

# **Connecting the Dots in the Alphabet Soup: ACP, CCR, CCR-IEP, DVR, IDEA, PI26, PTP, WIOA**

or

**How I Learned to Stop Worrying and  
Love College & Career Readiness  
for ALL Kids**

# Supporting Successful Life Outcomes

- **The Postsecondary Transition Plan**
  - **Transition Services**
- **Workforce Innovation and Opportunity Act**
  - **Academic Career Planning**

# Alphabet Soup

**IEP/PTP** – Individual Education Program including the postsecondary transition plan

**WIOA** – Workforce Innovation and Opportunity Act

**DVR** – Division of Vocational Rehabilitation

**ACP** – Academic Career Planning

**CCR** – College and Career Ready

**IDEA** – Individuals with Disabilities Education Act

**PL** – Public Law

# Wisconsin Graduates are College and Career **READY**



ALL STUDENTS IN  
WISCONSIN GRADUATE  
FROM HIGH SCHOOL  
ACADEMICALLY PREPARED  
AND SOCIALLY AND  
EMOTIONALLY COMPETENT  
BY POSSESSING AND  
DEMONSTRATING...

## **Knowledge**

Proficiency in academic content

## **Skills**

Application of knowledge through skills  
such as critical thinking, communication,  
collaboration, and creativity

## **Habits**

Behaviors such as perseverance,  
responsibility, adaptability, and leadership

These proficiencies and attributes come  
from rigorous, rich, and well-rounded  
public school experiences.

- Knowledge
  - Skills
  - Habits

# Isaiah is.....

Gaining Knowledge, Skills & Habits

<http://dpi.wi.gov/ready>

And Confidence

# IDEA Indicator 13 & the PTP (Postsecondary Transition Plan)

- **Part of** the IEP for students 14 and older in WI
- Students must be invited to meeting
- **REQUIRES** Goals for **after** High School:



**Education and Training**  
**Employment**  
Independent Living  
(optional, but)

# Setting Postsecondary Goals must be Supported by:

- Age-Appropriate Transition Assessment
- Course of Study (**inclusion**)
- Transition Services
- And, of course, Annual Goals



