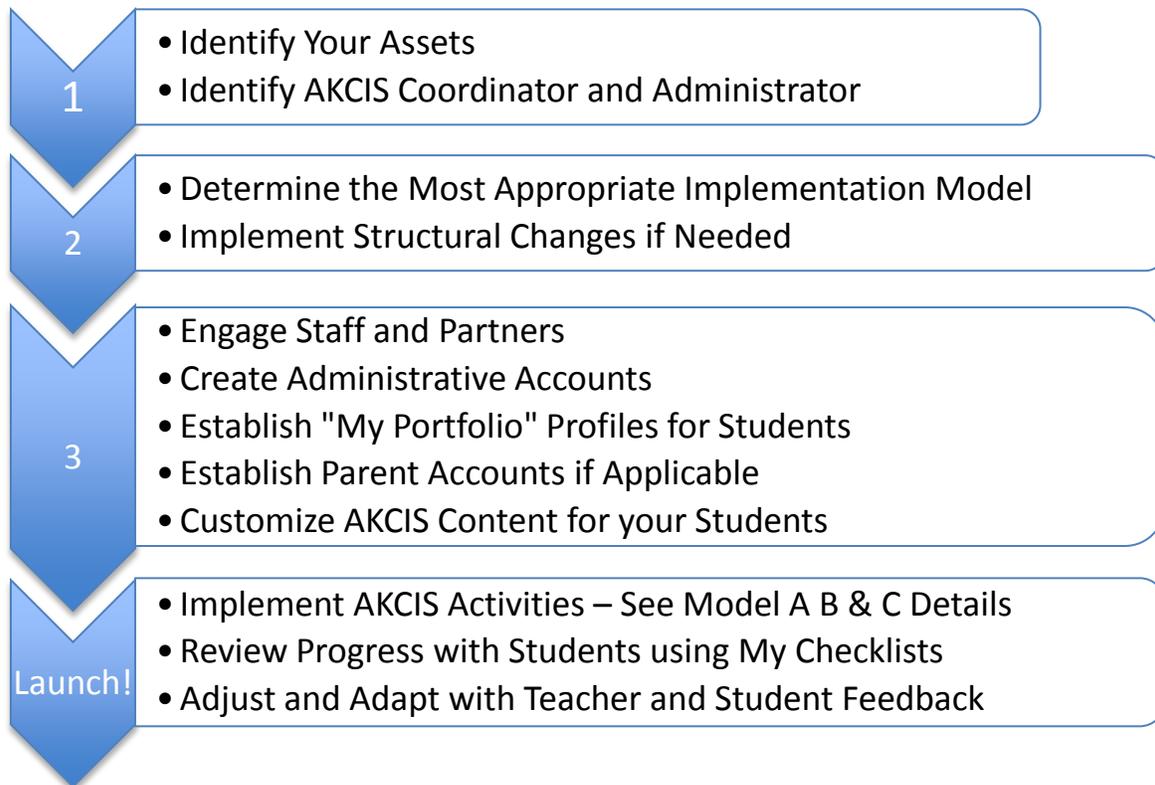
- ▲ TRAINING LIBRARY STAFF AND VOLUNTEERS ON THE CONTENT AND USE OF AKCIS.
- ▲ CREATE A LINK AND INSTRUCTIONS ON HOW TO USE AKCIS ON THE LIBRARY WEBSITE AND AT THE RESOURCE DESKS WITHIN THE LIBRARY.
- ▲ PRESENTATIONS FOR TEENS IN THE TEEN UNDERGROUND AT LOUSSAC LIBRARY.
- ▲ OFFER AKCIS TRAINING TO THE 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 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.



### 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.

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



#### 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>.

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## Creating Student Accounts

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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.

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## Creating Parent Accounts

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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.

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## Custom Checklists of Activities

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### ▲ 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.

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## Courses and Pathways

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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](mailto:akcis@alaska.gov). A detailed My Course Plan Guide for Schools and Districts has also been developed with instructions for adding courses and pathways.

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## Frequently Asked Questions

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### **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.

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### 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.

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## Additional AKCIS Support Materials

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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!!**

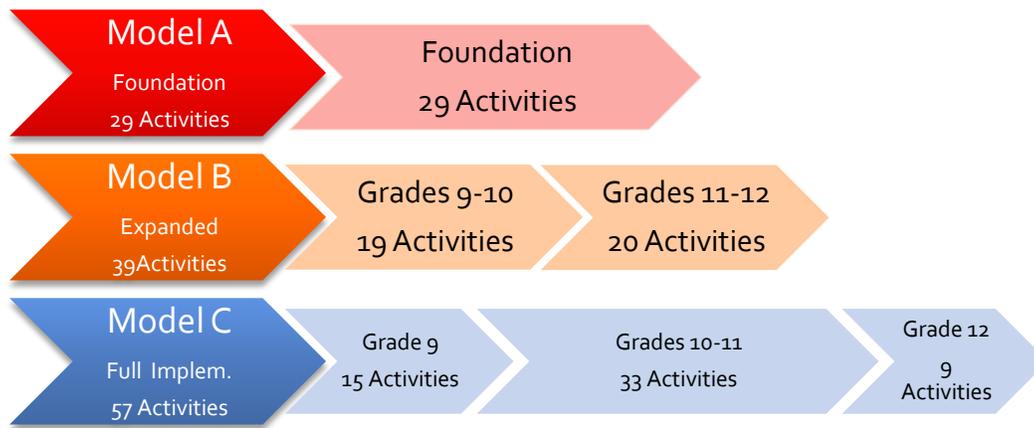
AKCIS contains a national high-school level [CIS Curriculum](#) available to sites in the [Tools for Counselors and Teachers](#) section. These 173 searchable lesson plans and three curriculum units support integration of CIS into classroom settings while having a focus on career and education planning. 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.

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## Overview of Models

The AKCIS Implementation Framework for High Schools includes three models for implementing AKCIS and engaging youth in high 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 four 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. 9<sup>th</sup> - 10<sup>th</sup> and 11<sup>th</sup> - 12<sup>th</sup> grades. **Model C** offers full implementation of AKCIS across all four years of high school, offering students the opportunity to update their plans as they learn more about themselves and careers.



Pages 26 through 44 present three models for using AKCIS to build middle school programs and help students create online portfolios / PLCPs.

- Model A** is the foundation for implementing AKCIS 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 four 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 29 concise activities, which are a little more than 1/3 of the AKCIS activities.
- Model B** groups activities into two levels or time periods for career development. The first level, for 9<sup>th</sup> and 10<sup>th</sup> graders, introduces students to career development and preparations for post-secondary education and work. The second level, for 11<sup>th</sup> and 12<sup>th</sup> graders, offers higher-level activities, several supporting the important transition to college or other post-secondary education. Model B uses most of the activities in My Career Plan, for a total of 39 activities. This model also completes Alaska’s PLCP recommendations.
- Model C** offers a full implementation plan over 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 high school. Model C uses each activity in My Career Plan and includes a total of 57 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	9-10th	11-12th	Getting Started	Looking Deeper		Next Steps
				9th	10th	11th	12th
<b>Create / Update My Portfolio</b>	1	1	Ongoing	1	Ongoing	Ongoing	Ongoing
<b>Know Myself</b>							
<b>Getting Started</b>							
Data, People, Things Checklist	3	3		3			
Thinking About Myself	2	2		2			
Reality Check	4	4	20	4			
Career Cluster Inventory	5	5		5			
<b>Looking Deeper</b>							
Looking Inward					16		
My Work Values	11	11			17		
My Career Interests	7	7			23		
Occupation Sort	12	12			24		
<b>Next Steps</b>							
My Career Anchors	18		21			36	
My Accomplishments	19		22			37	
My SKILLS						38	
Is Self-Employment for Me	22		23			39	
<b>Research Options</b>							
<b>Getting Started</b>							
Introduction to the World of Work	6	6		6			
Research My Options		13		7			
<b>Looking Deeper</b>							
Occupation and Preparation Research	21		24		18		
Education Research	24		25			25	
<b>Next Steps</b>							
In-depth Occupational Research Project						40	
Compare Schools			26			41	
Consider the Military						42	
<b>Evaluate Options</b>							
<b>Getting Started</b>							
Evaluate My Occupation Options	14	14		8			
Evaluate My Program of Study Options		13		9			
Evaluate Education Options	16		27			28	
<b>Looking Deeper</b>							
Evaluate Occupation Choices						26	
Identify and Compare Schools of Interest						27	
<b>Next Steps</b>							
Evaluate My Next Step Options						43	
<b>Set Goals</b>							
<b>Getting Started</b>							
Set Goals	15	16		11			
<b>Looking Deeper</b>							
Revise Goals			28			29	



