



State panel: Wisconsin

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April 30, 2019



Academic and career planning in Wisconsin



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Wisconsin overview

- Academic and career planning (ACP) basics and background.
- Wisconsin process for supporting statewide implementation.
- Current state of implementation.
- Lessons learned.



Know • Explore • Plan • Go!



What is academic and career planning?

An ongoing **process to actively engage students to**

- Develop an understanding of his or her self.
- Create a vision of his or her future.
- Develop individual goals.
- Prepare a personal plan for achieving the vision and goals.

It is student driven and ongoing.

A **product that documents and reflects students'**

- Coursework, learning, and assessment results.
- Postsecondary plans aligned to career goals and financial reality.
- Record of college and career readiness skills.

It is dynamic and flexible.



Wisconsin's Overview

[Wisconsin Statute 115.28\(59\)](#)

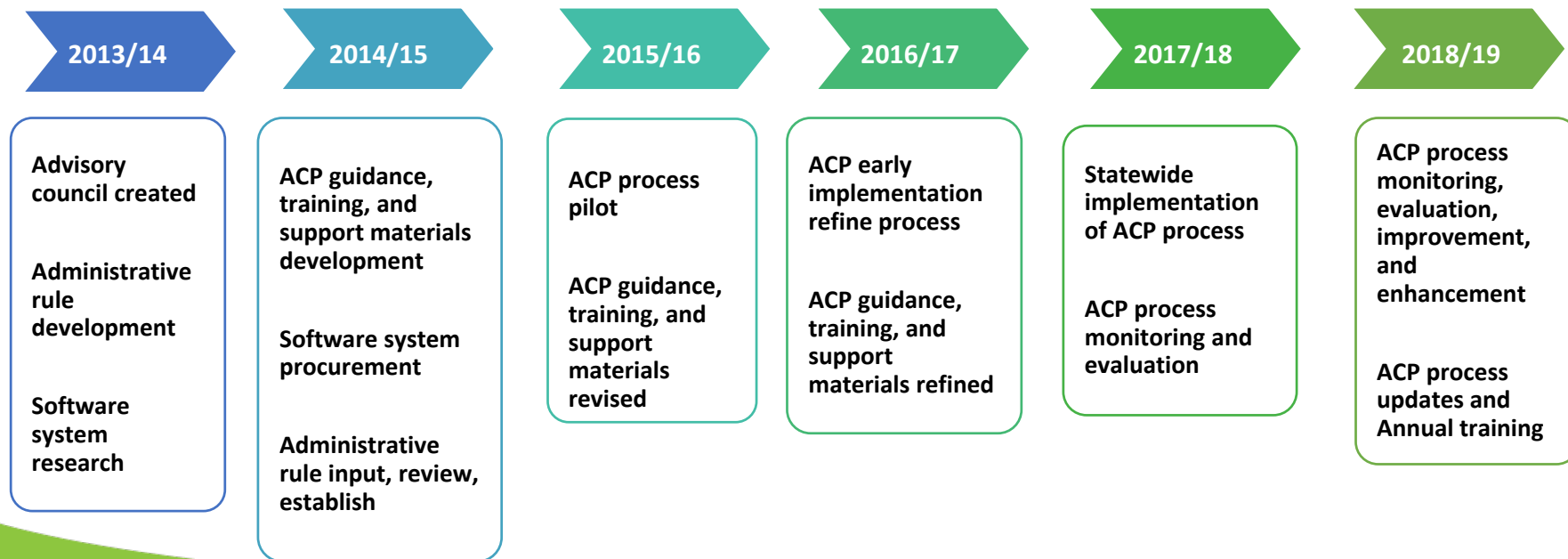
Signed June 28, 2013

- Authorized DPI to create administrative rule with requirements for ACP services for all students in grades 6–12 by 2017/18.
- Included appropriation for \$1.1 million in ongoing annual funding (beginning in 2014/15) for software technology and professional development supporting statewide implementation of ACP.



Wisconsin's ACP journey

Wisconsin ACP Process



ACP process pilot 2015/16



Application process

- 61 (424) districts/schools applied.
- 25 districts chosen to participate.

Selection criteria for 25 districts

- Application responses.
- Geographic location.
- District size.
- Variety of grade levels.
- Range of "starting places."



