



# **Educational Development Plans (EDPs)**

**Barry, Branch, Calhoun  
Career Preparation System**

## MISSION

All students completing the Michigan educational system will have the necessary academic, technical, and work behavior skills for success in a career of choice and in lifelong learning.

## WHAT IS AN EDUCATION

- An Education Development Plan (EDP) documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them.
- EDPs must be developed for all incoming 7th grade students and reviewed annually. This state requirement became effective since 2006-07.
- Parent Consultation/Endorsement: Parents are encouraged to review their child's EDP.
- All modifications to the student's personal curriculum plan must be supported by their EDP.

## PURPOSE

The purpose of the EDP is for each learner to develop, document, and periodically update a unique plan of career and educational preparation, based on thoughtfully selected and attainable career goals and educational goals. This plan will then provide guidance in taking effective steps to enter or to advance in a career pathway of choice.

## WHY HAVE AN EDP?

**Students need answers to important questions such as: Who am I? Where am I going? How do I get there?**

By being involved in developing EDPs:

- Students explore and examine their interests, skills, abilities, and make decisions about selecting a career for the future.
- Educators can assist students in determining what courses and other experiences to pursue to reach these goals.
- Students can become more intentional about being successful in their classes, and in selecting extra-curricular, leisure-time, and employment activities. As they progress through the educational system, students will continue to obtain information from a variety of sources, benefiting from experiences shared by adults currently employed in those fields, and participating in work-based learning provided by the private sector.
- As students prepare to leave high school, having found answers to many or most of their questions, they can be more confident about their choices. They enter college, other postsecondary learning opportunities, or employment experiences with a clearer direction in mind. These career development efforts over time help learners address the complexities of career planning and preparation and help to ensure that they will have taken effective steps for entry into employment, continuing education, and longer-term career success.
- Adult learners continue to use a career decision-making process that helps guide their preparation for satisfying and productive employment.

## ESSENTIAL ELEMENTS OF AN EDP

**Personal Information:** *The student's name, date of birth, and grade level.* As schools move to electronic formats that are networked or web-based, some are reducing the detail of this information and using identification numbers and passwords in order to limit access and protect confidentiality.

**Career Goal(s):** *The student identifies a career pathway goal(s).* Young students choose several broad career interest areas by listing career pathways in order of preference. Older students who have had opportunities to refine their choices over time should be asked to be more specific about occupational goals, stating both desired career pathway(s) and related job titles.

**Educational/Training Goal(s):** *The learner identifies the level of educational preparation he or she wants to attain.* Learners need to set long-range goals regarding the formal education or preparation they will pursue upon graduation. Options include on-the-job-training, military service, apprenticeship programs, other trade and technical education programs, certificate programs or 2-year associate degree programs offered by community colleges, 4-year university programs, and advanced university degree or professional preparation programs. College students and other adult learners will continue to identify the education they intend to complete in order to prepare for a career, to update skills, to change career direction, or to advance in a career field.

**Assessment Results:** *The learner summarizes in a few words the results of assessments, highlighting information that is relevant to making career decisions.* Learners need opportunities to use the results of formal assessment (career interest, aptitude testing) and informal observations (for example, areas of success in class projects, hobbies, and/or student organizations) in choosing career goals. Assessment information may also include academic achievement indicators, work styles and other preferences regarding working conditions. From this information, learners identify individual areas of interest(s) and strengths. They may also select areas in which they want to improve. Watching for consistency of career assessment results and trends in interests and accomplishments over time, learners will be aided in confirming career decisions and continued direction.

**Plan of Action:** *The learner lists: a) career awareness/exploration and work-based activities and b) course selections that will prepare the learner for greater understanding of career options and achievement of career goals and/or continuing education.* Activities may include volunteer or work-related experiences including job shadowing or mentorship programs in community businesses and seeking part-time employment in areas related to the career goal. Also, learners may investigate educational programs available within the school or college curriculum that will provide opportunities to become more aware and skilled in a career pathway. Course selections are projected, indicating completion of high school, and the desired advanced degree, certificate, or other specialized preparation program.

**Parent Consultation/Endorsement:** *Parents are encouraged to review and endorse their child's EDP.* Because the job market and occupational skills requirements are changing so rapidly, parents as well as students, will want information that explains emerging fields, employment trends, and the education and skill requirements needed to prepare for successful employment. They will also want career assessment and academic information interpreted to them or to have opportunities to ask questions about their concerns. Often they assist their child's continued education by providing financial, transportation, or other types of resources. For these reasons, parents of students in middle and high schools should be offered consultations about EDPs by the school, and students should be encouraged to discuss career issues with them.

*"The most important thing about goals.....is having them!"*

*Geoffrey F. Albert*

## PRINCIPLES OF AN EDP

***The primary emphasis of the EDP is the learner's statement of career goals and a plan of action for reaching them.*** It differs from other educational records, such as transcripts or portfolios, which record attendance, grades, and other examples of accomplishments.

***An EDP is learner-centered with each learner taking an interactive role in its development.*** Making decisions about one's career goals ultimately belongs to the individual. Others may be supportive of the process, providing information and resources and offering opportunities for reflection and planning. However, to become independent adults, young people require opportunities to consider their own interests and talents, try out their choices, and take responsibility for the activities which they pursue.

***EDPs require updating at least annually and provide for a progression of planning activities as the learner advances through the grades.*** Middle school students respond to questions for the first time and answer based on their current understandings. In high school, when they become more experienced with the planning process and have accumulated more awareness and information about their preferences and options, they will be able to add more ideas and details. As young adults preparing to leave high school, learners need to make a final evaluation from a number of available options for education and/or employment and participate in application and orientation activities. High school graduates or other adults enrolling in college may design EDPs reflecting career goals and a curricular program within the college setting.

***All learners may benefit from participating in an EDP process.*** Virtually all students in the K-12 system who are able to actively engage in a planning process may benefit from development of EDPs that involves career goal setting and determining the preparation that will be needed to accomplish these goals. EDPs do not preclude other types of planning for individuals who may have specialized needs requiring various types of support services or fulfillment of local policy, legal requirements, e.g., student support team plans, IEPs, etc.

***EDPs are dependent upon a larger career development process.*** In schools this process includes participation in career pathways, career awareness, career exploration, career assessment, and a comprehensive guidance and counseling program. The connections of the EDP to these other career development activities are critical to its meaning and success for learners. EDPs do not stand by themselves. They are representative of an individual's decisions and plans at various intervals, illustrating his or her status at any given time in an overall career development process.

***Education and workforce agencies need options in terms of EDP formats.*** To meet a wide range of school and community demographics, resources and characteristics across Michigan, the development of multiple strategies for implementing and maintaining EDPs is preferred. Districts and/or regions will benefit from the opportunity to choose among several options, selecting those that best meet their needs and criteria or developing their own formats to suit their specific delivery systems.

***Local and regional agencies are encouraged to adopt state recommended essential elements in EDPs.*** So that learners can more easily be provided materials and resources that are consistent and complementary, state-supported projects and initiatives and local and regional entities are asked to utilize the state recommended essential elements for EDPs. Local agencies may add to these elements, providing customized formats designed for their specific needs or special features of their career development programs.

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**The following EDP programs are used in Barry,  
Branch and Calhoun districts:**

**Career Cruising**