## 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 and learn how to navigate and use the tools to:

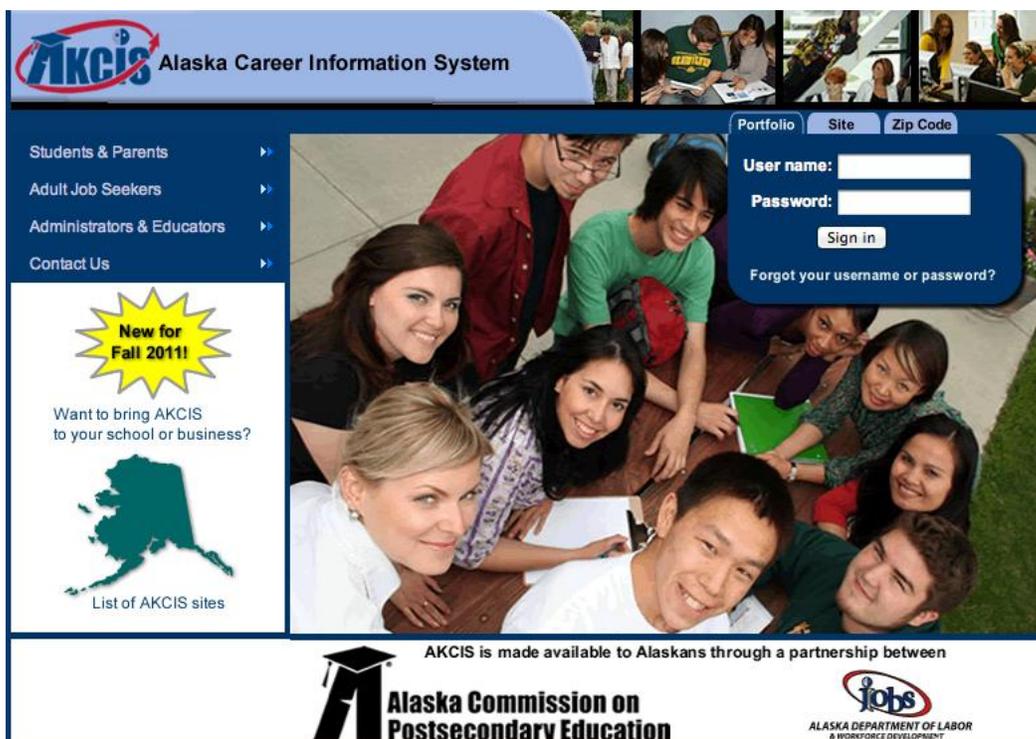
- ▼ LOG IN WITH USERNAME AND PASSWORD
- ▼ GET ORIENTED TO THE HOME PAGE AND HOW INFORMATION IS ORGANIZED
- ▼ CREATE 'MY PORTFOLIO'
- ▼ PRACTICE EXERCISE – SAVING RESULTS IN 'MY PORTFOLIO'



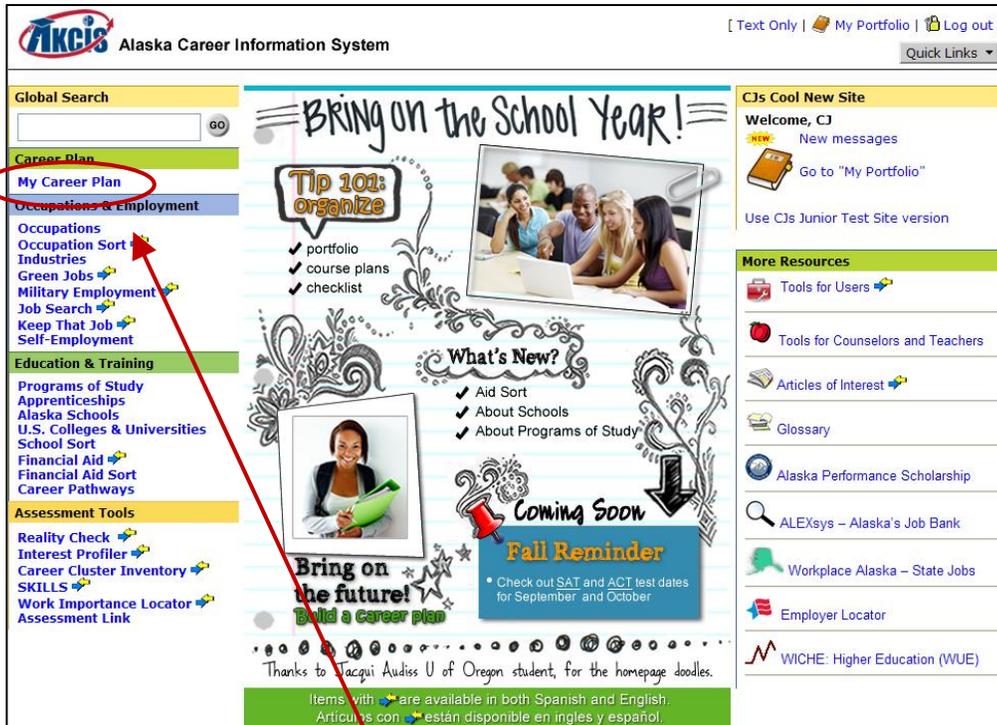
▲ LOG IN WITH USERNAME AND PASSWORD

1. Open your web browser and go to [AKCIS.org](http://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 high school's username, they will be directed automatically to the AKCIS 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

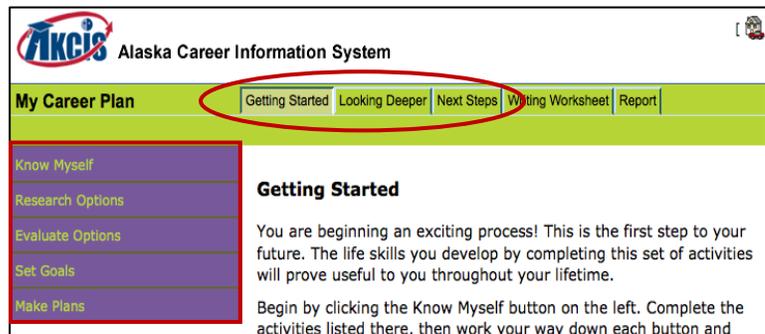


From the home page, you have access to all of the AKCIS resources and tools. Learning to navigate the home page will enable you to easily find all of the activities referenced in this Framework.

AKCIS activities are organized around three levels of activity under **My Career Plan**. Each level has five sections of activities which help you answer some reflection questions and lead to the development of your career plan.

1. Select a LEVEL:

From the home page click on My Career Plan. The three levels are explained. Each level will take you to the corresponding set of AKCIS Activities, organized according to the five process steps shown in purple. The image on the right shows the sections inside the "Getting Started" level.



2. Select a SECTION & ACTIVITY:

Click on any purple section you are interested in, and it will display the activities. The sample shown to the left includes activities in the Getting Started – Know Myself category. For a complete list of all activities in AKCIS Junior, see Appendix D.

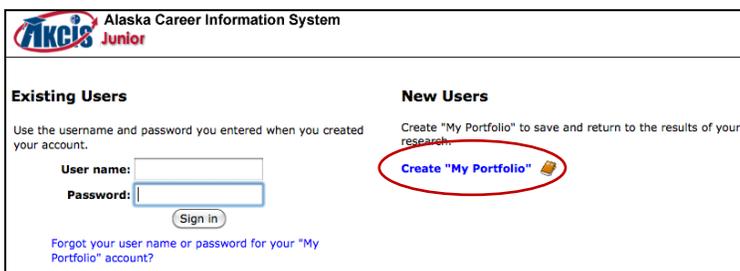
3. Click on the activity you would like to use. Activity worksheets are available as both PDF and Word files to print out and use accordingly within a classroom lesson or self-guided lessons.

Some activities include reflective questions which the student must return to this page to enter. 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. 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, college, and beyond.

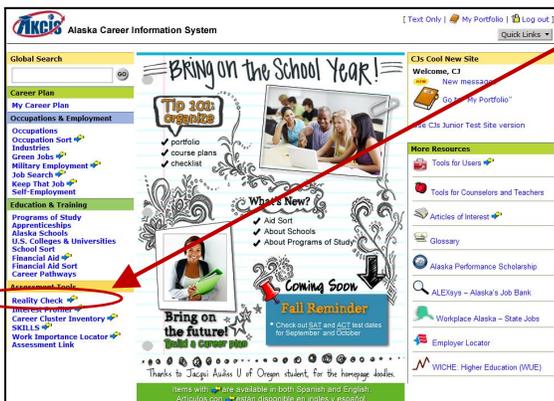
1. **SELECT MY PORTFOLIO:** On the right panel of the home screen, click on the **Create "My Portfolio"** link.
2. Under the **New Users** heading, click on **Create "My Portfolio"**



3. Complete the personal information section, creating your own unique username and password. Be sure to enter a valid email address, as this will allow you to retrieve your username/password in the event you forget it.

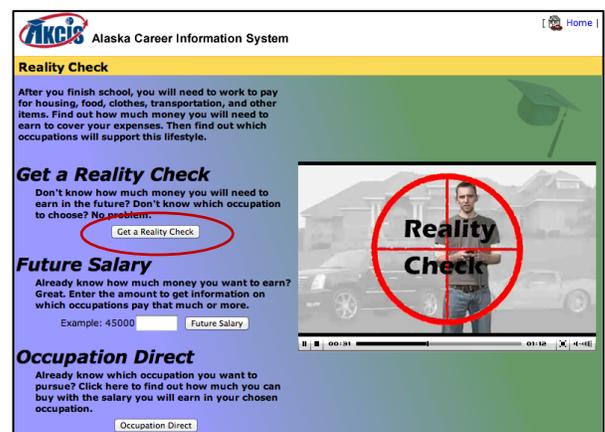
▲ PRACTICE EXERCISE – "REALITY CHECK"

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.