# WIOA – What is it?

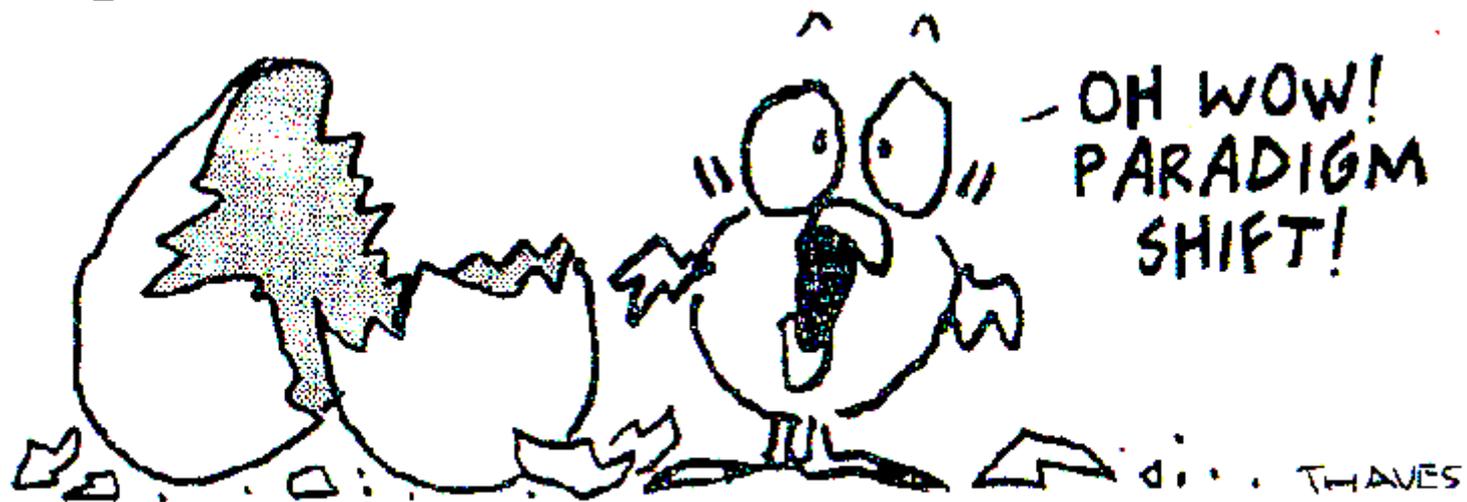


## The Workforce Innovation and Opportunity Act

- New FEDERAL Legislation
- Part of the Rehab Act
- Replaced WIA (the Workforce Investment Act)

Three main shifts for education took effect July 2016 (so now):

Frank and Ernest



# Shift #1

Increased responsibility to collaborate with the Division of Vocational Rehabilitation (DVR) – Why?

- Youth under age **25** can no longer go to work for a sub-minimum wage without first exploring community employment through DVR services.

# Shift #2

Reframing the provision of transition services to match the Pre-Employment Transition Services outlined in WIOA – Why?

- WIOA tells us schools are responsible for providing Pre-ETS in conjunction with DVR.

# What are the Pre-ETS?

- 1) **Job exploration** counseling
- 2) **Work-based learning** experiences
- 3) **Post-secondary educational or higher education programs** counseling
- 4) **Social and Independent Living Skills** training
- 5) Instruction in **Self-Advocacy**, which may include peer mentoring

# Shift # 3

Community job exploration and experiences during transition years – Why?

- LEA's are no longer allowed to purchase transition services that involves vocational training in work that typically pays sub-minimum wage.

# Work Experience

**BEFORE LEAVING SCHOOL.....**

**Is the #1 PREDICTOR.....**

**Of WORKING in ADULT LIFE.**



# Students and Families

SELF-DETERMINATION and  
FAMILY ENGAGEMENT &  
INVOLVEMENT

In the PROCESS.....

ARE **VITAL**

(and related to inclusion, expectations work experience)



# How do we support that?

By “re-thinking” assessment and engaging students in **Academic and Career Planning** to determine what information really matters:

- Interests
- Strengths
- Relationships
- **MOTIVATORS**
- Successes
- Personal Satisfaction

# How else do we support that?

- Provide information to **educators, students, family members** (**IEP/ACP/Transition Plan**)
- Engage and involve **students and family** members with meaningful information and tools (**IEP/ACP/Transition Plan**)
- Build district and school communities that support high **expectations and inclusivity**
- Expectations for the future start **early**

# Discovery: Meet Alexis

## Experiential Assessment Process

<https://www.youtube.com/watch?v=tK8ScMBbwno&feature=youtu.be>

Also serves as foundation of career exploration and “job development” by expanding community connections and opening possibilities for employment.

# Work Happens: Meet Cullen and James

<https://www.youtube.com/watch?v=0ep5BJxXHPs>

<https://www.youtube.com/watch?v=M8kijwh4N1c>

WI Transition Improvement Grant (TIG)

<http://www.witig.org/>

Let's Get to Work

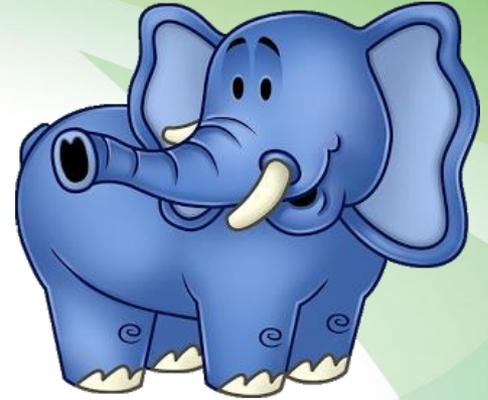
<http://www.letsgettoworkwi.org/>

# Academic and Career Planning



Know • Explore • Plan • Go!