ACP process pilot focus = system

- Emphasis was on **development, methods, and procedures** used to implement ACP in a district or school.
- Focus was on **infrastructure** (policy and leadership, building school support capacity, building community support capacity) and **service delivery** (know, explore, plan, go).
- Assistance to develop and refine state-level training and guidance.
- Not focused on the products, projects, or plans created by students!



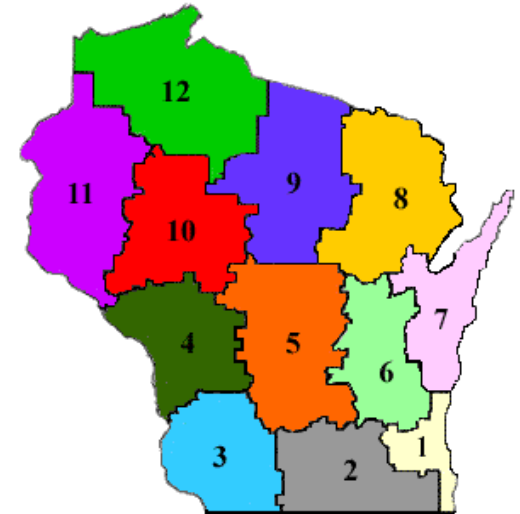
ACP pilot recommendations

- Implementation success is dependent on having a strong ACP team with wide representation and members who can reach consensus.
- Conducting a gap analysis or needs assessment to catalogue ACP work already being done in a school/district was highly valued by all pilot district teams.
- Buy-in among all stakeholders is vital for successful planning and implementation of ACP but may be more difficult and/or take longer to obtain among some stakeholders.
- Communication and stakeholder engagement efforts related to ACP need to begin early and be continuous, credible, and strategic.
- The most effective way to deliver comprehensive, systematic ACP services to all students is to have regularly occurring ACP time dedicated in the school schedule at every grade level.



Current state of ACP support

- Funded partnership with cooperative education service agencies (CESAs) across the state through annual memoranda of understanding.
- Collaborate with CESAs to create annual regional and local professional development content and delivery strategy. Ongoing outreach and support to districts within CESA is nonnegotiable!
- DPI provides ongoing access to resources and technical assistance for districts, but 99 percent of in-person workshops are delivered by CESA partners.
- Continuum of rigor and commitment from CESAs; dependent on a number of variables.



Lessons learned

- Long lead time (mandate versus implementation) and opportunity to “pilot” was extremely valuable.
- Focus on districts’ planning process versus “just tell us what to do” paid dividends! Leads to ownership of the activities and the results.
- “All” means ALL— until it doesn’t. Have a focus on equity from the get-go—not at state level but at local level!
- We will continue to push districts to invest in using our local evaluation toolkit and work with our partners to identify what specific ACP implementation components impact student outcomes.



Resources

Academic & Career Planning (ACP)

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education and training as it leads to careers. It is part of DPI's overall vision for every student to graduate high school college and career ready. That means students must be competent both socially and emotionally. We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things aren't quite going their way. When put together, it's about making them productive adults with satisfying careers. To learn more about why ACP matters, watch this video.



Why ACP Matters

- ACP webpage: <http://dpi.wi.gov/acp>
- ACP FAQ: <https://dpi.wi.gov/acp/faqs>
- ACP professional learning: <https://dpi.wi.gov/acp/implementation/pl>
- ACP evaluation toolkit: <https://dpi.wi.gov/acp/quality>
- ACP email list: subscribe at <http://dpi.wi.gov/acp>



Contact info

1. KNOW

Who am I? Get to know your interests, skills, and strengths.

2. EXPLORE

Where do I want to go? Explore career pathways and education opportunities.

4. GO!

Recalculate as needed.

3. PLAN

How do I get there?
Set your route! Set goals, choose courses, join clubs and activities, obtain financing, fill out applications, write resumes.

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State panel: Colorado

Robin Russel, Colorado Department of Education

Andy Tucker, Colorado Department of Education

April 30, 2019





COLORADO
Department of Education

ICAP

Individual career and academic plan



Andy Tucker, Director of Postsecondary and Workforce Readiness
Robin Russel, Graduation Guidelines Manager

Background and history

2008



Back in the day...