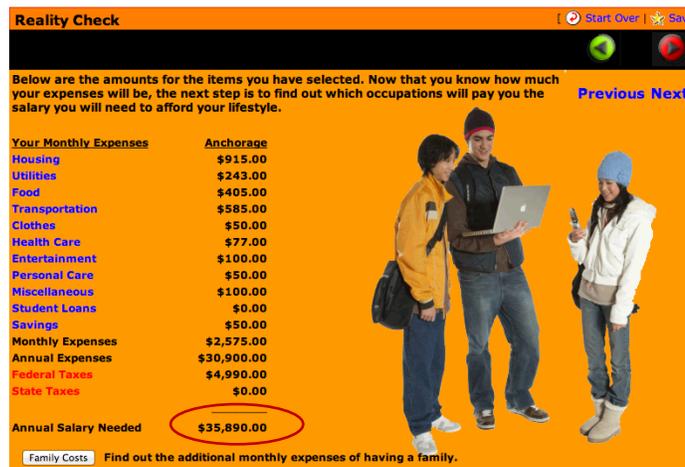
1. From the Home Page, select **Reality Check** from the Assessment Tools list on the left pane.
2. Check out the video first! Then read through the directions and, when ready, click on the "Get a Reality Check" button.

Note - you can also start by selecting either a future annual salary or an occupation to get an idea of how much different



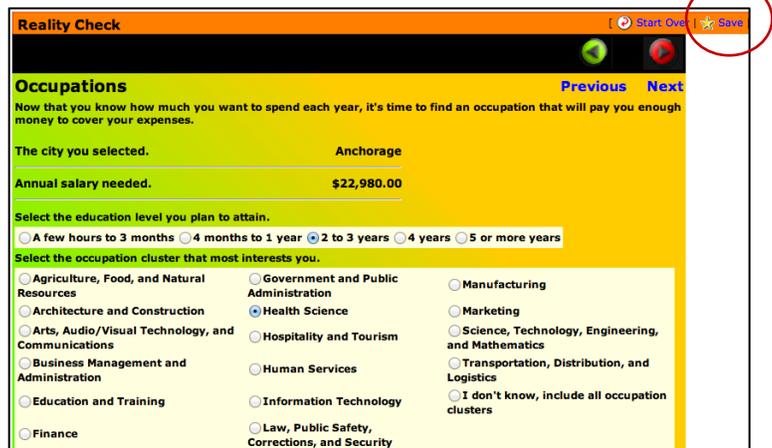
occupations earn and what those earnings will provide in terms of living expenses and savings.

3. You will be asked to select your region from a drop-down list. Select one and click **Next** in the upper right corner.
4. 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.



5. 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.

7. 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 – Foundation

### Student Objectives:

<ul style="list-style-type: none"> <li>• Introduce Career Development Program</li> <li>• Introduce AKCIS</li> <li>• Set up “My Portfolio”</li> <li>• Complete first entry in portfolio linked to self-reflection worksheet</li> <li>• Introduce data, people, things nature of work, personalize with reflections</li> <li>• Complete career cluster inventory</li> <li>• Introduce world of work</li> <li>• Create initial high school course plan based upon goals in time for scheduling</li> <li>• Research career options</li> <li>• Evaluate occupation and post-secondary education options and costs</li> <li>• Set personal, academic and career goals</li> <li>• Establish experiential learning plans and action plans to achieve goals</li> <li>• Update high school course plan</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth self reflection activity</li> <li>• Identify work values and linked careers</li> <li>• Complete interest inventory and occupation sort to link preferences to occupations</li> <li>• Conduct educational research and school comparison</li> <li>• Evaluate occupation and education options</li> <li>• Update plans, accomplishment records</li> <li>• Begin college planning-evaluate costs</li> <li>• Learn about career anchors</li> <li>• Learn about skills and accomplishments and identify occupations using preferred skills</li> <li>• Consider self-employment realities</li> <li>• Establish next step goals and post-secondary plans</li> <li>• Create resume and cover letter, master job search skills</li> <li>• Make financial plans</li> </ul>
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AKCIS activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Activities are organized in AKCIS by the three levels of My Career Plan:

- ▼ GETTING STARTED
- ▼ LOOKING DEEPER
- ▼ NEXT STEPS

Within these levels, activities then progress through the topic sections:

- Know Myself
- Research Options
- Evaluate Options
- Set Goals
- Make Plans



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



Model A is described as a single sequence in this Framework, however it can be used across all four high 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 four years.

<b>My Career Plan and Activity Title</b>	<b>Foundation Sequence</b>	<b>AKCIS Resources Used and Reflective Questions</b>
<b>Create My Portfolio</b>	1	<i>Create an AKCIS Portfolio.</i>
<b>Know Myself</b>		
<b>Getting Started</b>		
Data, People, Things Checklist	3	<i>Download and complete worksheet.</i> - What did you learn about yourself from this career assessment (Data People Things Checklist) you just completed?
Thinking About Myself	2	<i>Download and complete worksheet.</i> - What do you know about yourself - your characteristics, interests and preferences?
Reality Check	4	<i>Download and complete worksheet and Reality Check.</i> - What did you learn about yourself from this career assessment (Reality Check) you just completed?
Career Cluster Inventory	5	<i>Download and complete worksheet and Career Cluster Inventory.</i> - What did you learn about yourself from this career assessment (Career Cluster Inventory) you just completed? - What career clusters interest you now? What occupations interest you now?
<b>Looking Deeper</b>		
My Work Values	11	<i>Download and complete worksheet and Work Importance Locator.</i> - What did you learn about yourself from the career assessment (Work Importance Locator) you used? - What occupations interest you now?
My Career Interests	7	<i>Download and complete worksheet and IDEAS (or Interest Profiler).</i> - What did you learn about yourself from the career assessment (IDEAS, Interest Profiler) you just used? - What occupations interest you now?
Occupation Sort	12	<i>Download and complete worksheet and Occupations Sort.</i> - What did you learn about yourself from the career assessment (Occupation Sort) you used?
<b>Next Steps</b>		
My Career Anchors	18	<i>Download and complete worksheet.</i> - What did you learn about yourself from the career assessment (Career Anchors) you just completed?
My Accomplishments	19	<i>Download and complete worksheet and SKILLS assessment.</i> - What did you learn about yourself from the career assessment (SKILLS) you just used? - What do you know about yourself - your characteristics, interests and preferences?
Is Self-Employment for Me?	22	<i>Download and complete worksheet and Entrepreneurial Career Assessment.</i> - What did you learn about yourself from the career assessment (Entrepreneurial Career Assessment) that you just completed?

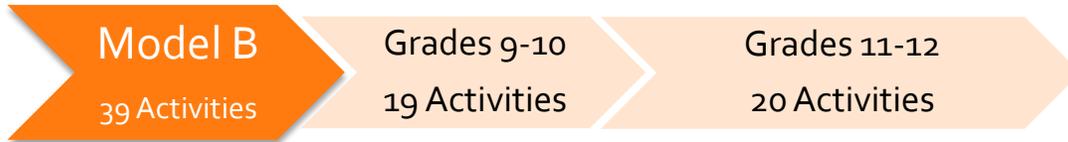


My Career Plan and Activity Title	Foundation Sequence	AKCIS Resources Used and Reflective Questions
<b>Research Options</b>		
<b>Getting Started</b>		
Introduction to the World of Work	6	<i>Download and complete worksheet and explore Occupations.</i> - What occupations interest you now?
<b>Looking Deeper</b>		
Occupation and Preparation Research	21	<i>Download and complete worksheet and explore Occupations.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
Education Research	24	<i>Download and complete worksheet, and explore Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
<b>Evaluate Options</b>		
<b>Getting Started</b>		
Evaluate My Occupation Options	14	<i>Download and complete worksheet and explore Occupations.</i> - What did you learn about yourself from the career research you completed? - What did you learn about how you set goals and make decisions from the career work you completed?
<b>Looking Deeper</b>		
Evaluate Education Options	16	<i>Download and complete worksheet and School Sort. Explore Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What did you learn about how you set goals and make decisions from the career work (School Sort and School Evaluation Grid) you just completed?
<b>Set Goals</b>		
<b>Getting Started</b>		
Set Goals	15	<i>Download and complete worksheet. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What are your personal goals? - What are your academic goals? - What are your career goals? - What are your plans for improvement and enrichment this year?
<b>Make Plans</b>		
<b>Education Plans</b>		
<b>Getting Started</b>		
Make Education Plans	8	<i>Download and complete worksheet, My Course Plan, and My Education and Work History. Explore Programs of Study.</i> - What are your educational plans after high school? - What high school courses are you considering? - What extra-curricular activities do you plan to participate in? - What high school programs are you considering?
<b>Looking Deeper</b>		
Update Education Plans	26	<i>Download and complete worksheet, My Course Plan, and My Education and Work History. Explore Programs of Study.</i>



My Career Plan and Activity Title	Foundation Sequence	AKCIS Resources Used and Reflective Questions
		<ul style="list-style-type: none"> <li>- What are your educational plans after high school?</li> <li>- What high school courses are you considering?</li> <li>- What extra-curricular activities do you plan to participate in?</li> <li>- What high school programs are you considering?</li> </ul>
<b>Next Steps</b>		
Financing my Education	25	<i>Download and complete worksheet and explore Paying for School.</i> - What are your educational plans after high school?
<b>Experiential Learning Plans</b>		
<b>Getting Started</b>		
Experiential Learning Plans	13	<i>Download and complete worksheet and My Education and Work History.</i> - What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?
<b>Looking Deeper</b>		
Experiential Learning Notes	17	<i>Download and complete worksheet.</i> - What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?
<b>Next Steps</b>		
My Experiential Learning Plans & Reflections	28	<i>Download and complete worksheet and My Education and Work History.</i> - What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?
Make a Resume	10	<i>Download and complete worksheet and generate a resume.</i> - What other plans for experiential learning do you have?
Write a Cover Letter	20	<i>Download and complete worksheet and explore Job Search.</i> - What other plans for experiential learning do you have?
<b>Financial Plans</b>		
<b>Getting Started</b>		
Calculate Education Costs	23	<i>Download and complete worksheet, and explore Alaska Schools, US Colleges &amp; Universities, Financial Aid and Paying for School.</i> - What are your financial goals?
<b>Next Steps</b>		
My Financial Plan	29	<i>Download and complete worksheet, and explore Occupations, Financial Aid and Paying for School.</i> - What are your financial goals? - What are your financial plans now?
<b>My Portfolio Components</b>		
My Course Plan	9	<i>Complete My Course Plan for grades 9-12.</i>
Update My Course Plan	27	<i>Update My Course Plan for grades 9-12, and add grades 13-14.</i>
Update My Checklists	Ongoing	<i>Review and update information in My Checklist.</i>