# *College and Career Readiness*



- ✓ What does it mean?
- ✓ What does it look like for students?
- ✓ What does it sound like with students?
- ✓ How do you measure it?

Wisconsin Graduates are  
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from rigorous, rich, and well-rounded  
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# DPI Definition of College & Career Ready

- ALL Students
  - Academically Prepared
  - Socially Competent
  - Emotionally Competent
- 
- Knowledge
  - Skills
  - Habits



“We cannot always build our future for our youth,  
but we can build our youth for the future.”

~ Franklin D. Roosevelt

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# Academic & Career Planning



**Know** • **Explore** • **Plan** • **Go!**

## Knowledge

*“I don’t care what you know, until I know that you care.”*

*Anonymous*

## Skills

*“Opportunity is missed by most people, because it’s dressed in overalls and looks like work.”*

*Thomas Edison*

## Habits

*“A bend in the road isn’t the end of the road, unless you fail to make the turn.”*

*Anonymous*

# The LAW (CliffsNotes™ version)

§. 115.28(59) *ACADEMIC AND CAREER PLANNING:*

(a) 2017–18 school year: every school board provides academic and career planning services to ALL students in grades 6 to 12

DPI is to provide:

- (a) *Rule*
- (b) *Tool*
- (c) *Professional Development*

# The ACP RULE – A Brief History

Education For Employment and ACP rules were combined into new PI-26

PI-26 integrates specific requirements of education for employment and academic and career planning services.

Notable pieces:

PI-26.01: **Applicability and Purpose**

PI-26.02: **Definitions**

PI-26.03: **Education for Employment Program**

PI-26.04: **General Requirements for School Boards**

PI-26.05: **Program Approval**

Effective date of new PI-26: December 1, 2015

Effective date of new ACP piece of PI-26: Fall 2017-2018

# The RULE: PI-26 (CliffsNotes™ version)

## Changes to the rule:

- ✓ Added ACP services for ALL students in grades 6-12 beginning in Fall 2017
- ✓ Development of a long-range plan with school district staff and community stakeholders
- ✓ Publishing the plan on the school district's website
- ✓ Review the plan yearly

# The RULE: PI-26 (CliffsNotes™ version)

## The plan shall address:

- Local, regional, and state labor market needs & education and training requirements for occupations that will fill labor market needs
- Process to engage parents regarding ACP services provided and opportunities to participate
- Strategy to engage business, postsecondary education, and workforce development
- Description of Career and Technical Education (CTE) programming available,
- Staff professional development for ACP delivery, and
- How school district will meet education for employment program requirements

# The RULE: PI-26 (CliffsNotes™ version)

The services shall provide information and opportunities that lead to:

Career Awareness in *elementary*

Career Exploration in *middle and high school*

Career Planning and Preparation in *high school* that includes:

- Career Research
- School supervised work-based learning experiences
- Career decision making
- Application of academic skills, technologies, economics
- Entrepreneurship
- Personal financial literacy
- CTE opportunities
- Labor market information
- Employability skills

# The RULE: PI-26 (CliffsNotes™ version)

PI-26.05

Program Approval

✓ As long as their E4E program complies with all of the requirements of this chapter and §121.02(1)(m) and §115.28(59), it will be considered approved by the state superintendent.



