

My 10-Year Plan Summary Page

*A Dynamic Document Created by a Dynamic Duo:
Your Student & **My10yearPlan.com**[®]*

Personalization.

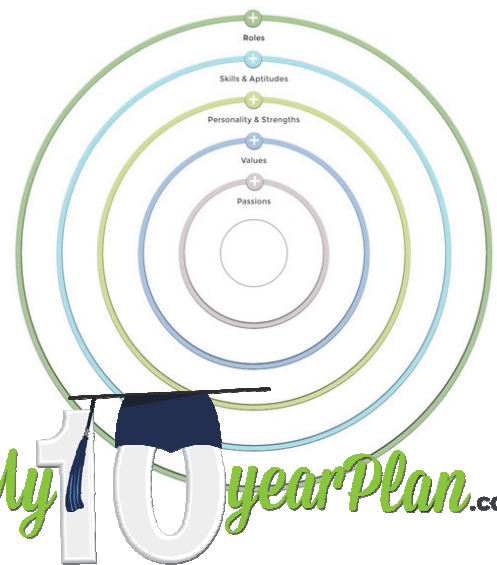
It's one of the most successful reform efforts in education today.

Seems simple enough, but many educators struggle to find time in their day to really get to know and connect with every student.

How can busy instructors and counselors use students' dreams, goals, and plans to truly personalize the advisory process and motivate each student to strive for academic and personal success?

My10yearPlan.com[®] provides an online planning area where students can store, update, and save—for as long as they are in school—the work and data related to the development of their 10-year plans.

It starts with students gaining the self-awareness and personal insights needed to build a comprehensive and meaningful 10-year plan. Using **My10yearPlan.com**[®], students record the data behind their dreams—critical data the **Career Choices** series helped them discover about their strengths, interests, achievements, and career aspirations. **My10yearPlan.com**[®] distills that self-discovery process and presents the results on each student's **My 10-year Plan Summary Page**, a snapshot of the future that student envisions, the goals they've set to make that future a reality, and the commitment they're willing to make to their plan.



Personalization? **Powerful.**

My10yearPlan.com[®]?

Making it possible!

Let's review a printed copy of high school student Skylar Brown's

My 10-year Plan Summary Page →

The following pages contain Skylar Brown's My 10-Year Plan Summary

This information is available to faculty members and counselors with a **My10yearPlan.com**® account. Before meeting to advise a student, educators can log in and review their **My 10-year Plan Summary Page** on screen, or the student can print/email the report ahead of time.

Student ID: 123

Skylar Brown's 10-year Plan Summary

I am a student at North Valley High School and expect to graduate in 2020.

Understanding what a student is striving for gives you a solid basis for a meaningful discussion about the future.

MY 10-YEAR GOAL

To finish all of my education/training and to be working as an architect.

MY MISSION IN LIFE

My mission in life is to be happy, have a good job with good pay working as an architect, and have a happy family life.

MY DEFINITION OF SUCCESS

My definition of success is making my dreams become reality through hard work.

MY CAREER CHOICE

Architect

Asking students to articulate a career goal and an understanding of the education/training required gives you key data when advising students on how to stay on track.

MY EDUCATION AND TRAINING GOALS

From my research this is the amount of education and/or training I need to complete to get an entry-level job in this field.

<u>Education and Training</u>	<u>Duration</u>
Bachelor's Degree	5 years
Some on-the-job training	1 year

This information is valuable in advisory and counseling situations. It can also be helpful in day-to-day classroom management. For instance, at the beginning of a grading period, instructors can quickly peruse their students' plans. If academic effort doesn't correlate with career choice or lifestyle vision, this reality can be pointed out to the student and, if needed, academic support can be offered. Students who have completed a **Career Choices** course understand the life-long consequences of not applying themselves and will work to correct the behavior.

Different from Other Online Career Exploration Tools

Most online career exploration tools conduct short surveys and then suggest careers based on responses. Invariably, **these tools assume the user knows who they are and what they want**. Most students are still consolidating their identity and can struggle to answer even basic questions.

