Development & Deployment of a Comprehensive K12 ACP System

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ACP from 20,000 Feet
- Develop your Teams
- Crafting your Mission & Vision
- Establish the “Why”
- A K12 Lens

TODAY’S FOCUS

Logistics & Launch
- Scope, Sequence, & Rulers
- Establish the “What” and “How”
- Relationships
- Parent Engagement
- “The Conference”
What are YOU looking for?
Pewaukee Demographics

- Pewaukee Lake Elementary
  - ~1050 students in grades 4K - 3
- Horizon Elementary:
  - ~625 students in grades 4-6
- Asa Clark Middle:
  - ~450 students in grades 7-8
- Pewaukee High:
  - ~900 students in grades 9-12
Pewaukee Demographics

- Campus Setting
- 1:1 Technology for grades 3 -12
- 7% Special Education
- 12% Economically Disadvantaged
- Small, growing ELL population
ACP at 20,000 Feet: Developing Your System
STEP 1: CREATE TEAMS

DISTRICT K12 TEAMS
➔ Focus is visionary
➔ Includes big-thinkers
➔ Who influences policy change?

BUILDING LEVEL TEAMS
➔ Focus is logistics
➔ Knows the culture & climate of the staff and students
➔ Who will engage the building?
Our District Leadership Team

Our Journey:
From Vision To Advising

- Our Members
- Our Focus
- Our Evolution
Build Your District Leadership Team

YOUR Journey:

- Who are your key players?
- You are your change agents?
- Who brings a valuable voice?
STEP 2: DEVELOP YOUR MISSION

Our Process: Analyze & Align With:

➔ Strategic Plan
  ◆ Teaching & Learning
  ◆ Personalized Learning
  ◆ Information Technology

➔ District Mission

➔ Curriculum Renewal Process
Opening the Door to Each Child’s Future...

So All Children Can Open Doors for Themselves!
STEP 2: DEVELOP YOUR VISION

What do you want your graduate to look like?
STEP 2: DEVELOP YOUR VISION

Our Process:
→ Identify our “Ultimate Graduate”
→ Look for Themes
→ Grouped elements based on Skills, Knowledge, & Dispositions (Habits)
→ District ACP Team & Administrative Cabinet
→ Aligned elements with standards
STEP 2: DEVELOP YOUR VISION

Branding:
➔ Seek/Create an image that unifies the message
➔ Visual “elevator speech” for ACP
➔ Pewaukee Journey
STEP 3: ESTABLISH YOUR “WHY”

➔ Professional Development
   ◆ Labor Market Information
   ◆ Research-Based Results
   ◆ State Statute
   ◆ ACP = Umbrella
   ◆ Flipped Lessons

➔ Assess Current State
   ◆ Gap Analysis
STEP 3: ESTABLISH YOUR “WHY”

Be who you needed when you were younger

Ask:

➔ Who influenced you?
➔ Where did your journey shift?
➔ How many careers have you had?
➔ How many majors did you have?
STEP 4: A “K12 LENS”

➔ Speak the language at all levels
➔ Elements of ACP in Elementary
  ◆ Self-Awareness
  ◆ The Right Questions
  ◆ Growth Mindset
  ◆ Nothing is in “ink”
➔ Success Skills K12
STEP 4: A “K12 LENS”

Success Skills:

➔ Teacher-provided feedback on 21st skills and behaviors
➔ Provided every six weeks
➔ At secondary level, EACH teacher provides feedback for each student/class
➔ District-approved rubrics used to ensure fidelity in assessment
# SUCCESS SKILLS

<table>
<thead>
<tr>
<th>Category</th>
<th>Component</th>
<th>Exceeds (4)</th>
<th>Meets (3)</th>
<th>Partially Meets (2)</th>
<th>Does Not Meet (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompt &amp; Prepared</strong></td>
<td>Brings materials to class</td>
<td>Comes to class with necessary materials &amp; is willing to share resources as needed</td>
<td>Comes to class with necessary materials</td>
<td>Inconsistently comes to class with necessary materials</td>
<td>Rarely or never comes to class with necessary materials</td>
</tr>
<tr>
<td></td>
<td>Arrives on-time</td>
<td>No unexcused tardies</td>
<td>1 unexcused tardy</td>
<td>2 unexcused tardies</td>
<td>3+ unexcused tardies</td>
</tr>
<tr>
<td></td>
<td>Meets deadlines</td>
<td>Meets deadlines</td>
<td>Meets deadlines</td>
<td>Inconsistently meets deadlines</td>
<td>Rarely or never meets deadlines</td>
</tr>
<tr>
<td></td>
<td>Displays positive attitude</td>
<td>Always exhibits a positive, can-do attitude</td>
<td>Usually exhibits a positive attitude</td>
<td>Inconsistently exhibits a positive attitude</td>
<td>Attitude trends toward negativity</td>
</tr>
<tr>
<td></td>
<td>Demonstrates honesty</td>
<td>Demonstrates forthright, proactive, honest communication</td>
<td>Demonstrates honesty</td>
<td>Inconsistently demonstrates honesty</td>
<td>Rarely or never demonstrates honesty</td>
</tr>
<tr>
<td></td>
<td>Acts with integrity &amp; respect</td>
<td>Demonstrates consideration and respect for self and others while encouraging peers to display similar behavior</td>
<td>Demonstrates consideration and respect for self and others</td>
<td>Inconsistently demonstrates consideration and respect for self and others</td>
<td>Rarely demonstrates consideration and respect for self and others</td>
</tr>
<tr>
<td></td>
<td>Is cooperative</td>
<td>Exceeds behavioral expectations</td>
<td>Meets behavioral expectations</td>
<td>Inconsistently meets behavioral expectations</td>
<td>Rarely or never meets behavioral expectations</td>
</tr>
</tbody>
</table>
# SUCCESS SKILLS