# WHAT IS ACADEMIC AND CAREER PLANNING?

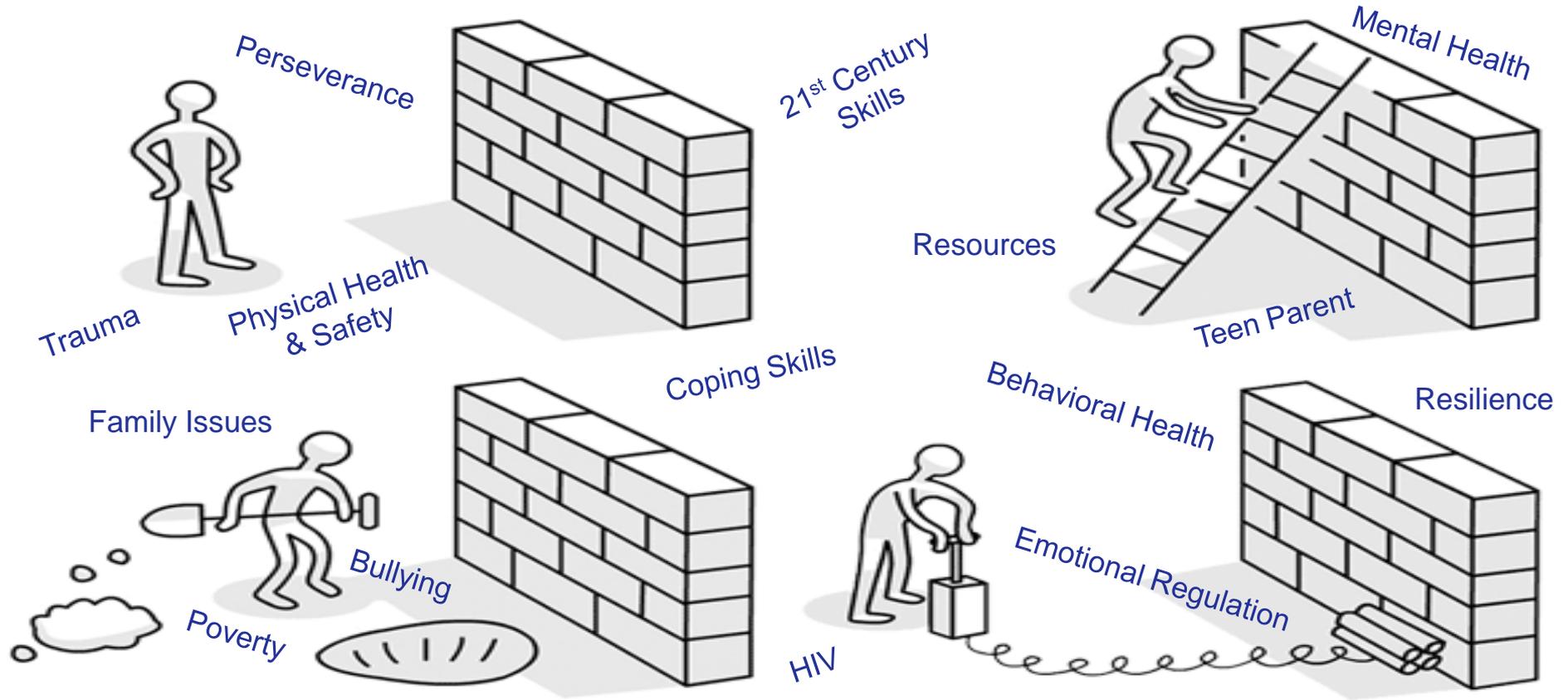
- An ongoing **process** that uses a **tool** to actively engage students to:
  - develop an understanding of his or her self
  - create a vision of his or her future
  - develop individual goals
  - prepare a personal plan for achieving the vision and goals
- A **product** that documents and reflects students':
  - coursework, learning and assessment results
  - post-secondary plans aligned to career goals
  - record of college and career readiness skills.

# KEY ELEMENT #1

## ***RELATIONSHIPS!!!***

- Trusted and respected adult mentors/advisors
- Engaged and empowered students
- Engaged families
- Committed school administration and staff
- A supportive and engaged community

“The relationship is necessary, but not sufficient,  
for change.”