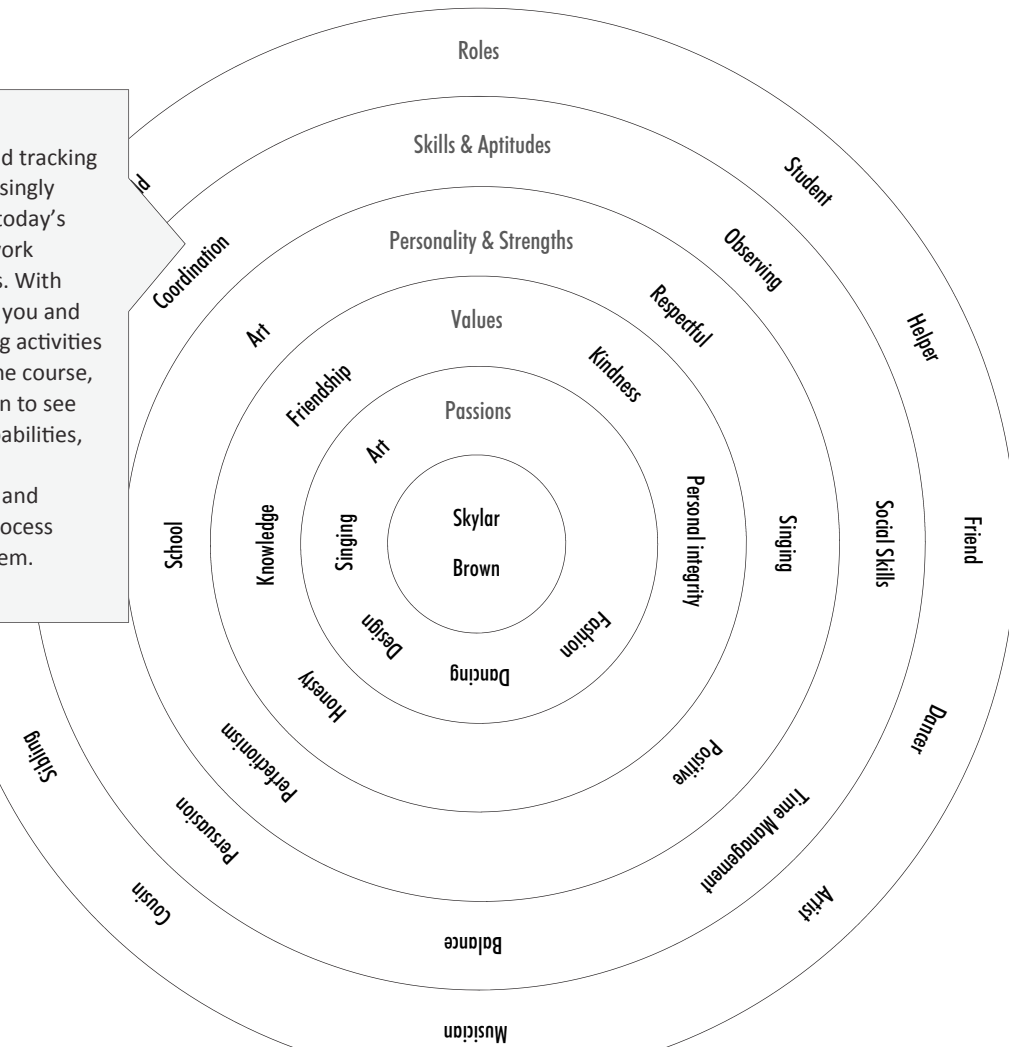
Student ID: 123

MY PERSONAL PROFILE

• Passions • Values • Personality and Strengths • Skills and Aptitudes • Roles, Occupations, and Vocations •

Identifying and tracking skills is increasingly important in today's skills-based work environments. With support from you and the scaffolding activities throughout the course, students begin to see their own capabilities, and this skill identification and acquisition process empowers them.

The Personal Profile inventories familiarize students with all of the aspects of their identity and help them to understand how this information should be a part of any career and life planning process.



Self-discovery is an ongoing process, so students revisit this graphic organizer throughout the course to expand and refine their understanding of who they are.

Helping students understand that their unique identity is made up of many layers of qualities and characteristics also helps them recognize self-awareness as a life-long growth process that's necessary for a rewarding life.

Understanding How Career Choices Impact Lifestyle Choices

This **My 10-year Plan Summary** section explores a student's ideal lifestyle. Career, family, friends, leisure activities, and spiritual concerns are all lifestyle components, but the importance of each element is something every student must determine for themselves. These factors are not generally considered by traditional online career exploration tools.