<table>
<thead>
<tr>
<th>Persistent &amp; Productive</th>
<th>Maximizes instructional time</th>
<th>Appropriately manages available class time with productive results for self and others</th>
<th>Appropriately manages available class time with productive results for self</th>
<th>Inconsistently manages available class time</th>
<th>Rarely or never manages available class time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is collaborative</td>
<td>Works well with all peers, while seeking opportunities for others to participate</td>
<td>Works well with all peers, while allowing others to participate</td>
<td>Works well with select peers, inconsistently allowing others to participate</td>
<td>Relies on others to find resources to assist productivity</td>
<td>Does not utilize resources to assist productivity</td>
</tr>
<tr>
<td>Takes initiative</td>
<td>Independently seeks resources to assist productivity</td>
<td>Needs minimal assistance to obtain resources that assist productivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic honesty</td>
<td>Always demonstrates academic honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Digital Citizenship**

| Demonstrates legal & ethical behavior | Adheres to the technology code of conduct & technology-related policies & procedures | Inconsistently adheres to technology code of conduct & technology-related policies & procedures | |
| Demonstrates safe and responsible use of technology | Maintains safe privacy standards for all | Demonstrates unsafe privacy standards for self | By way of poor choices, places self and/or others in unsafe or inappropriate situations |
| Uses technology to productively collaborate & communicate | Protects district-issued technology and ensures equipment is ready for use | Inconsistently protects district-issued technology and inconsistently ensures that equipment is ready for use | |
| Uses digital tools to collaborate with peers and experts in a productive manner | Uses digital tools to inhibit one's own productive and effective collaboration | Uses digital tools to inhibit productivity and inhibit effective collaboration of self and others | |
PSD ACP WEBSITE

ACADEMIC & CAREER PLANNING IS KEY

... so that all students can open doors for themselves.

WHAT IS ACP?

THE K-12 JOURNEY

COLLEGE & CAREER RESOURCES

CAREER CRUISING

PSD EDUCATORS
Questions??
ACP: Logistics & Launch
STEP 1: SCOPE & SEQUENCE

- Developed prior to launch, now revised
- Includes our “Rulers”
  - Process Data
  - Perception Data
  - Outcome Data
STEP 2: ESTABLISH “HOW”

A four-pronged approached:

➔ Utilize Resource (launched)
➔ Enhance CCR Days (launched)
➔ ACP Conferences (launched)
➔ Embed within classes (in development)
STEP 2: WHAT ARE YOU ALREADY DOING?
STEP 2: ESTABLISH “HOW”

Speaking a Common Language

ACP ★

CCR Days
○ Began in 2011

CCR Connections

Branding/Marketing

... so that all students can open doors for themselves.
STEP 2: ESTABLISH “HOW”

CCR Days

Fall:
- Morning
  - ACP Activities
- Afternoon
  - Career Day

Spring:
- ACP Activities, Tours & Testing
STEP 2: ESTABLISH “HOW”

Fall CCR Day: The Morning

9th:
★ EPAS/ASPIRE Testing/Pre-ACT
★ ACP/Career Cruising Activities
★ College & Career Speakers

10th:
★ EPAS/ASPIRE Testing/Pre-ACT
★ ACP/Career Cruising Activities
★ College & Career Speakers
★ PSAT
★ ACT Prep Mini-Session

11th: Menu of options
★ Full Length Practice ACT
★ ACT Prep Session
★ College Tours with school
★ PSAT
★ ASVAB

12th: Menu of options
★ College visits with school or on own
★ Job Shadows
★ ACT Prep
★ College/Scholarship Application Workshop
★ ASVAB
STEP 2: ESTABLISH “HOW”

Fall CCR Day: The Afternoon

- 50+ career speakers
- 30 minutes each
- Student participate in 3 or 4 each year
- “Branding Yourself”
STEP 2: ESTABLISH “HOW”

Spring CCR Day

Freshman: Business-Career tours w/Junior Achievement
★ Eg. Direct Supply, Harken, Manpower, Rockwell, GE, Briggs & Stratton, Community Memorial Hospital

Sophomores: College Campus Tours

Juniors: ACT

Seniors: Reality Store
STEP 2: ESTABLISH “HOW”