# KEY ELEMENT #2

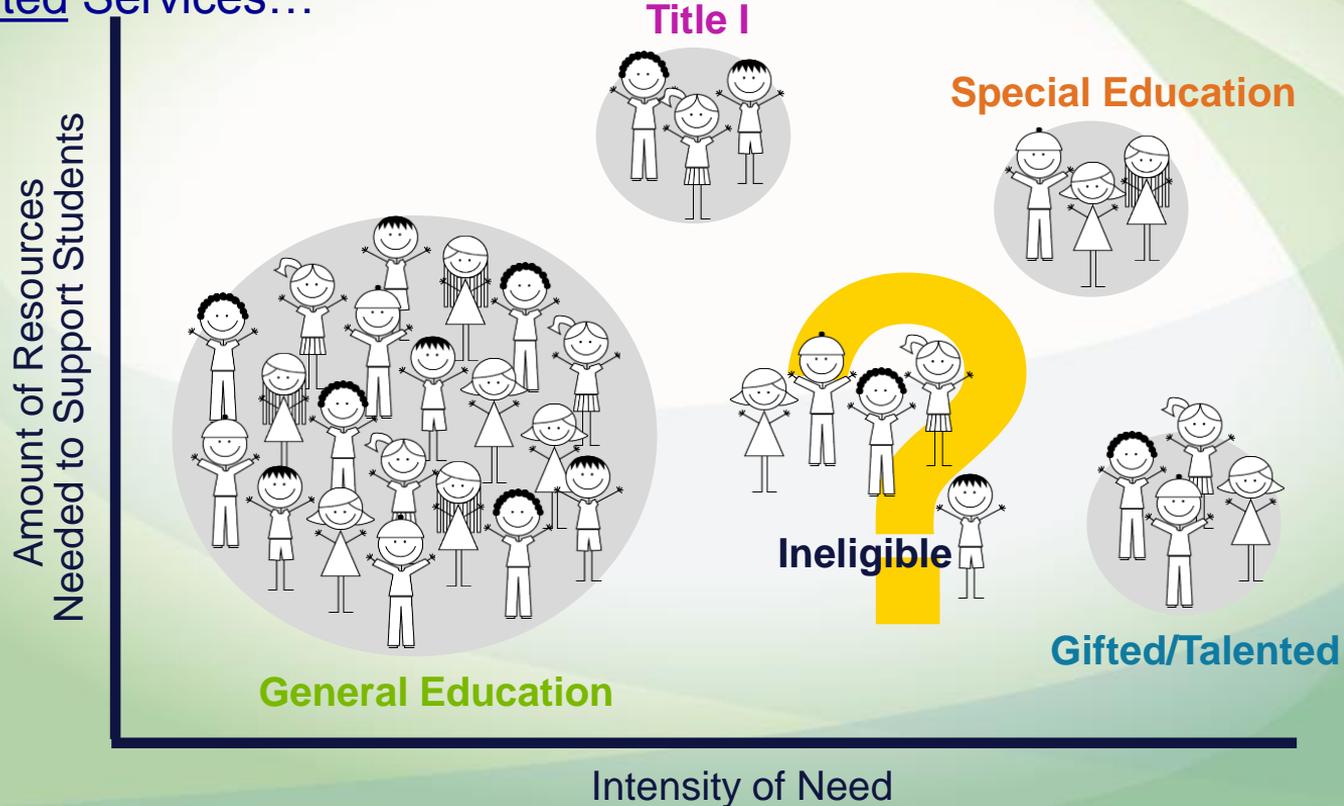
## *Student Awareness*



# KEY