## Model B - Extended Implementation



## Model B – Grades 9-10

### Student Objectives:

<ul style="list-style-type: none"> <li>• Introduce Career Development Program</li> <li>• Introduce AKCIS</li> <li>• Set up “My Portfolio”</li> <li>• Complete first entry in portfolio linked to self-reflection worksheet</li> <li>• Introduce data, people, things nature of work, personalize with reflections</li> <li>• Complete career interest inventory</li> <li>• Introduce world of work</li> <li>• Create initial high school course plan based upon goals</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a formal interest inventory</li> <li>• Complete a labor market sorting tool</li> <li>• Research career options</li> <li>• Create a resume</li> <li>• Evaluate occupation and post-secondary education options and costs</li> <li>• Set personal, academic and career goals</li> <li>• Establish experiential learning plans and action plans to achieve goals</li> <li>• Identify work values and linked careers</li> <li>• Focus deeper on occupations and education through research and analysis of options</li> </ul>
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AKCIS activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Activities are organized in AKCIS by the three levels of My Career Plan:

- ▼ GETTING STARTED
- ▼ LOOKING DEEPER
- ▼ NEXT STEPS

Within these levels, activities then progress through the topic sections:

- Know Myself
- Research Options
- Evaluate Options
- Set Goals
- Make Plans



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



Section of My Career Plan and Activity Title	9-10 <sup>th</sup> Grades Sequence	AKCIS Resources Used and Reflective Questions
<b>Create / Update My Portfolio</b>	1	<i>Create an AKCIS Portfolio and review My Personal Information.</i>
<b>Know Myself</b>		
<b>Getting Started</b>		
Data, People, Things Checklist	3	<i>Download and complete worksheet.</i> - What did you learn about yourself from this career assessment (Data People Things Checklist) you just completed?
Thinking About Myself	2	<i>Download and complete worksheet.</i> - What do you know about yourself - your characteristics, interests and preferences?
Reality Check	4	<i>Download and complete worksheet and Reality Check.</i> - What did you learn about yourself from this career assessment (Reality Check) you just completed?
Career Cluster Inventory	5	<i>Download and complete worksheet and Career Cluster Inventory.</i> - What did you learn about yourself from this career assessment (Career Cluster Inventory) you just completed? - What career clusters interest you now? - What occupations interest you now?
<b>Looking Deeper</b>		
My Work Values	11	<i>Download and complete worksheet and Work Importance Locator.</i> - What did you learn about yourself from the career assessment (Work Importance Locator) you used? - What occupations interest you now?
My Career Interests	7	<i>Download and complete worksheet and IDEAS (or Interest Profiler).</i> - What did you learn about yourself from the career assessment (IDEAS, Interest Profiler) you just used? - What occupations interest you now?
Occupation Sort	12	<i>Download and complete worksheet and Occupation Sort.</i> - What did you learn about yourself from the career assessment (Occupation Sort) you used?
<b>Research Options</b>		
<b>Getting Started</b>		
Introduction to the World of Work	6	<i>Download and complete worksheet.</i> - What occupations interest you now?
Research My Options	13	<i>Download and complete worksheet. Explore Career Clusters, Occupations, Assessment Link, Occupations and Programs of Study.</i> - What are the preparation requirements for the occupations that interest you?
<b>Evaluate Options</b>		
<b>Getting Started</b>		
Evaluate My Occupation Options	14	<i>Download and complete worksheet and explore Occupations.</i> - What did you learn about yourself from the career research you completed? - What did you learn about how you set goals and make decisions from the career work you completed?
Evaluate My Program of Study Options	15	<i>Download and complete worksheet and explore Programs of Study.</i> - What did you learn about yourself from the career research you completed?



Section of My Career Plan and Activity Title	9-10 <sup>th</sup> Grades Sequence	AKCIS Resources Used and Reflective Questions
		- What did you learn about how you set goals and make decisions from the career work you completed?
<b>Set Goals</b>		
<b>Getting Started</b>		
Set Goals	16	<p><i>Download and complete worksheet. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i></p> <ul style="list-style-type: none"> <li>- What are your personal goals?</li> <li>- What are your academic goals?</li> <li>- What are your career goals?</li> <li>- What are your plans for improvement and enrichment this year?</li> </ul>
<b>Make Plans</b>		
<b>Education Plans</b>		
<b>Getting Started</b>		
Make Education Plans	8	<p><i>Download and complete worksheet, My Course Plan, and My Education and Work History. Explore Programs of Study.</i></p> <ul style="list-style-type: none"> <li>- What are your educational plans after high school?</li> <li>- What high school courses are you considering?</li> <li>- What extra-curricular activities do you plan to participate in?</li> <li>- What high school programs are you considering?</li> </ul>
<b>Experiential Learning Plans</b>		
<b>Getting Started</b>		
Experiential Learning Plans	17	<p><i>Download and complete worksheet and My Education and Work History.</i></p> <ul style="list-style-type: none"> <li>- What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?</li> </ul>
<b>Next Steps</b>		
Make a Resume	10	<p><i>Download and complete worksheet and generate a resume.</i></p> <ul style="list-style-type: none"> <li>- What other plans for experiential learning do you have?</li> </ul>
<b>Financial Plans</b>		
<b>Getting Started</b>		
Calculate Education Costs	18	<p><i>Download and complete worksheet. Explore Alaska Schools, US Colleges &amp; Universities, Financial Aid and Paying for School.</i></p> <ul style="list-style-type: none"> <li>- What are your financial goals?</li> </ul>
<b>Action Plan and Supports</b>		
<b>Getting Started</b>		
My Action Plan and Supports	19	<p><i>Download and complete worksheet and My Course Plan.</i></p> <ul style="list-style-type: none"> <li>- What is your action plan for this year?</li> <li>- What are your long-range plans?</li> <li>- Who will encourage and support you to achieve your goals?</li> </ul>
<b>My Portfolio Components</b>		
My Course Plan	9	<i>Complete My Course Plan for grades 9-12.</i>
Update My Checklists	Ongoing	<i>Review and update information in My Checklist</i>

## Model B – Grades 11-12

### Student Objectives:

<ul style="list-style-type: none"> <li>• Complete occupation sort to link preferences to occupations</li> <li>• Conduct educational research and school comparison</li> <li>• Evaluate occupation and education options</li> <li>• Revise personal, academic and career goals</li> <li>• Update education plans, accomplishment records</li> <li>• Begin college planning-evaluate costs</li> <li>• Learn about career anchors</li> <li>• Learn about skills and accomplishments and identify occupations using preferred skills</li> <li>• Consider self-employment realities (optional)</li> <li>• Complete occupation and education research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Explore scholarships and other financial awards</li> <li>• Establish next step goals and post-secondary plans</li> <li>• Create resume and cover letter, master job search skills</li> <li>• Explore financial issues associated with next steps</li> <li>• Consider the military as an option</li> <li>• Make financial plans</li> <li>• Reflect upon learning and experiential learning</li> <li>• Create college action plan and identify supports</li> <li>• Create graduation plans</li> </ul>
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AKCIS activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Activities are organized in AKCIS by the three levels of My Career Plan:

- ▼ GETTING STARTED
- ▼ LOOKING DEEPER
- ▼ NEXT STEPS

Within these levels, activities then progress through the topic sections:

- Know Myself
- Research Options
- Evaluate Options
- Set Goals
- Make Plans



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

Section of My Career Plan and Activity Title	11-12 <sup>th</sup> Grades Sequence	AKCIS Resources Used and Reflective Questions
Update My Portfolio	Ongoing	Review personal information and save to My Portfolio.
<b>Know Myself</b>		
Getting Started		
Reality Check	20	Download and complete worksheet and Reality Check. - What did you learn about yourself from this career assessment (Reality Check) you just completed?



