for making successful post-secondary transitions (Education Commission of the States, 2007). According to the Education Commission of the States report, ILPs essentially consist of a plan that students generate that aligns high school courses with career aspirations. Some states require students to develop post-secondary action plans, and some use the ILP to identify early graduation strategies.

To successfully engage students in actively designing their ILPs, career exploration opportunities are assumed to be necessary, and therefore, ILPs can be considered as both a document that is created and maintained as well as a process that helps students engage in the career development activities necessary for them to define their own career goals and aspirations. Using funding provided by the U.S. Department of Labor's Office of Disability Employment Policy and in collaboration with the National Collaboration on Workforce and Disability for Youth, a number of research studies have been conducted with 14 schools from four states to determine identify the nature of ILPs and whether there is promise in supporting youth preparation for making effective post-secondary transitions. This presentation will provide an overview of the key findings of this research to date which includes feedback from parents, teachers, and students, identification of promising strategies for implementing ILPs, and empirical support linking engagement in ILPs with academic performance, career decision-making readiness, and stress and health management. In addition the presentation will discuss applications of the ILP at the post-secondary level which are referred to as ePortfolios. Specific examples of how colleges are using and evaluating eportfolios will be provided.

CONCURRENT 3-A
How Can We Measure the Improvement Due to Career-Life Counseling? | *John Krumboltz and Edward Colozzi*

Participants are challenged to advocate for a new paradigm of "career" that is more encompassing than traditional views, and interwoven with intrapersonal and interpersonal dynamics involving intuition, spirituality, meaning and purpose, discovering and implementing one's calling, courage, self-efficacy, responsibility, and the power of human relationships, in a collaborative environment, to contribute and make a difference for the greater good. Participants are then challenged to examine how to measure improvement attributed to this, or any, approach, in light of fiscal constraints, increased calls for measures of accountability, and the importance of relating outcome measures to policy that can affect national and local budgets, and expenditures for service providers, and any clients needing career-life counseling, including those experiencing poverty.

CONCURRENT 3-B
Examples of Constructing Intervention Research
Laura Nota, Lea Ferrari, Maria Cristina Ginevra and Salvatore Soresi

Vocational guidance and the practitioners that wish to help people make choices, plan and realize their futures and their occupational roles in agreement with the ideas they have of themselves, have to prove their ability to successfully help people cope with new challenges, new risks, and new and intense uncertainties and the social importance of vocational and career research. Future vocational activities should include efficacious and early prevention programs and low-cost treatments (distance interventions, small- and large-group administration, above all) for the benefit of large portions of the population and, first of all, for those more greatly at risk of marginalization, unemployment and underemployment, or of unsatisfactory quality of life (Savickas et al., 2009).

There are people who live fairly well and enjoy good levels of quality of life while there are others who are not doing so well, and others still who are having a rough time (it is getting increasingly important for vocational guidance to involve the latter type of people). Thus, it is essential to start asking ourselves whether we are interested in those that can represent a bright promising future to themselves - like those that are "guided"

toward positions of prestige and particularly interesting and well-paid jobs - or whether our priority should instead be those individuals who are very worried about their present, who find it difficult to think about their future because it will almost certainly be gloomy if not even bleak, full of uncertainties and risks, characterized by uninteresting and poorly paid jobs, and so on...

The La.R.I.O.S. (Laboratory for Research and Intervention in Vocational Guidance) at the university of Padova, Italy, has long been engaged in this direction while devising programs of vocational guidance training and prevention. The vocational guidance project "Plans, pathways and possible steps of vocational guidance", for example, has involved many high school students, identified those at risk of disadvantageous planning for the future, and realized small group training aiming at increasing adaptability, self-determination and quality of life. For the La.R.I.O.S. pursuing these goals require fully qualified practitioners able to make significant changes in the "endings" of the life stories of many people at risk of dissatisfaction and marginalization (Soresi, Nota, Ferrari, & Solberg, 2008). This comes from the strong belief that vocational guidance can have importance and relevance only if it is a discipline of innovation and prevention by reducing contextual and social barriers and developing resilience abilities in the face of occupational adversities (Lent, 2001). For this reason many efforts at the La.R.I.O.S. laboratory are directed to devise training courses for vocational guidance practitioners. At this regard, in this last year, in consideration of what is emerging within the University Network for Innovation in Guidance (Erasmus Academic Network – NICE), which sees the involvement of 44 European Universities (with Padua University representing Italy), the La.R.I.O.S. laboratory, under the patronage of the G.E.O (Italian inter-university center for Youth, Education, Vocational Guidance) and of the SIO (Italian Society for Vocational Guidance) has started the Network – University Training in Vocational Guidance. More than 40 Italian Universities take part in this Network and agree that: (a) the social and economic conditions and critical times we are going through call for vocational guidance practitioner who are fully qualified to respond to the increasing requests for help and support in making choices about the future and in the professional planning of youth, students and workers; (b) vocational guidance actions must be conducted by practitioners with a specific post-graduate university training. They must possess at least the basic competences dictated by bodies and organizations recognized at European level and declare their commitment to a specific deontological code.

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CONCURRENT 3-C
Program Evaluation Toolbox: Effective Evaluation Principles and Strategies in the Age of Accountability
Sylvia Nassar-McMillan

In our ever-present age of accountability, vocational counselors and psychologists are increasingly called upon to document their evidence-based outcomes and other metrics of program effectiveness. This program reviews the key components of effective evaluation, as well as providing a case example of a recent NASA evaluation project. Along with basic principles, a model for advocacy infusion into traditional program evaluation will be proposed. This experientially-based program will demonstrate actual methodologies employed and facilitate audience participation. The case example will illustrate evaluations of curriculum content, career information, and underrepresentation/diversity issues across K-12 settings. Actual tools will be disseminated. Results and implications of the NASA project will be discussed, along with implications for counselors and psychologists who wish to enhance their own program evaluation efforts in both internal and external roles.