**ACP Connections to Other Programs**

**How does ACP relate to the Career and Technical Education (CTE) Program of Study (POS)?**

The POS is a locally defined sequence of instruction and opportunities available at a school for a specific career pathway.  As part of federal Carl D. Perkins grant funding for CTE programming, each POS is based on a set of similar knowledge and skills required for career success in a broad career pathway field of study.  These POS course outlines provide an excellent template for personalizing an Academic and Career Plan by outlining recommended courses and co-/extra-curricular opportunities to explore as part of ACP service delivery.

**What is the difference between the ACP and the IEP/PTP?**

ACP is a state requirement, but not required by federal law. The IEP/PTP is a federal as well as a state requirement.

ACP is a process of connecting academics to career development that begins in grade 6.  Engaging in ACP will result in an e-portfolio product.  Information from a student’s ACP product should be used to inform the IEP/PTP.  Such information from the ACP process will inform annual goals, course of study, transition services provided, and post-secondary goals for students IEP/PTP’s. The initial PTP is completed at the first IEP meeting after a student reaches age 14 in Wisconsin.  Because the ACP and the IEP/PTP are developed for the individual student, the resources and services will be unique to each youth under both the ACP process and IEP/PTP development.  Engaging in the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary school and employment.  See also[**Access for All**](http://dpi.wi.gov/acp/implementation/access)**.**

**How will the ACP work with a student’s IEP/PTP?**

It is important that students with disabilities participate in the ACP process in the same ways that other students do so that they have the same opportunities to explore career interests; access the same school staff expertise outside of the IEP/PTP team; and are not treated differently from the other students.

The PTP is the part of the IEP (I-8) that meets the federal indicator 13 requirements.  A student’s ACP is not equivalent to the IEP/PTP and cannot serve as a replacement.  Rather, students will be better prepared to share their goals for the future with their IEP teams as a result of participating in ACP. The intersection can be thought of in this way; ACP gives students with disabilities an even earlier start on exploring options for future employment and the steps needed to accomplish their goals.

This is the case for two reasons.  One, the student will begin the ACP process in grade 6, providing the opportunity for career exploration.  Two, the student will already have ideas and artifacts from the ACP that can be applied to the PTP by the time they turn 14.  Age-appropriate transition assessment, course of study, transition services, and individualized post-secondary goals for training and education and employment that are required for the PTP will align with information compiled within ACP.  See also [**Acess for All.**](http://dpi.wi.gov/acp/implementation/access)

**Will the ACP requirement result in duplication of work?**

DPI anticipates that participation in the ACP process will add value to student and IEP decision-making related to planning for transition and development of the PTP.  In addition, because the ACP process should involve all school staff, there is potential for improved cross-departmental staff collaboration, increased course-taking by students with disabilities in inclusive classes and increased exposure to career development experiences, resulting in more students with disabilities graduating with a standard high school diploma, attending post-secondary schools and obtaining competitive employment. Thus, the contents of the ACP will serve as an appropriate resource, based on student preferences, for the IEP team to use when creating, reviewing and revising the PTP. See also [**Access for All**](http://dpi.wi.gov/acp/implementation/access)**.**

**Will this require another meeting in addition to the IEP/PTP meeting?**

Not necessarily.  The requirement for at least annual IEP/PTP team meetings will remain in place.  Meetings with students and their families to discuss ACP will be held at the discretion of school educational teams assisting with the ACP process.

ACP Administrative Rule requires informing families *at least* annually about ACP services being provided to their student(s); provision of multiple opportunities to participate in the ACP process; and updates on ACP progress throughout the school year.  While the ACP and the IEP/PTP are separate processes, fulfilling the requirements of both might not require separate meetings.  IEP/PTP teams and ACP teams should collaborate to determine frequency of meetings, and the appropriate methods of communicating with students and families to fulfill requirements of both the IEP/PTP and ACP.  It is recommended that ACP information be sent to families with the IEP/PTP to support understanding of the connections.  See also [**Access for All**](http://dpi.wi.gov/acp/implementation/access)**.**

**Who will be assigned to work with students with disabilities on their ACP?**

ACP service delivery should take place for students with disabilities in the same way as students without disabilities. Districts will determine who will be assigned to students and should be flexible enough to accommodate student needs on a case by case basis. See also [**Access for All**](http://dpi.wi.gov/acp/implementation/access)**.**

**How will we ensure that students with significant disabilities participate in the ACP?**

School districts should focus on how the ACP process will be delivered in their district and how the ACP content will inform, enhance and improve the student’s IEP/PTP. All staff should become familiar with ACP process and product and eventually participate in the process with individual students. See also [**Access for All**](http://dpi.wi.gov/acp/implementation/access)**.**

**Will the ACP software coordinate with the IEP/PTP software?**

While the ACP and IEP/PTP content are closely related and complimentary to each other as stated above, the ACP software “interoperability” with IEP/PTP software systems has not yet been determined.

At this time, it is planned that each district’s state ACP software system landing page will include a direct link to the DPI PTP software login page.  It will be up to individual district staff to ensure that the components of ACP developed are incorporated into the IEP/PTP.  DPI Special Education staff will be developing a software system field cross-walk. See also [**Software FAQs**](http://cdn.careercruising.com/clientservice/Career%20Cruising%20Wisconsin%20FAQs.pdf?cdn=a0b9c8)**.**

**What is DPI-WEOP?**

Targeting specific schools and districts, WEOP, or Wisconsin Educational Opportunity Programs, is a DPI team that works directly with school staff and students to provide college and career readiness programming.  The DPI-WEOP team is housed in seven offices around the state of Wisconsin.  The DPI-WEOP team provides federally-funded programming through Gaining Early Awareness Regarding Undergraduate Programs (GEAR UP), Federal Talent Search, and/or Upward Bound in our target schools.  DPI-WEOP also provides outreach services, such as academic and career counseling, assistance with the college application processes, completing the Free Application for Federal Student Aid (FAFSA), and guidance regarding available financial aid.

While WEOP services are provided to specific target schools, school districts can connect to WEOP expertise for recommendations in developing further ACP services.