ELEMENT #3

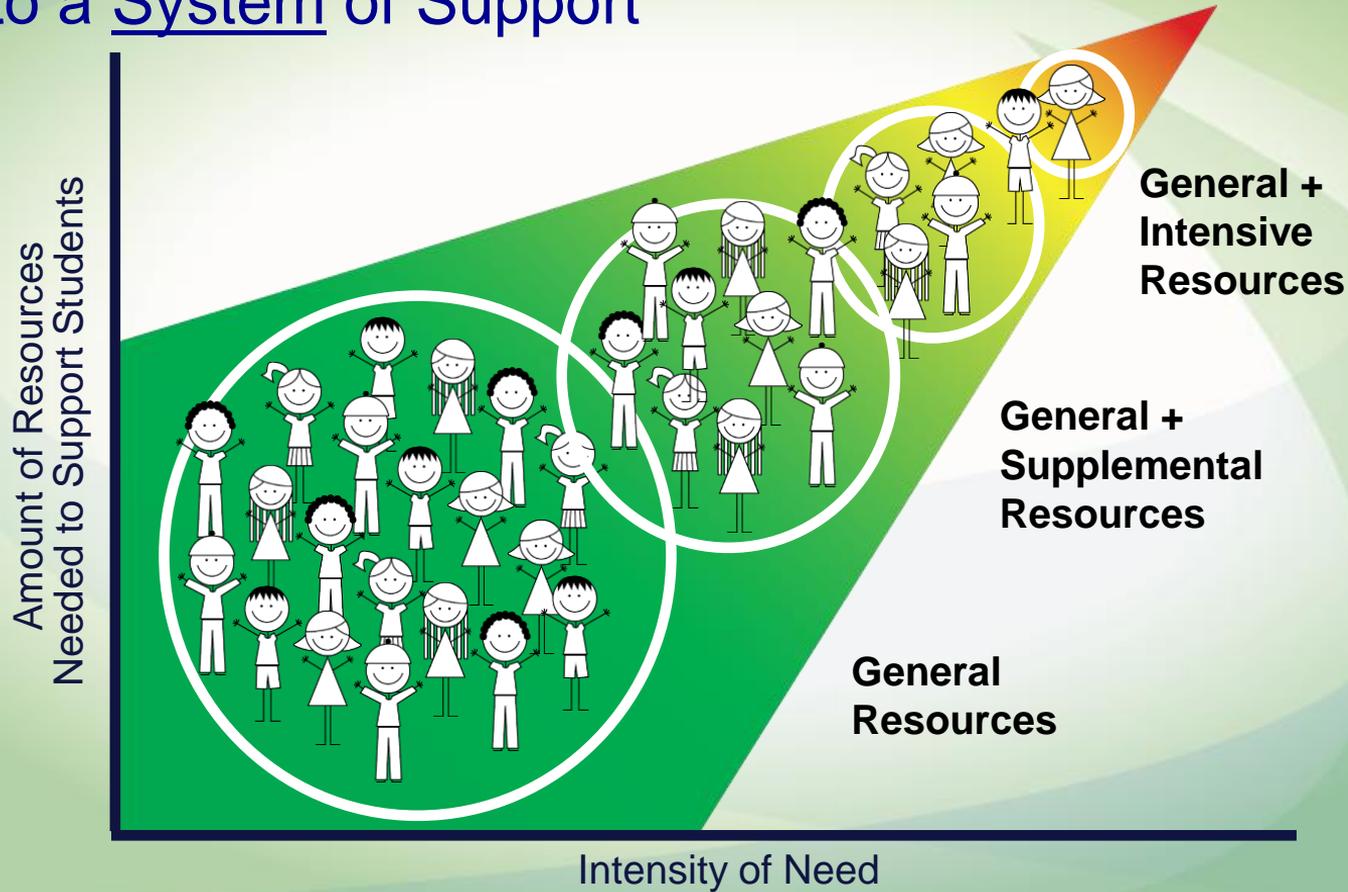
Moving From  
Fragmented Services...