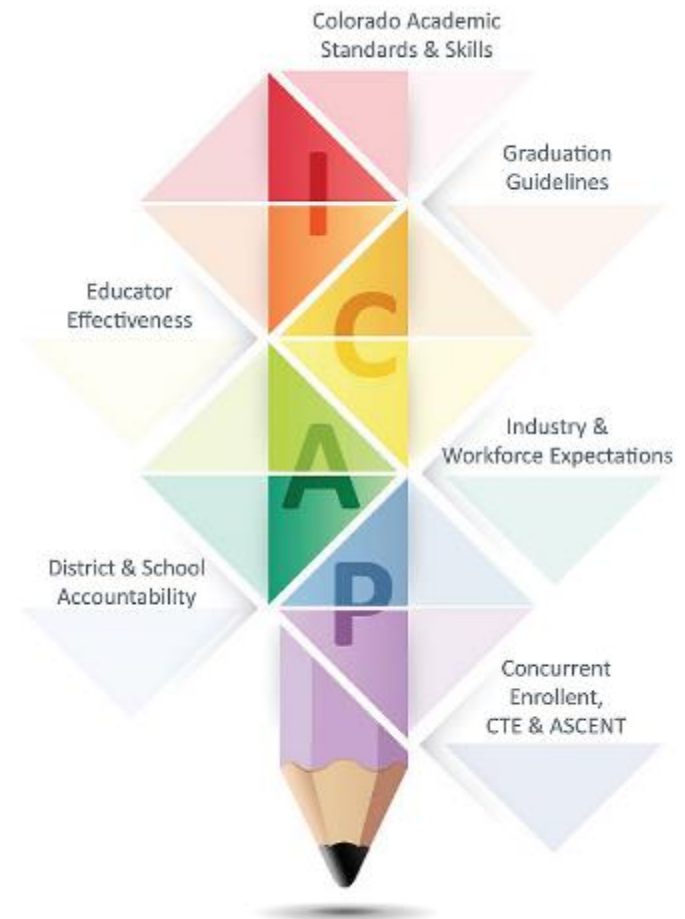
ICAP legislation



ICAP is a **foundational tool** that gives students ownership of a process that helps them explore their unique talents and aspirations, participate in career and postsecondary options, and create pathways to financial success after high school.

Explore
Experience
Engage
Excel

<https://www.cde.state.co.us/postsecondary/icap>



Background and history: The timeline

- **2009:** Legislation.
- **2010:** State board rules and “milestones.”
- **2013/14:** Stakeholder conversations for ICAP refresh.
- **2015–18:** ICAP on the road.
- **2019/20:** 10th anniversary.



A slow start

2009 legislation

- Unfunded mandate and recession.
- ICAP managed by Colorado Department of Education (K–12).
- Software managed by different state agency.



2010 rules and milestones

- Milestones were overwhelming.
- Counselors bore the brunt.
- Rules \geq checklists.



A slow start

2010–13

- One state employee spreading the word.
- Local control; districts gave up.
- **Still no \$\$.**
- Competing software programs.
- **Nothing was systematic.**

= Time for a refresh!



A slow start: Lessons learned

2014–19

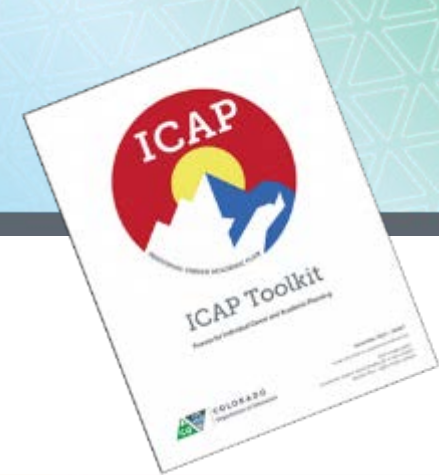
- Involve stakeholders.
- Do research; listen to Scott Solberg.
- Refresh the message.
- Show systems and process.
 - ≠ words (tell)
 - ≠ paper
- Integrate ICAP.
- Tell stories.
- Acknowledge practices: system change, action plans, and stories from influencers.
- Involve students.



ICAP picks up momentum

2014–19

- Implementation toolkit.
- Statewide ICAP summit.
- ICAP awards.
- Regional ICAP facilitators.
- Regional PWR symposiums.