Section of My Career Plan and Activity Title	11-12 <sup>th</sup> Grades Sequence	<i>AKCIS Resources Used and Reflective Questions</i>
My Career Anchors	21	<i>Download and complete worksheet.</i> - What did you learn about yourself from the career assessment (Career Anchors) you just completed?
<b>Next Steps</b>		
My Accomplishments	22	<i>Download and complete worksheet and SKILLS assessment.</i> - What did you learn about yourself from the career assessment (SKILLS) you just used? - What do you know about yourself - your characteristics, interests and preferences?
Is Self-Employment for Me	23	<i>Download and complete worksheet and Entrepreneurial Career Assessment.</i> - What did you learn about yourself from the career assessment (Entrepreneurial Career Assessment) that you just completed?
<b>Research Options</b>		
<b>Looking Deeper</b>		
Occupation and Preparation Research	24	<i>Download and complete worksheet and explore Occupations.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
Education Research	25	<i>Download and complete worksheet. Explore Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
<b>Next Steps</b>		
Compare Schools	26	<i>Download and complete worksheet and School Sort. Explore Alaska Schools and US Colleges &amp; Universities.</i> - What training programs and schools interest me most now?
<b>Evaluate Options</b>		
<b>Looking Deeper</b>		
Evaluate Education Options	27	<i>Download and complete worksheet and School Sort. Explore Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What did you learn about how you set goals and make decisions from the career work (School Sort and School Evaluation Grid) you just completed?
<b>Set Goals</b>		
<b>Looking Deeper</b>		
Revise Goals	28	<i>Download and complete worksheet. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What are your personal goals? - What are your academic goals? - What are your career goals? - What are your plans for improvement and enrichment this year?



Section of My Career Plan and Activity Title	11-12 <sup>th</sup> Grades Sequence	AKCIS Resources Used and Reflective Questions
<b>Make Plans</b>		
<b>Education Plans</b>		
<b>Looking Deeper</b>		
Update Education Plans	29	<i>Download and complete worksheet and My Course Plan. Explore Occupations, Programs of Study, and US Colleges &amp; Universities.</i> <ul style="list-style-type: none"> <li>- What are your educational plans after high school?</li> <li>- What high school courses are you considering?</li> <li>- What extra-curricular activities do you plan to participate in?</li> <li>- What high school programs are you considering?</li> </ul>
<b>Next Steps</b>		
Financing my Education	30	<i>Download and complete worksheet and explore Paying for School.</i> <ul style="list-style-type: none"> <li>- What are your educational plans after high school?</li> </ul>
<b>Experiential Learning Plans</b>		
<b>Looking Deeper</b>		
Experiential Learning Notes	31	<i>Download and complete worksheet and My Education and Work History.</i> <ul style="list-style-type: none"> <li>- What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?</li> </ul>
<b>Next Steps</b>		
Make a Resume	32	<i>Download and complete worksheet and generate a resume.</i> <ul style="list-style-type: none"> <li>- What other plans for experiential learning do you have?</li> </ul>
Write a Cover Letter	33	<i>Download and complete worksheet and explore Job Search.</i> <ul style="list-style-type: none"> <li>- What other plans for experiential learning do you have?</li> </ul>
<b>Financial Plans</b>		
<b>Next Steps</b>		
My Financial Plan	34	<i>Download and complete worksheet. Explore Occupations, Financial Aid, and Paying for School.</i> <ul style="list-style-type: none"> <li>- What are your financial goals?</li> <li>- What are your financial plans now?</li> </ul>
<b>Action Plan and Supports</b>		
<b>Looking Deeper</b>		
Junior Year - College Planning Checklist	35	<i>Download and complete worksheet.</i> <ul style="list-style-type: none"> <li>- What are your <i>college</i> action plans for this year?</li> </ul>
Updating My Action Plan and My Supports	36	<i>Download and complete worksheet.</i> <ul style="list-style-type: none"> <li>- What is your action plan for this year?</li> <li>- What are your long-range plans?</li> <li>- Who will encourage and support you to achieve your goals?</li> </ul>
<b>Next Steps</b>		
Senior Year - College Planning Checklist	37	<i>Download and complete worksheet.</i> <ul style="list-style-type: none"> <li>- What are your college action plans for this year?</li> </ul>
My Graduation Plans	39	<i>Download and complete worksheet and My Course Plan.</i> <ul style="list-style-type: none"> <li>- What is your action plan for this year?</li> </ul>
<b>My Portfolio Components</b>		
Update My Course Plan	38	<i>Update My Course Plan for grades 9-12 and add grades 13-14.</i>
Update My Checklists	Ongoing	<i>Review and update information in My Checklist</i>

## 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

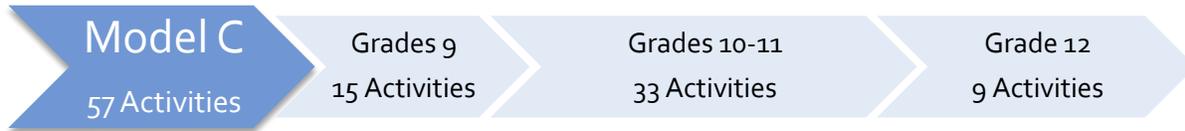
“We don’t have enough room for all our advisory groups — so a few groups meet in our foyer, library and cafeteria. Wireless access to AKCIS makes big difference in the attitude of teachers and student when we have an AKCIS advisory”

— 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 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE STUDENTS THE OPPORTUNITY TO ATTEND A CAREER FAIR

## Model C - Full Implementation



### Student Objectives:

<ul style="list-style-type: none"> <li>• Introduce Career Development Program</li> <li>• Introduce AKCIS</li> <li>• Set up “My Portfolio”</li> <li>• Complete first entry in portfolio linked to self-reflection worksheet</li> <li>• Introduce data, people, things nature of work, personalize with reflections</li> <li>• Complete career interest inventory</li> <li>• Introduce world of work</li> <li>• Create a resume</li> <li>• Create initial high school course plan based upon goals</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a formal interest inventory</li> <li>• Complete a labor market sorting tool</li> <li>• Research career options</li> <li>• Evaluate occupation and post-secondary education options and costs</li> <li>• Set personal, academic and career goals</li> <li>• Establish experiential learning plans and action plans to achieve goals</li> <li>• Update high school course plan</li> </ul>
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AKCIS activities listed below are presented by grade level and in a logical sequence to facilitate classroom implementation. Activities are organized in AKCIS by the three levels of My Career Plan:

- ▼ GETTING STARTED
- ▼ LOOKING DEEPER
- ▼ NEXT STEPS

Within these levels, activities then progress through the topic sections:

- Know Myself
- Research Options
- Evaluate Options
- Set Goals
- Make Plans



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



## Model C – Getting Started - Grade 9

Section of My Career Plan and Activity Title	9th Grade Sequence	AKCIS Resources Used and Reflective Questions
<b>Create My Portfolio</b>	1	<i>Create an AKCIS My Portfolio.</i>
<b>Know Myself – Getting Started</b>		
Data, People, Things Checklist	3	<i>Download and complete worksheet.</i> - What did you learn about yourself from this career assessment (Data People Things Checklist) you just completed?
Thinking About Myself	2	<i>Download and complete worksheet.</i> - What do you know about yourself - your characteristics, interests and preferences?
Reality Check	4	<i>Download and complete worksheet and Reality Check.</i> - What did you learn about yourself from this career assessment (Reality Check) you just completed?
Career Cluster Inventory	5	<i>Download and complete worksheet and Career Cluster Inventory.</i> - What did you learn about yourself from this career assessment (Career Cluster Inventory) you just completed? - What career clusters interest you now? - What occupations interest you now?
<b>Research Options – Getting Started</b>		
Introduction to the World of Work	6	<i>Download and complete worksheet.</i> - What occupations interest you now?
Research My Options	7	<i>Download and complete worksheet. Explore Career Clusters, Occupations, Assessment Link and Programs of Study.</i> - What are the preparation requirements for the occupations that interest you?
<b>Evaluate Options – Getting Started</b>		
Evaluate My Occupation Options	8	<i>Download and complete worksheet and explore Occupations.</i> - What did you learn about yourself from the career research you completed? - What did you learn about how you set goals and make decisions from the career work you completed?
Evaluate My Program of Study Options	9	<i>Download and complete worksheet and explore Programs of Study.</i> - What did you learn about yourself from the career research you completed? - What did you learn about how you set goals and make decisions from the career work you completed?
<b>Set Goals – Getting Started</b>		
Set Goals	11	<i>Download and complete worksheet. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What are your personal goals? - What are your academic goals? - What are your career goals? - What are your plans for improvement and enrichment this year?



Section of My Career Plan and Activity Title	9th Grade Sequence	AKCIS Resources Used and Reflective Questions
<b>Make Plans – Getting Started</b>		
<b>Education Plans</b>		
Make Education Plans	12	<i>Download and complete worksheet, My Course Plan and My Education and Work History. Explore Programs of Study.</i> - What are your educational plans after high school? - What high school courses are you considering? - What extra-curricular activities do you plan to participate in? - What high school programs are you considering?
<b>Experiential Learning Plans</b>		
Experiential Learning Plans	13	<i>Download and complete worksheet and My Education and Work History.</i> - What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?
<b>Action Plan and Supports</b>		
My Action Plan and Supports	15	<i>Download and complete worksheet and My Course Plan.</i> - What is your action plan for this year? - What are your long-range plans? - Who will encourage and support you to achieve your goals?
<b>Make Plans – Next Steps</b>		
<b>Experiential Learning Plans</b>		
Make a Resume	14	<i>Download and complete worksheet and My Education and Work History.</i> - What other plans for experiential learning do you have?
<b>My Portfolio Components</b>		
My Course Plan	10	<i>Complete My Course Plan for grades 9-12.</i>
Update My Checklists	Ongoing	<i>Review and update information in My Checklist</i>

## Model C – Looking Deeper - Grades 10-11

### Student Objectives:

10th Grade Program Goals:	11th Grade Program Goals:
<ul style="list-style-type: none"> <li>• In-depth self reflection activity</li> <li>• Identify work values and linked careers</li> <li>• Focus deeper on occupations through research and analysis of options</li> <li>• Update course plans</li> <li>• Revise goals, plans and experiential learning plans</li> <li>• Update resume and experiential learning plans</li> <li>• Update action plan and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Complete interest inventory and occupation sort to link preferences to occupations</li> <li>• Conduct educational research and post-secondary school comparison</li> <li>• Evaluate occupation and education options</li> <li>• Revise personal, academic and career goals</li> <li>• Update resume and experiential learning plans</li> <li>• Update course and action plans</li> <li>• Begin college planning-evaluate costs</li> </ul>