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Understanding the importance a student places on these elements can fuel a meaningful discussion of the future, and this outline can act as an impetus for post-secondary completion.

THE LIFESTYLE I WANT

Components of Lifestyle I Envision for Myself

RELATIONSHIPS

I want to be married and have 2 children.

The people I would like to have as friends:

Kind people who have a good sense of humor and are trust-worthy

I would like to be able to spend at least 20 to 30 hours with family and 20 to 30 hours with friends each week.

WORK

I envision myself working 20 - 40 hours per week at my chosen profession.

I want to be able to make this commitment to a larger goal or ideal:

To have a happy life with a good job and good education, and to make my small part of the world a better place.

My other priorities that will require my time and attention are:

My family and taking care of my home.

PERSONAL

On average, each week I'd like to spend 6 to 10 hours on recreation, 6 to 10 hours on individual pursuits, and 6 to 10 hours contemplating and relaxing.

I would like to have the following flexibility:

As much flexibility as possible

When it comes to "pace" I consider myself:

I am happy with many projects going or just one

I plan to meet my spiritual needs by:

Yoga, meditating

MATERIAL ITEMS

I envision myself living:

Carpinteria, CA, or Canada, in a nice house big enough for a family.

Once I'm working in my chosen field for a few years I would like to be making:

Just enough to have nice things and not be in debt

The possessions that are most important to me are:

A nice home, walk-in closet, pool, pool table, large bathroom

Career choice has a huge impact on other aspects of lifestyle. Exploring the future lifestyle a student desires can help you drive home the point that today's actions can have long-term consequences.

Financial Planning Increases Educational Impact

Students inherently understand that every lifestyle has financial costs. However, the reality of those costs—and consideration of psychological costs or costs in terms of commitment to a given career path—are often not fully understood until students work through this planning process.

Student ID: 123

THE BUDGET TO SUPPORT MY LIFESTYLE

My total monthly expenses for the lifestyle I envision for myself and my family is \$11,983.33. Therefore, I/we need to earn the following salaries to support this lifestyle:

One Earner in the Family: I need to earn at least \$179,749.95 per year to support the lifestyle described in my budget narrative.

Two Earners in the Family: If I am married and we both work, on average we each need to earn at least \$89,874.98 per year to support the lifestyle described in my budget narrative.

MY CAREER AND LIFESTYLE GOALS

My lifestyle goal: Get a car.

Objective

1. Get a part-time job by the time I turn 15.
2. Save 75% of my weekly paychecks.
3. Search for an affordable used car before I turn 17.

My lifestyle goal: Work toward a career in architecture.

Objective

1. Finish high school on time with a high enough GPA to get into college.
2. Research the admission requirements for the architecture program of my choice by January of my senior year.
3. Visit buildings as I am able to learn more about great architectural design.

My lifestyle goal: Become a great cook so I can throw parties for my friends by the time I am living by myself.

Objective

1. Find 4 beginning cooking classes at the neighborhood market that fit my schedule in the next year.
2. Read 3 books by different famous chefs in the next year.
3. Create 1 practice meal for my family every semester between now and graduation.

THE WORK CONDITIONS THAT MATCH MY PERSONALITY

My Ideal Job

The physical setting: Office building

The working conditions: Clean and comfortable

My work relationships: I would like the people I work with to be nice

The psychological rewards: People liking my designs & complimenting them

My goal for mixing career and family: Schedule family time when off work
Financially, I'd like health benefits and good pay.

The skills I'd most like to use: Working well with others, writing or typing

When a student's financial aspirations and academic effort are incongruent, you can highlight the discrepancy and suggest strategies to get them back on track.

If the suggested strategies meet resistance, you can recommend that career and lifestyle goals be revised to better match the effort.

A Comprehensive Guidance Process that Culminates in...

Many career exploration tools point students to a path, but fail to educate them on how to proactively plan for that career and resulting lifestyle. Learning you should be an engineer is one thing; it's an entirely different thing to actively plan for the education, training, and experience necessary to **become** an engineer.

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MY ACTION PLAN FOR THE NEXT 10 YEARS

YEAR ONE

Education and training: Start high school, keep my grades up, take Intro to Manufacturing Tech class

Living arrangements: Living at home

Employment: Continue my internship at Macgyver's office

Finances: Pay for my phone, earn some spending money, save for college.