Resource:

→ 40 minutes at the beginning of each day
  ◆ Year One: 4 ACP Days (CCR Connections)
  ◆ Year Two: 8 ACP Days (CCR Connections)

→ Planned ACP activities
  ◆ Created by ACP Coordinator and Counselors
  ◆ Staff PD provided prior to each CCR Connections
STEP 2: ESTABLISH “HOW”

COMING SOON FOR PEWAUKEE:
→ Increased focus on embedding ACP within classes
→ Gap Analysis
→ Increased staff professional development based on staff requests
STEP 3: ESTABLISH RELATIONSHIPS

Goal: Create a mentorship relationship for each student with a teacher or staff member

Process:

➔ “By All, For All” approach
➔ Utilized CCR Connections for low ratios
➔ “The Draft” for our first-year approach
➔ Incoming freshmen
➔ Launch with Team-Building Activities
STEP 3: ESTABLISH RELATIONSHIPS

Navigating Ahead:

Explore ways to find COMMUNITY mentors for students at upper grade-levels
STEP 4: PARENT ENGAGEMENT

➔ Introduction Letters
➔ ACP Leadership Teams
➔ ACP Website
➔ Newsletters
➔ Parent Information Evenings
➔ ACP Conferences
STEP 4: PARENT ENGAGEMENT

Parent Information Evenings

➔ FAFSA
➔ College Preparation/Scholarships
➔ Parent ACP Evening
  ◆ Utilize Labor Market Information
  ◆ College and Career preparation/cost information
➔ Transition Meetings
CCR Connections = ACP Advisories
Staff to Student Ratio: 1:~16
1:1 Conferences (with family) for each student in grades 9-11
Conferences take place during final 4 weeks
Google Calendar
Survey tracked completion
Use of flex time
THE FORMAT

THE CONFERENCE:
1. ACP Introduction
2. Essential Questions
3. Next Steps
4. Handouts - Overview & Labor Market
5. Website Review
6. Survey Completion
7. Laptop Turn-In Ticket
ACP INTRODUCTION

→ ACP “Elevator Speech” provided

→ Optional, to be used as a support as needed
THE ESSENTIAL QUESTIONS

➔ Questions scripted out for ACP Advisors
➔ Provided to students in advance
➔ Customized to reflect ACP Activities for the year
➔ Bulk of the Conference
➔ Student-led with advisor guidance
NEXT STEPS

➔ Handout
➔ Provides tips for keeping the momentum over the summer
➔ Emphasis on family dialogue, volunteerism, career exploration, and job experience (working, shadowing, etc.)
Handout 1: Focused on ACP Overview at PHS
Handout 2: Custom Labor Market Information for our area
Website: Demonstration to parents of how to find the site
Focus on vetted resources
SURVEYS

Parent Survey & Student Survey:
➔ Collecting information on fidelity, perceived value, and feedback

Staff Survey:
➔ Brief survey after each to document completion
➔ Full survey after all completed to assess ACP system, perceived value, and future needs
Students issued a laptop turn-in ticket to ensure ACP Completion

Unable to turn in student laptop and be released for the year until the ticket and laptop were turned in
Our Results
And 83% of our conferences included a parent or family member!
What did students find valuable in the conference?

- Discussing potential careers (83%)
- Discussing goal-setting (66%)
- Discussing post-secondary pathways (62%)
- Having an adult mentor at school (60%)

Did not find it valuable (6%)
Student requests/feedback:

- More time to meet as an advisory
- Increased opportunities to simply “talk” as a group about future choices
- Add more financial literacy learning/experiences
- Food?!?
What did parents find valuable in the conference?

➔ Discussing careers of interest to my child (82%)
➔ Having a facilitated conversation about future planning (75%)
➔ Discussing goal-setting (71%)
➔ Discussing post-secondary pathways (62%)

➔ Did not find it valuable (4%)
ACP HIGHLIGHTS: PARENT

Parent requests/feedback:

➔ More frequent meetings with students
➔ Increase frequency of ACP conferences
➔ Learn more about job shadowing opportunities
➔ Increased exposure to financial literacy
“All of my parents agreed that the program was valuable for students. To get 15 parents to agree on something we do is wonderful, and rare. I also enjoyed meeting parents that I have never met before.”

“I was surprised how many parents were unaware of the career interests of their child and even the courses that they're taking at school. So, in that sense, it was really great for the parents to get up to speed with that aspect of their child's life.”
ACP HIGHLIGHTS: STAFF

Staff requests/feedback:

➔ More frequent meetings with students
➔ Full year of ACP Activities in advance
➔ Increased PD in Career Cruising and facilitating career exploration for students
➔ Housing system for all information as we transition to a new LMS
17-18 THE JOURNEY CONTINUES

➔ Survey results and responses will be provided to students, families, and staff
➔ Summer analysis of programming, with curriculum revisions and build-up
➔ Doubling High School ACP Advisory contact time in 17-18
➔ Combining Junior Conferences with ACP for 11th
➔ Launching in Middle School
THANK YOU!

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