



## Supporting Students' Education Plan and Profile (EPP)

In this document, you will find:

- An overview of the Education Plan and Profile
- A listing of the required components of the Education Plan and Profile, and some possible student outcomes
- A list of online resources for housing the Education Plan and profile

### OAR 581-22-2000

*School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program.*

*Each student shall develop an education plan and build an education profile.*

*Each student shall develop an education plan that:*

- *Identifies personal and career interests;*
- *Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);*
  - *Sets goals to prepare for transitions to next steps*
  - *Designs, monitors and adjusts a course of study that meets the interest and goals of the student that includes but is not limited to:*
    - *Appropriate coursework and learning experiences;*
    - *Identified career-related learning experiences; and*
    - *Identified extended application opportunities.*

*Through the education profile each student shall:*

- *Monitor progress and achievement toward standards including:*
  - *Content standards;*
  - *Essential skills;*
  - *Extended application standard; and*
  - *Other standards where appropriate (e.g. industry standards).*
- *Document other personal accomplishments determined by the student or school district.*
- *Review progress and achievement at least annually.*

## Overview

Oregon's personalized learning requirements include the Education Plan and Profile, Career Related Learning Experiences, and the Extended Application.

These non-credit graduation requirements work together, and are focused on two things. First, the *process* of intentionally engaging in individualized career and academic development and exploration, and second, the *product* of that engagement as a collection of evidence of student interests, experiences, and activities as they advance through their academic career and prepare to transition to career and/or college.

The Education Plan and Profile (EPP) is the documentation of these experiences and planning. Each student will be supported to develop and update their EPP every year, beginning no later than 7th grade and continuing through high school graduation. The process should provide flexibility for students to allow exploration, so they can change their plans as their personal and career interests and goals evolve along the way.

Each school district in Oregon is expected to have a [comprehensive school counseling program](#) (CSCP) in place that includes individual planning to assist each student in setting and achieving academic, career, and social-emotional goals and in pursuing community involvement and post high school interests and plans. However, counselors are not the only ones who are responsible for supporting students' EPP; the entire ecosystem of adults working with students can support their plan and profile process. Effective personalized learning is a whole-school effort, and teachers,

administrators, paraprofessionals, coaches, and other adults in the school can all support personalized learning for students.

More information on the personalized learning graduation requirements can be found on the [ODE Personalized Learning Requirements](#) webpage.

## Required Components of the Education Plan and Profile

The required elements of the EPP, taken from the Oregon Administrative Rule and bolded below, provide a framework for the development of local EPP requirements. Districts may include additional components if they choose.

Examples of some possible student actions and outcomes arising from participation in the EPP are also provided. Although these actions and outcomes are described in student-centered language, it is the district's responsibility to provide students with structured and adult-supported opportunities to participate in these activities. These activities and outcomes can also help districts develop rubrics or other formative assessment tools to use in this process.

*Each student's EPP must document all of the following:*

### **Describe personal, academic, and career interests**

- Students identify personal strengths, likes and dislikes, aptitudes, talents, learning styles, and skills through self-awareness activities.
- Students identify tentative career interests, potential career paths and postsecondary education options.
- Students identify career learning areas to gain a deeper understanding of their career interests and expectations.

### **Set long- and short-term career goals related to post high school next steps (i.e., college or certificate program, employment, military, apprenticeship, other)**

- Students establish and/or adjust career and educational goals based on personal interests, knowledge, skills, and career exploration activities, including identifying steps and milestones along the way.
- Students identify and establish a support network of knowledgeable adults and use applicable resources to progress towards their goals.
- Students, with structured adult support and guidance, regularly review and update goals (at least yearly).

### **Design and monitor a course of study that meets their interests and goals**

- Students, with structured adult support, plan for a program of classes that puts them on a path to reach their goals.
- Students, with structured adult support, identify and participate in career-related learning experiences that relate to their personal goals.
- Students, with structured adult support, identify potential extended application opportunities that align to their goals.

### **Monitor progress towards high school graduation (at least yearly)**

- Students will, with structured adult support, plan to take the classes they need to take to meet content standards for graduation.
- Students will, with structured adult support, plan to meet their essential skills requirement for graduation.
- Students will, with structured adult support, plan their extended application project.
- Students will, with structured adult support, plan how they will achieve any other desired standards/benchmarks (accelerated learning participation, CTE concentrator status, industry credentials, etc.)

### **Document personal accomplishments and other achievements**

- Students will document their progress towards personal goals or additional outcomes determined by the local school district

*Examples of Documentation of student's knowledge, skills, interests, or experiences can include (but are not limited to) the following:*

- List of courses taken
- Essays, presentations, or projects from classes
- Certifications, licenses, or technical credentials
- Work-based learning experiences
- Awards earned
- Artifacts from student leadership, club, or team involvement
- Artifacts from athletic activities
- Artifacts from artistic or creative projects
- Artifacts from participation in theater or music activities
- Documentation of volunteer, community-based, and service-based activities
- Artifacts from leisure pursuits, personal projects, or hobbies
- Artifacts from family traditions or cultural events

The Education Plan and Profile should support a student's efforts to develop collections of evidence of their middle and high school achievements. By selecting and communicating relevant artifacts or data from their activities, students can more easily document their progress toward meeting essential skills, celebrate their accomplishments with families and communities, communicate their competencies to business/industry, and show their readiness for postsecondary coursework to colleges and universities.

### [Available online hosting and storage solutions for the Education Plan and Profile](#)

The Education Plan and Profile can be stored in a district's student information system or electronic cumulative file. Below are some programs commonly used in Oregon schools for this purpose.

#### [Oregon Career Information System \(Oregon CIS\).](#)

Oregon CIS is the state's official career information system, and is a free resource for all that provides an online library full of career information and planning tools customized for Oregonians. This online program and tools allow users to create, review, update a personal and individualized education plan and profile in coordination with adult support at school and with parent/guardians.

#### [Naviance](#)

Naviance is a college, career, and life readiness (CCLR) platform.

#### [Scoir](#)

Scoir expands college access and improves student outcomes by connecting students, supporters, high schools, and colleges for a better admissions experience.