ASCA MINDSET STANDARDS	Overhead Starters
Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.1)	What activities or places make you feel safe and valued? Why?
Self-confidence in ability to succeed (M 2.2)	Tell me about a time you felt proud of something you accomplished at school in the last few months.
Sense of belonging in the school environment (M 3.3)	If you had to rate our school on a scale of 1-10 (1=terrible, 10=amazing), what would you rate it?
Understanding that postsecondary education and lifelong learning are necessary for long-term career success (M 4.4)	As you consider your career, what types of post-high-school training have you already explored?
Belief in using abilities to their fullest to achieve high-quality results and outcomes (M 5.5)	Describe a time you felt successful.
Positive attitude toward work and learning (M 6.6)	If you could learn about anything, what topic would you want to learn about and why?

BEHAVIOR: LEARNING STRATEGIES	Overhead Starters
ASCA Behavior Standards	Overhead Starters
Demonstrate critical-thinking skills to make informed decisions (B-LS 1.1)	Can you describe a time when you worked through a challenging situation? How did you feel?
Demonstrate creativity (B-LS 2.3)	What work/community challenges do you want to solve?
Use time-management, organizational and study skills (B-LS 3.1)	How would you rate your time-management, organizational and study skills on a scale of 1-10? Describe your rating.
Apply self-motivation and self-direction to learning (B-LS 4.1)	After taking the career assessments, what do you notice is important to you in a career?
Apply media and technology skills (B-LS 5.1)	What types of technology and software do you use regularly? How do you use it?
Set high standards of quality (B-LS 6.3)	How do you know if you are doing your best possible work?
Identify long- and short-term academic, career and social/emotional goals (B-LS 7.1)	What are you currently doing that is helping you prepare for your life after high school? Socially? Academically? Career related?
Actively engage in challenging coursework (B-LS 8.1)	What do you do when a class assignment becomes difficult?

ICAP comes of age



- Strategic postsecondary and workforce readiness legislation.
- State agency alignment.

[Postsecondary Readiness Home](#)

[AP Incentives Pilot Program](#)

[ASCENT](#)

[Career Success Pilot](#)

[Career Readiness](#)

[Concurrent Enrollment](#)

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[High School Equivalency \(HSE\) Testing Program](#)

[Graduation Guidelines](#)

[Individual Career and Academic Plan \(ICAP\)](#)

[P-TECH](#)

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[Resources](#)

[Contact Us](#)

Graduation guidelines

DRAFT

GRADUATION GUIDELINES | FACT SHEET

Menu of College and Career-Ready Demonstrations



Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2025.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2023. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP), Colorado Academic Standards for all content areas including Civics and 21st Century Essential Skills.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for: English learners, gifted students and students with disabilities.

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER

Classic	ENGLISH	MATH
	82 on Reading Comprehension OR 70 on Sentence Skills	85 on Elementary Algebra
New Graduation	ENGLISH	MATH
	242 on Reading CR 258 on Writing	255 on Arithmetic (AR) OR 250 on Quantitative Reasoning, Algebra, and Statistics (QAS)

ACCUPLACER is a computer-based test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.

ACT

ENGLISH	MATH
18 on ACT English	22 on ACT Math

ACT is a national college admissions exam. It measures four subjects—English, reading, math and science. The highest possible score for each subject is 36.

ACT WorkKeys — National Career Readiness Certificate

ENGLISH	MATH
Bronze or higher	Bronze or higher

ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and rate a high-performance workforce. Students who score at the Bronze level (at least 2) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.

Advanced Placement

ENGLISH	MATH
3	3

AP exams test students' ability to perform at a college level. Districts decide which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB

ENGLISH	MATH
35 on the AFQT	35 on the AFQT

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 35 are eligible for service (along with other criteria that include previous criminal and personal conduct). Students who take the ASVAB are not required to enlist in the military.