Section of My Career Plan and Activity Title	10 <sup>th</sup> Grade Sequence	11 <sup>th</sup> Grade Sequence	AKCIS Resources Used and Reflective Questions
Create / Update My Portfolio	O n g o i n g	O n g o i n g	<i>Review personal information and save to My Portfolio.</i>
<b>Know Myself</b>			
<b>Looking Deeper</b>			
Looking Inward	16		<i>Download and complete worksheet and Career Cluster Inventory.</i> - What do you know about yourself—your characteristics, interests and preferences?
My Work Values	17		<i>Download and complete worksheet and Work Importance Locator.</i> - What did you learn about yourself from the career assessment (Work Importance Locator) you used? - What occupations interest you now?
My Career Interests	23		<i>Download and complete worksheet and IDEAS (or Interest Profiler).</i> - What did you learn about yourself from the career assessment (IDEAS, Interest Profiler) you just used? - What occupations interest you now?
Occupation Sort	24		<i>Download and complete worksheet and Occupations Sort.</i> - What did you learn about yourself from the career assessment (Occupation Sort) you used?
<b>Next Steps</b>			
My Career Anchors		36	<i>Download and complete worksheet.</i> - What did you learn about yourself from the career assessment (Career Anchors) you just completed?
My Accomplishments		37	<i>Download and complete worksheet and SKILLS.</i> - What did you learn about yourself from the career assessment (SKILLS) you just used? - What do you know about yourself - your characteristics, interests and preferences?
My SKILLS		38	<i>Download and complete worksheet and SKILLS. Explore Occupations and Career Clusters.</i> - What did you learn about yourself from the career assessment (SKILLS) you just used? - What do you know about yourself - your characteristics, interests and preferences?
Is Self-Employment for Me		39	<i>Download and complete worksheet and Entrepreneurial Career Assessment.</i> - What did you learn about yourself from the career



Section of My Career Plan and Activity Title	10 <sup>th</sup> Grade Sequence	11 <sup>th</sup> Grade Sequence	<b>AKCIS Resources Used and Reflective Questions</b>
			assessment (Entrepreneurial Career Assessment) that you just completed?
<b>Research Options</b>			
<b>Looking Deeper</b>			
Occupation and Preparation Research	18		<i>Download and complete worksheet and explore Occupations.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
Education Research		25	<i>Download and complete worksheet and explore Programs of Study and US Colleges &amp; Universities.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
<b>Next Steps</b>			
In-depth Occupational Research Project		40	<i>Download and complete worksheet. Explore Occupations and Job Search.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
Compare Schools		41	<i>Download and complete worksheet and School Sort. Explore Alaska Schools and US Colleges &amp; Universities.</i> - What training programs and schools interest me most now?
Consider the Military		42	<i>Download and complete worksheet and explore Military Employment.</i> - What occupations interest you now? - What are the preparation requirements for the occupations that interest you?
<b>Evaluate Options</b>			
<b>Getting Started</b>			
Evaluate Education Options		28	<i>Download and complete worksheet and School Sort. Explore Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What did you learn about how you set goals and make decisions from the career work (School Sort and School Evaluation Grid) you just completed?
<b>Looking Deeper</b>			
Evaluate Occupation Options		26	<i>Download and complete worksheet. Explore Occupations and Programs of Study.</i> - What did you learn about yourself from the career research you completed? - What did you learn about how you set goals and make decisions from the career work you just completed?
Identify and Compare Schools of Interest		27	<i>Download and complete worksheet and School Sort.</i>



Section of My Career Plan and Activity Title	10 <sup>th</sup> Grade Sequence	11 <sup>th</sup> Grade Sequence	AKCIS Resources Used and Reflective Questions
<b>Next Steps</b>			
Evaluate My Next Step Options		43	<i>Download and complete worksheet. Explore Occupations and Programs of Study.</i> - What did you learn about yourself from the career research you completed?
<b>Set Goals</b>			
<b>Looking Deeper</b>			
Revise Goals		29	<i>Download and complete worksheet. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What are your personal goals? - What are your academic goals? - What are your career goals? - What are your plans for improvement and enrichment this year?
<b>Next Steps</b>			
Next Step Goals		44	<i>Download and complete worksheet. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What are your personal goals? - What are your academic goals? - What are your career goals? - What are your plans for improvement and enrichment this year?
<b>Make Plans</b>			
<b>Education Plans</b>			
<b>Looking Deeper</b>			
Update Education Plans	19	30	<i>Download and complete worksheet and My Course Plan. Explore Occupations, Programs of Study, Alaska Schools and US Colleges &amp; Universities.</i> - What are your educational plans after high school? - What high school courses are you considering? - What extra-curricular activities do you plan to participate in? - What high school programs are you considering?
<b>Next Steps</b>			
Financing my Education		45	<i>Download and complete worksheet and explore Paying for School.</i> - What are your educational plans after high school?
<b>Experiential Learning Plans</b>			
<b>Looking Deeper</b>			
Experiential Learning Notes	20		<i>Download and complete worksheet and My Education and Work History.</i> - What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?



Section of My Career Plan and Activity Title	10 <sup>th</sup> Grade Sequence	11 <sup>th</sup> Grade Sequence	AKCIS Resources Used and Reflective Questions
<b>Next Steps</b>			
Make a Resume	21	31	Download and complete worksheet and My Education and Work History. - What other plans for experiential learning do you have?
Write a Cover Letter		46	Download and complete worksheet and explore Job Search. - What other plans for experiential learning do you have?
<b>Financial Plans</b>			
<b>Getting Started</b>			
Calculate Education Costs		33	Download and complete worksheet. Explore US Colleges & Universities, Financial Aid, Paying for School. - What are your financial goals?
<b>Looking Deeper</b>			
Examine the Costs of Higher Education		32	Download and complete worksheet. Explore Occupations, Financial Aid and Paying for School. - What did you learn about yourself from the financial research you completed?
<b>Action Plan and Supports</b>			
<b>Looking Deeper</b>			
Junior Year - College Planning Checklist		34	Download and complete worksheet. - What are your college action plans for this year?
Updating My Action Plan and My Supports	22	35	Download and complete worksheet. - What is your action plan for this year? - What are your long-range plans? - Who will encourage and support you to achieve your goals?
<b>Next Steps</b>			
My Job Search		47	Download and complete worksheet, and My Education and Work History. Explore Job Search. - What is your action plan for this year?
Job Search Action Plan		48	Download and complete worksheet.
<b>My Portfolio Components</b>			
Update My Checklists	Ongoing	Ongoing	Review and update information in My Checklist.

## Model C – Next Steps - Grade 12

### Student Objectives:

<ul style="list-style-type: none"> <li>• Learn about career anchors</li> <li>• Learn about skills and accomplishments and identify occupations using preferred skills</li> <li>• Consider self-employment realities (optional)</li> <li>• Complete in-depth occupation and post-secondary education research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Establish next step goals and post-secondary plans</li> <li>• Update resume and create cover letter, master job search skills</li> <li>• Explore financial issues associated with next steps</li> </ul>
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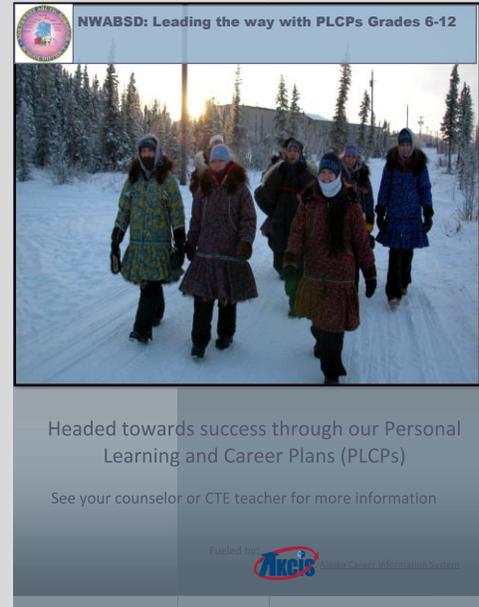
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|---|---|
| <ul style="list-style-type: none"> <li>• Explore scholarships and other financial awards</li> <li>• Develop additional experiential learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Consider training programs or military as an option</li> <li>• Make financial plans</li> <li>• Create graduation plan</li> </ul> |
|---|---|