## INFRASTRUCTURE?



# INFRASTRUCTURE!

...to a System of Support



# ACP SOFTWARE TOOL

- ACP budget allowed for purchase of statewide (voluntary) career development system
  - commercial off-the-shelf (COTS),
  - configurable, vendor-hosted, web-based, and
  - be accessible to all Wisconsin students in grades 6 – 12
  - will continue to be accessible following graduation (some WI IHEs are purchasing system to use on their campuses)
- ***Career Cruising*** selected by DOA in October 2015
  - this vendor is also being utilized by WI Workforce Development Centers
  - training on the system is ongoing through local sites

# TRAINING FOR STAFF

- PD Design Group (CESAs & Advisory Council members) determined educational staff competencies.
  - *“What do school staff need to know and be able to do?”*
- PD Activities in development based on Needs Analysis & Competencies – DPI partnership with UW Center on Ed. & Work
- **Initial PD activities for all school staff ARE available on DPI website.**

# IMPLEMENTATION INITIAL STEPS: PREPARE, PLAN, PARTNER

- Form an Implementation Team
  - Identify key members
  - Define roles & responsibilities
- Determine Readiness
- Assess Your Current System
- Define the Need; Use DATA & Research!
- Set Goals and Strategies
- Outline Resources
  - Consider potential partners
- Communicate!



<http://dpi.wi.gov/acp/implementation>

# DETERMINING READINESS:

## Essential Question 1 - What do kids need?

- What are the knowledge, skills, and habits students need to be “successful” at the next level...whatever that is...?

## Essential Question 2 - What do we do?

- What activities, experiences, opportunities, instruction, or guidance are already in place support **all** students in acquiring the knowledge, skills, and habits you identified?

# DETERMINING READINESS:

## Essential Question 3 - What gets in the way?

- What are the **barriers** to doing activities, experiences, opportunities, instruction, or guidance that supports **all** students in acquiring the knowledge, skills, and habits you identified?

# DETERMINING READINESS:

## Essential Step - Problem Solving!

- **What should/could be done to remove the barriers?**
  - Who? What people should/could be talked with in order to make decisions?
  - What? What things should/could be done differently or added for support?
  - When? What timeline should/could be used for the work?
  - Where? Are there logistical pieces that could be maximized?
  - How? How might we relocate/repurpose resources to be more effective?

# KEY TAKEAWAYS

- Partner and involve stakeholders from a variety of salient areas:
  - Business & Industry
  - Higher Education
    - Pre-service, research, transitions, etc.
  - Chambers of Commerce
  - Advocacy Groups
  - K-12 Counselors
  - K-12 Teachers
  - K-12 Administrators
- Utilize a variety of resources and communication strategies
  - Format matters! (in-person, live web, loaded web, print, electronic, social media, etc.)
- Need to leave room for local decisions, control & ownership
  - Don't reinvent the wheel!!
- **Start small & go slow!**

# CONTINUOUS ACP INFO

- ACP webpage: <http://dpi.wi.gov/acp>
- ACP email list: subscribe at <http://dpi.wi.gov/acp>
- ACP email: [acp@dpi.wi.gov](mailto:acp@dpi.wi.gov)
- ACP blog: <http://dpiwisacp.blogspot.com/>
- ACP “Third Thursday at 3” – Topics & Log-In:
  - [https://docs.google.com/document/d/1wOAAQ\\_Qlp0rBWtJ1oP5II8Ufj6bVTEkJ0xt5kABzm0AY/edit](https://docs.google.com/document/d/1wOAAQ_Qlp0rBWtJ1oP5II8Ufj6bVTEkJ0xt5kABzm0AY/edit)
- ACP Google+ Sharing Community:
  - <https://drive.google.com/drive/folders/0B6DmJPCiQxu6Mk94c2NuNHVsbEk>
- ACP on Twitter: @WisDPI\_ACP

# VIDEO RESOURCES

- What Agenda 2017 Means for Students, Teachers and Parents:  
<https://www.youtube.com/watch?v=3B4SnAM7Zho>
- State Supt. Value of ACP:  
<https://www.youtube.com/watch?v=C4zalFqeRGI>
- “I’m Ready” <http://dpi.wi.gov/ready>
- Why ACP Matters:  
<https://www.youtube.com/watch?v=tpXQIKzgya0#t=12>

# QUESTIONS



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