District Guidance: www.cde.state.co.us/postsecondary/graduationguidelines

JANUARY 2024




www.cde.state.co.us/postsecondary/graduationguidelines



Graduation guidelines

DRAFT

GRADUATION GUIDELINES | FACT SHEET



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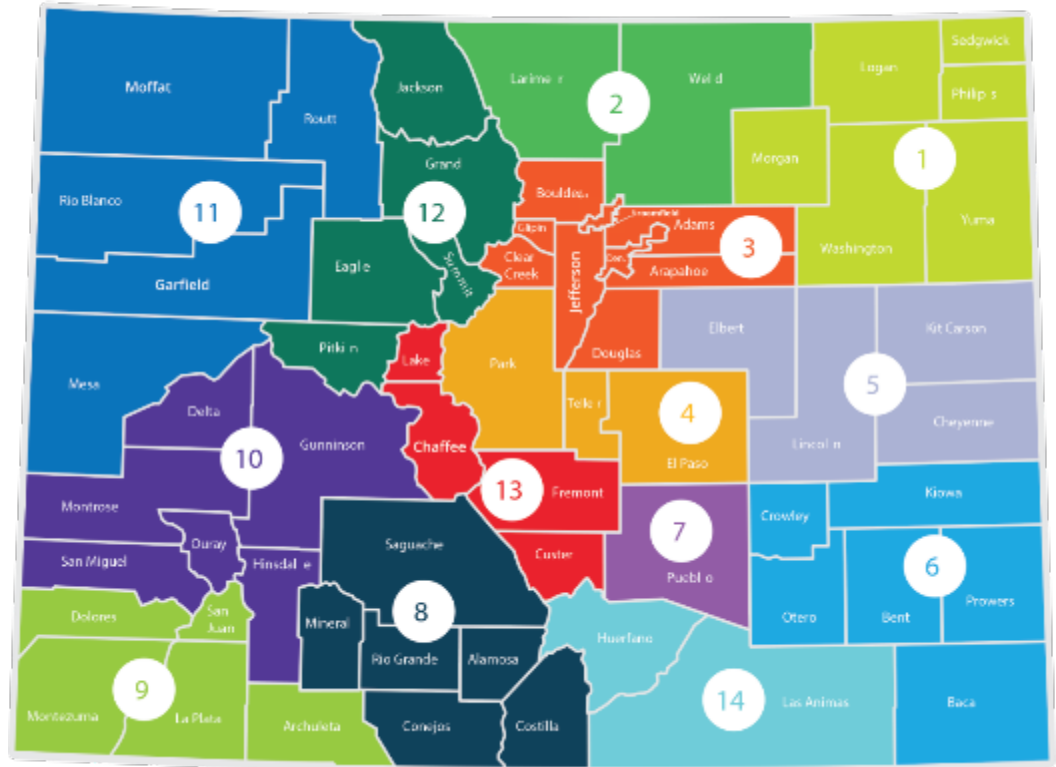
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Graduation guidelines begin with the implementation of ICAP, Colorado Academic Standards for all content areas including civics and 21st century essential skills

State agencies align



<https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report>

We never stop learning!

2019/20: 10th Anniversary Celebration!



- ICAP playbook = “Show” ICAP.
- Digital stories.
- Yearlong celebrations in 2020.

Resources

- Office of Postsecondary and Workforce Readiness: Colorado Department of Education <http://www.cde.state.co.us/postsecondary>
- ICAP Website <https://www.cde.state.co.us/postsecondary/icap>
- Meaningful career conversations
https://www.cde.state.co.us/postsecondary/scc_resources
- Colorado labor market information
 - Colorado Department of Labor <https://www.colorado.gov/cdle>
 - Colorado Workforce Development Council
<https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report>
- Colorado Talent Pipeline Report
<https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report>
- Colorado Career and Technical Education (CTE)
<http://coloradostateplan.com/educator/career-clusters/>
- Work-Based Learning Continuum
https://www.colorado.gov/pacific/sites/default/files/17-1106_WBL_continuum_and_community_assessment.pdf

Some of our partner agencies



CareerWise Colorado

Modern Youth Apprenticeships

<https://www.careerwisecolorado.org/>

COLORADO
SUCCEEDS

<https://coloradosucceeds.org/>



<https://highered.colorado.gov/>



<https://www.coloradoedinitiative.org/>



COLORADO
COMMUNITY COLLEGE SYSTEM

<https://www.cccs.edu/>



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Questions?



Tell us what you thought!

Please complete the feedback survey (link
in the chat box).

Thank you!

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