Section of My Career Plan and Activity Title	12 <sup>th</sup> Grade Sequence	AKCIS Resources Used and Reflective Questions
<b>Create / Update My Portfolio</b>	Ongoing	<i>Review personal information and save to My Portfolio.</i>
<b>Make Plans – Next Steps</b>		
<b>Education Plans</b>		
Next Steps to Education Plans	51	<i>Download and complete worksheet and My Course Plan. Explore Programs of Study.</i> - What are your educational plans after high school? - What high school courses are you considering? - What extra-curricular activities do you plan to participate in?
Managing Resources	52	<i>Download and complete worksheet and Reality Check. Explore Alaska Schools and US Colleges &amp; Universities.</i> - What are your educational plans after high school?
<b>Experiential Learning Plans</b>		
My Experiential Learning Plans & Reflections	53	<i>Download and complete worksheet, and My Education and Work History.</i> - What other plans for experiential learning do you have? Exploration/Job Shadowing? Mentoring? Internship? Community Service Learning?
Make a Resume	54	<i>Download and complete worksheet, and My Education and Work History.</i> - What other plans for experiential learning do you have?
<b>Financial Plans</b>		
My Financial Plan	55	<i>Download and complete worksheet. Explore Occupations, Financial Aid, and Paying for School.</i> - What are your financial goals? - What are your financial plans now?
Securing Financial Aid Awards	56	<i>Download and complete worksheet and Financial Aid Sort.</i>
<b>Action Plan and Supports</b>		
Senior Year - College Planning Checklist	49	<i>Download and complete worksheet.</i> - What are your college action plans for this year?
My Graduation Plans	57	<i>Download and complete worksheet, and My Course Plan.</i> - What is your action plan for this year?
<b>My Portfolio Components</b>		
Update My Course Plan	50	<i>Update My Course Plan for grades 9-12 and add grades 13-14.</i>
Update My Checklists	Ongoing	<i>Review and update information in My Checklist</i>

## AKCIS IN PRACTICE: NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Personal Learning and Career Planning is relatively new to our 6-12<sup>th</sup> 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 personalized 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 further catalyze PLCP’s with AKCIS as we move forward by:

- ▲ EXPANDING OUR PROFESSIONAL DEVELOPMENT RELATED TO AKCIS TO INCLUDE REGULAR CLASSROOM 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:
  - AKCIS JUNIOR EASILY TRANSITIONS INTO HIGH SCHOOL
  - AKCIS JUNIOR HAS A MIDDLE SCHOOL FOCUS ALIGNED TO MIDDLE SCHOOL STANDARDS
  - AKCIS JUNIOR HAS TOOLS TO LAY THE FOUNDATION FOR SUCCESSFUL PERSONAL LEARNING AND CAREER PLANNING
  - 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 see its value in helping them reach their goals.”

— Lesa L. Rohrer, Career and Technical Education Specialist



# 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 your 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 created 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. Curriculum Lesson Plans are available for all activities in the Tools for Counselors and Teachers section of AKCIS.

### 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 - Sample Schedule - Model A Over Four Years

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ol style="list-style-type: none"> <li>1. Create My Portfolio</li> <li>2. Thinking About Myself</li> <li>3. Data, People, Things Checklist</li> <li>4. Reality Check</li> <li>5. Career Cluster Inventory</li> <li>6. Introduction to the World of Work</li> <li>7. My Career Interests</li> <li>8. Make Education Plans</li> <li>9. Create My Course Plan: Grades 9-12</li> <li>10. Make a Resume</li> <li>• Update My Checklists</li> </ol>	<ol style="list-style-type: none"> <li>11. My Work Values</li> <li>12. Occupation Sort</li> <li>13. Experiential Learning Plans</li> <li>14. Evaluate My Occupation Options</li> <li>15. Set Goals</li> <li>16. Evaluate Education Options</li> <li>• Update My Checklists</li> </ol>	<ol style="list-style-type: none"> <li>17. Experiential Learning Notes</li> <li>18. My Career Anchors</li> <li>19. My Accomplishments</li> <li>20. Write a Cover Letter</li> <li>21. Occupation and Preparation Research</li> <li>22. Is Self-Employment for Me</li> <li>• Update My Checklists</li> </ol>	<ol style="list-style-type: none"> <li>23. Calculate Education Costs</li> <li>24. Education Research</li> <li>25. Financing My Education</li> <li>26. Update Education Plans</li> <li>27. Update My Course Plan: Grades 9-12 and Add Grades 13-14</li> <li>28. My Experiential Learning Plans &amp; Reflections</li> <li>29. My Financial Plan</li> <li>• Update My Checklists</li> </ol>



## Appendix C -Sample Lesson Plan

### Theme and Level

**Theme:** Make Plans

**Level:** Next Steps

### At a Glance

Students create college checklist to track college planning activities needed in the senior year of high school.

**Time:** 50 minutes.

### Essential Questions

- What do I need to do my senior year to stay on track for college?

### Preparation

- Secure computer lab with PC projector and CIS access
- Make copies of the *Senior Year College Planning Checklist Worksheet*, one per student.
- Note: this activity is only for college-bound seniors. A corresponding activity, My Job Search Plan, is for seniors heading to the workforce instead of school

### Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to plan and track needed senior-year activities.
2. Show PPT Slide 2. Ask students, "Do you think you might have senioritis? Senioritis is the state of slacking that attacks many seniors like a sickness." Allow students to respond and discuss this.
3. Inform students that, contrary to popular beliefs, college admission personnel do care about senior grades; offers of admission can be and are withdrawn when students do not perform as expected. One way to help with senioritis is to stay focused on your goals.
4. Tell students that this activity will help them focus on their goals by using a checklist to stay on track with all needed activity.
5. Show PPT Slide 3. Distribute the *Senior Year College Planning Checklist* and review this checklist with students.
6. Ask students to complete what they can of the worksheet and note their own unique activity details under the Calendar on page 1 of the worksheet.
7. Instruct students to hang this checklist in their locker or by the desk where they work at home. They need to see it often as a reminder of needed action.
8. Break students into groups of three and have them discuss their plans for preparing for college this school year.

9. Show PPT Slide 4. Ask students to answer the question in the text box at the end of the worksheet then transfer this answer to their CIS portfolios, in the Next Steps: Make Plans, Action Plans and Supports section of My Career Plan.

### Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Worksheet could be completed outside class, allowing parent/guardian input, assistance, and support.
- Check-in with students regarding their progress towards completing their checklists monthly throughout the senior year.

### Assessment

Use the *Senior Year College Planning Checklist Scoring Guide* to evaluate student work.

### Portfolio

Students enter their reflections about what they learned in the text box within the Next Steps: Make Plans section of My Career Plan. The following box needs to be completed: **What are your (college) action plans for this year?**

### Materials

Computer lab with a projector and CIS access

[Senior Year College Planning Checklist \(PPT\)](#)

[Senior Year College Planning Checklist Scoring Guide \(PDF\)](#)

[Senior Year College Planning Checklist Scoring Guide \(DOC\)](#)

[Senior Year College Planning Checklist\(PDF\)](#)

[Senior Year College Planning Checklist\(DOC\)](#)

### Goals and Standards

#### *National Career Development Guidelines*

- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.

#### *American School Counselor Association*

- Academic Development, Career Development

*Bloom's Taxonomy:* Remembering, Understanding, Applying



## Appendix D - Crosswalk to Alaska Common Core Standards

Section of My Career Plan and Activity Title	Reading <sup>5</sup>	Writing <sup>6</sup>	Language Arts	Math
Create an AKCIS portfolio	RT 3			
<b>KNOW MYSELF</b>				
Data, People, Things Checklist	RT 3	W <sub>4</sub>	L <sub>1</sub> , L <sub>2</sub>	
Thinking About Myself	RT 3	W <sub>4</sub>	L <sub>1</sub> , L <sub>2</sub>	
Reality Check	RT 2-5, RI 4		L <sub>3</sub>	N-Q
Career Cluster Inventory	RT 2-5, RI 4		L <sub>3</sub>	
Looking Inward	RI <sub>4</sub>	W <sub>4</sub>	L <sub>3</sub>	
My Work Values	RT 2-5, RI 4		L <sub>3</sub>	
My Career Interests	RT 2-5, RI 4		L <sub>3</sub>	
Occupation Sort	RT 2-5, RI 4		L <sub>3</sub>	
My Career Anchors	RT 2-5, RI 4	W <sub>4</sub>	L <sub>3</sub>	N-Q

<sup>5</sup> Reading Standard for Literacy in Technical Subjects = RT; Reading Standard for Literacy in Informational Text = RI

<sup>6</sup> Writing Standard for Literacy in Technical Subjects



Section of My Career Plan and Activity Title	Reading <sup>5</sup>	Writing <sup>6</sup>	Language Arts	Math
My Accomplishments	RI 4	W4	L3	
My SKILLS	RT 2-4, RI 4	W4	L3	
Is Self-Employment for Me	RI 4		L3	
<b>RESEARCH OPTIONS</b>				
Introduction to the World of Work	RT 2-5, RI 4	W4, W7	L1, L3	
Research My Options	RT 2-5, RI 4	W7, W8	L3	
Occupation & Preparation Research	RT 2-5, RI 4		L3	
Education Research	RT 2-5, RI 4	W7, W8	L3	
In-Depth Occupational Research Project	RT 2-5, RT 7, RI 4	W4, W7, W8	L3	
Compare Schools	RT 2-5, RI 4	W4	L3	
Consider the Military	RT 2-5, RI 4	W4, W7	L3	
<b>EVALUATE OPTIONS</b>				
Evaluate My Occupation Options	RT 2-5, RI 4	W4	L3	N-Q



Section of My Career Plan and Activity Title	Reading <sup>5</sup>	Writing <sup>6</sup>	Language Arts	Math
Evaluate My Program of Study Options	RT 2-5, RI 4	W7, W8	L3	
Evaluate Education Options	RT 2-5, RI 4	W7, W8	L3	
Evaluate Occupation Options	RT 2-5, RI 4	W7, W8	L3	
Identify and Compare Schools of Interest	RT 2-5, RI 4	W4	L3	
Evaluate My Next Step Options	RT 2-5, RI 4	W4	L3	N-Q
<b>SET GOALS</b>				
Set Goals	RT 2-4, RI 4	W4	L3	
Revise Goals	RT 2-4	W4	L3	
Next Step Goals	RT 2-4, RI 4	W4	L3	
<b>MAKE PLANS</b>				
Make Education Plans	RT 2-4, RI 4	W7, W8	L3	
Update Education Plans	RT 2-4	W4	L3	
Next Steps to Education Plans	RT 2-4, RI 4, RT 7	W4	L3	