YEAR TWO

Education and training: Focus on STEM classes, keep my grades up

Living arrangements: Living at home

Employment: Interview for a new after-school job opportunity

Finances: Pay for my phone, earn some spending money, save for car & college

YEAR THREE

Education and training: Drafting classes, keep my grades up

Living arrangements: Living at home

Employment: Apply for part-time office work at an architecture firm nearby

Finances: Pay for my phone, earn some spending money, save for car & college

YEAR FOUR

Education and training: Advanced drafting, keep my grades up

Living arrangements: Living at home

Employment: Continue to work for local architect

Finances: Pay for my phone, earn some spending money, save for car & college

YEAR FIVE

Education and training: Take architectural technology courses at SLCC

Living arrangements: Live with Grandma and commute to campus

Employment: Find work near campus

Finances: Use public transportation, pay tuition, help cover some of the expenses at Grandma's, continue to save for car

YEAR SIX

Education and training: Continue architectural technology program at SLCC

Living arrangements: Find apartment near campus with roommates

Employment: Continue to work near campus

Finances: Use public transportation, pay tuition, pay rent and other expenses

A discussion of lifestyle and financial considerations is vital. Use the 10-year plan to help students reconcile the costs and rewards associated with their post-secondary education and training.

Too often students drop out of post-secondary education because they encounter personal challenges. With a comprehensive 10-year plan in place, you can help students anticipate—and plan to overcome—potential roadblocks.

...the Creation of a Quantitative and Meaningful 10-year Plan

The 10-year plan students develop through **Career Choices** and **My10yearPlan.com**® provides an adjustable map for their decade of transition—from high school or college/post-secondary training into a productive self-sufficient adulthood.

Student ID: 123

YEAR SEVEN

- Education and training:** Transfer to U of U and enter architecture program
- Living arrangements:** Continue in shared apartment
- Employment:** Find an internship with an architectural firm
- Finances:** Use public transportation, pay tuition, pay rent and other expenses

YEAR EIGHT

- Education and training:** Receive bachelor's degree at end of the school year
- Living arrangements:** Continue in shared apartment
- Employment:** Continue internship with architectural firm
- Finances:** Use public transportation, pay tuition, pay rent and other expenses

YEAR NINE

- Education and training:** Take some business classes on the side
- Living arrangements:** Find a solo apartment I can afford
- Employment:** Working in an architectural firm
- Finances:** Buy a car, pay rent and other expenses, start saving

YEAR TEN

- Education and training:** Established in a local architectural firm
- Living arrangements:** Continue in apartment, but explore buying a house
- Employment:** Established in a local architectural firm
- Finances:** Car payment, pay rent and other expenses, continue saving

Internships and other forms of on-the-job training are key to securing and sustaining employment. Advising students to include this critical step in their plan increases their chance of becoming economically self-sufficient.

My Skills-based Education Plan		CHOSEN CAREER	Back-up Career #1	Back-up Career #2
Skills I Need to Learn	My Plan for Learning	Architect	Medical Scientist	Chef
Graphic design	Taking classes through the applied technical college	X		X
Keyboarding (goal of at least 50 words per minute)	Online tutorials/practice or on-the-job training	X	X	
Negotiation	Practicing with people I know; getting tips from YouTube	X		X
Persuasion	Practicing with people I know; getting tips from YouTube	X		X
Programming	Use an app like CodeAcademy			
Judgement and decision making	Practice using a decision making app			
Time management so I don't procrastinate	Read a book on the topic; find tutorials on how to use online calendar apps	X	X	X

A key My10yearPlan.com® outcome is the development of life-long learners. Self-directed learners are prized in today's workplace and benefit from increased job security and opportunities for advancement.



Educational technology can be a powerful catalyst for student growth,

*but not if it replaces caring adult advocates
and not if computing power supersedes
a student's own brainpower.*

*It's important to be humble when we talk about education. Because TV was going to change education and videotape was going to change it and computer-aided instruction was going to change it. But until the internet exploded 10 years ago, technology really hadn't made a dent in education at all. **Learning is mostly about creating a context for motivation. It's about why should you learn things. Technology plays a role, but it's not a panacea.***

- Bill Gates, "10 Questions for Bill Gates"
Time magazine, February 12, 2007