Section of My Career Plan and Activity Title	Reading <sup>5</sup>	Writing <sup>6</sup>	Language Arts	Math
Financing My Education	RT 2-4, RI 4	W4, W7	L3	
Managing Resources	RT 7, RI 4		L3	N-Q
Experiential Learning Plans	RT 2-4, RI 4	W4	L3	
Experiential Learning Notes	RT 2-4, RI 4	W4	L3	
My Experiential Learning Plans & Reflections	RT 2-4, RI 4	W4	L3	
Make a Resume	RT 2-4, RI 4	W4, W8	L3	
Write a Cover Letter	RT 2-4, RI 4	W2, W4, W8	L3	
Calculate Education Costs	RT 2-4, RI 4	W7, W8	L3	N-Q
Examine the Costs of Higher Education	RI 4			N-Q
My Financial Plan	RT 2-4, RI 4	W4	L3	
Securing Financial Aid Awards	RT 2-5, RI 4	W4	L3	
My Action Plans and Supports	RT 2-4, RT 7	W4	L3	
Junior Year-College Planning Checklist	RI 4	W4		



Section of My Career Plan and Activity Title	Reading <sup>5</sup>	Writing <sup>6</sup>	Language Arts	Math
Updating My Action Plan and My Supports	RI 4	W4	L3	
Senior Year – College Planning Checklist	RI 4 <sub>r</sub>	W4		
My Job Search Plan	RT 2-4 <sub>r</sub> , RI 4 <sub>r</sub>	W4 <sub>r</sub> , W8	L3	
Job Search Action Plan	RI 4	W4	L3	
My Graduation Plans	RT 2-4 <sub>r</sub> , RI 4	W4	L3	



## Appendix E - Crosswalk to Other Standards

Section of My Career Plan and Activity Title	National Career Development Guidelines <sup>7</sup>	American School Counselor Guidelines <sup>8</sup>	PLCP <sup>9</sup>
Create an AKCIS portfolio	PS1.K1	PS	X
<b>KNOW MYSELF</b>			
Data, People, Things Checklist	PS1, CM3	PS, CD	X
Thinking About Myself	PS1, CM3	PS, CD	X
Reality Check	PS4, CM3	PS, CD	X
Career Cluster Inventory	PS1, CM3	CD	X
Looking Inward	PS1, PS2, PS3, CM3	PS, CD	X
My Work Values	PS1, PS2, CM3	PS, CD	X
My Career Interests	PS1, PS2, CM3	PS, CD	X
Occupation Sort	PS1, PS2, CM3	PS, AD, CD	X

<sup>7</sup> National Career Development Guidelines (Rev. 9/30/04)

<sup>8</sup> American School Counselor Association (2004). *ASCA National Standards for Students*. Alexandria, VA: Author.

<sup>9</sup> 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 <sup>7</sup>	American School Counselor Guidelines <sup>8</sup>	PLCP <sup>9</sup>
My Career Anchors	PS <sub>1</sub> , PS <sub>2</sub> , PS <sub>3</sub> , PS <sub>4</sub> , CM <sub>4</sub>	PS, CD	X
My Accomplishments	PS <sub>1</sub> , PS <sub>2</sub> , CM <sub>4</sub>	PS, CD	X
My SKILLS	PS <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub> , CM <sub>4</sub>	PS, CD	X
Is Self-Employment for Me	PS <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub>	PS, AD, CD	
<b>RESEARCH OPTIONS</b>			
Introduction to the World of Work	PS <sub>2</sub> , CM <sub>2</sub> , CM <sub>3</sub>	PS, CD	X
Research My Options	ED <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub>	AD, CD	X
Occupation & Preparation Research	CM <sub>2</sub> , CM <sub>3</sub>	CD	X
Education Research	CM <sub>2</sub> , CM <sub>3</sub>	AD, CD	X
In-depth Occupational Research Project	ED <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub>	PS, AD, CD	X
Compare Schools	ED <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub>	PS, AD, CD	X
Consider the Military	CM <sub>2</sub> , CM <sub>3</sub>	CD	X
<b>EVALUATE OPTIONS</b>			



Section of My Career Plan and Activity Title	National Career Development Guidelines <sup>7</sup>	American School Counselor Guidelines <sup>8</sup>	PLCP <sup>9</sup>
Evaluate My Occupation Options	CM <sub>2</sub> , CM <sub>3</sub>	AD, CD	X
Evaluate My Program of Study Options	CM <sub>2</sub> , CM <sub>3</sub>	AD, CD	X
Evaluate Education Options	PS <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub>	PS, AD, CD	X
Evaluate Occupation Options	PS <sub>1</sub> , CM <sub>2</sub> , CM <sub>3</sub>	PS, CD	X
Identify and Compare Schools of Interest	PS <sub>1</sub> , PS <sub>3</sub> , ED <sub>2</sub> , CM <sub>2</sub>	AD, CD, PS	X
Evaluate My Next Step Options	CM <sub>2</sub> , CM <sub>3</sub>	CD	X
<b>SET GOALS</b>			
Set Goals	PS <sub>3</sub> , ED <sub>1</sub> , CM <sub>2</sub>	PS, AD, CD	X
Revise Goals	PS <sub>1</sub> , CM <sub>1</sub> , CM <sub>3</sub> , CM <sub>5</sub>	PS, AD, CD	X
Next Step Goals	CM <sub>2</sub> , CM <sub>3</sub>	PS, AD, CD	X
<b>MAKE PLANS</b>			
Make Education Plans	ED <sub>1</sub> , ED <sub>2</sub> , CM <sub>1</sub> , CM <sub>3</sub>	AD, CD	X
Update Education Plans	ED <sub>1</sub> , ED <sub>2</sub> , CM <sub>1</sub> , CM <sub>3</sub>	AD, CD	X



Section of My Career Plan and Activity Title	National Career Development Guidelines <sup>7</sup>	American School Counselor Guidelines <sup>8</sup>	PLCP <sup>9</sup>
Next Steps to Education Plans	PS1, PS2, PS3, CM2, CM1, CM5	PS, AD, CD	X
Financing My Education	CM2, CM1	AD, CD	X
Managing Resources	CM2, CM1, CM3, CM4	AD, CD	X
Experiential Learning Plans	PS1, PS2, PS3, PS4, ED2, CM4	PS, AD, CD	X
Experiential Learning Notes	PS1, PS3, PS4, ED2, CM4	PS, AD, CD	X
My Experiential Learning Plans & Reflections	PS3, PS4, ED2, CM4	PS, AD, CD	X
Make a Resume	PS3, CM4	PS, AD, CD	X
Write a Cover Letter	ED2, CM4	PS, AD, CD	X
Calculate Education Costs	PS4, CM3, CM1	PS, CD	X
Examine the Costs of Higher Education	PS4, CM2, CM3, CM4	CD	X
My Financial Plan	PS3, CM3, CM1	PS, CD	X
Securing Financial Aid Awards	PS1, PS3, ED2, CM2	AD, CD, PS	X
My Action Plans and Supports	CM3, CM1	AD, CD	X



Section of My Career Plan and Activity Title	National Career Development Guidelines <sup>7</sup>	American School Counselor Guidelines <sup>8</sup>	PLCP <sup>9</sup>
Junior Year-College Planning Checklist	PS <sub>4</sub> , CM <sub>3</sub> , CM <sub>4</sub>	AD, CD	X
Updating My Action Plan and My Supports	CM <sub>3</sub> , CM <sub>1</sub>	PS, AD, CD	X
Senior Year – College Planning Checklist	PS <sub>4</sub> , CM <sub>3</sub> , CM <sub>4</sub>	AD, CD	X
My Job Search Plan	PS <sub>4</sub> , CM <sub>3</sub> , CM <sub>4</sub>	PS, CD	X
Job Search Action Plan	PS <sub>4</sub> , CM <sub>3</sub> , CM <sub>4</sub>	PS, CD	X
My Graduation Plans	CM <sub>3</sub> , CM <sub>1</sub>	PS, AD, CD	X



## Appendix F - Cross Walk Detail: PLCP Elements to AKCIS Activities

PLCP Recommended Elements <sup>10</sup>	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
<b>PERSONAL DEVELOPMENT</b>												
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				
<b>ACADEMIC DEVELOPMENT</b>												
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					
<b>CAREER EXPLORATION &amp; DEVELOPMENT</b>												
Career Goals		X	X									
Career Clusters Information		X			X							
Career Exploration and Comparison		X			X							

<sup>10</sup> Alaska CTE Plan Recommended PLCP Elements [http://awib.alaska.gov/forms/PLCP\\_Elements.pdf](http://awib.alaska.gov/forms/PLCP_Elements.pdf)





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## Appendix G - Additional Online Resources

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

### Alternative Framework

Middle School: [https://akcis.org/materials/AKCIS\\_MSFramework.pdf](https://akcis.org/materials/AKCIS_MSFramework.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](https://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](https://sled.alaska.edu/databases/az.html#T)

### Online Job Banks & Employer Directories

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

Workplace Alaska – State of Alaska’s Online Recruitment System: <http://notes4.state.ak.us>

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

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