



State Endorsed Regional Career Pathway Data Reporting Guide

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION SERCP DATA DEFINITIONS

State Endorsed Regional Career Pathway (SERCP)

The State Endorsed Regional Career Pathway is a specific state outlined program that combines specific regional requirements for the following elements:

- sequence of high school classes,
- dual credit class(es),
- Industry-Recognized Certifications (IRCs), AND
- work-based learning (certified &/or non-certified)

The State-endorsed Regional Career Pathway status is used to capture students who participate in regional career pathways as part of Pathways Wisconsin. Districts who are part of a Pathways Wisconsin pilot region are required to identify and submit students who are a part of regional career pathways as a participant and or a completer.

Published State Endorsed Regional Career Pathway maps can be found on the Wisconsin Department of Public Instruction's website: <https://dpi.wi.gov/pathways-wisconsin/regional-pathways-project>

School districts MUST adhere to the regional requirements listed on a SERCP when identifying Regional Career Pathway Participants and Completers.

State Endorsed Regional Career Pathway Participant Definition

A participant would be any student, designated by the school, who has 'declared' his or her intent to pursue the pathway as part of ACP and who is enrolled in at least one of the regional elements.

A student can only have a participant status if they are actively enrolled in one or more of the regional elements during the reporting year. Therefore, it is possible that a student could be considered a SERCP participant one year and then not be a participant the next year if they did not enroll in any of the regional elements.

State Endorsed Regional Career Pathway Completer Definition

A completer would be any student, designated by the school, who has finished the required regional elements. Required regional elements will be a minimum of at least 3 of the 4 above regional requirements.

Once a student completes a SERCP, they will continue to hold the completer status in subsequent years.

District can decide:

- How you define and identify students who have "declared" his or her intent to pursue a pathway?
- How you define a sequence of courses (number of courses, total credits required etc.)*?

* However, we encourage districts to align with quality CTE practices where it makes sense. What is most important is that students have the opportunity to develop the academic and technical skills highlighted in the Education Building Blocks for the pathway rather than the actual number of courses or credits.

WHY IS SERCP DATA IMPORTANT?

A State-Endorsed Regional Career Pathway (SERCP) is part of a new national movement towards a more holistic and comprehensive picture of college and career readiness. In the past, career readiness data was only collected through federal Carl Perkins required metrics, CTEERs, primarily for reporting purposes. Now, Wisconsin will be capturing [career education data](#) through your annual [Student Information Snapshot to DPI](#). This helps us paint a better picture of all the great things districts are doing to help students graduate college and career ready.

Collecting data in this way will also greatly enhance our state's data accuracy and data security around Career Readiness measures.

SERCP data is a unique career education data measure. A SERCP means that employers have provided information on current educational priorities in a pathway that requires a student to earn an industry-recognized credential, take a connected dual credit course, and/or a work-based learning experience in connection with an employer recommended scaffolded academic experience.

Collecting this comprehensive data will help school districts:

- Assess how many students are interested in, participating and completing SERCPs as their Academic and Career Plan.
- Make a case for the district's commitment to student career development and readiness.
- Communicate the aggregated number of students expected to pursue a SERCP after high school for the entire region.

This information provides a foundation for employers and postsecondary partners building a strong talent pipeline for high skill, high demand pathways.

SERCP data reported for the 2018-19 will not be made available to the public via the WISEdash public portal.

STRATEGIES TO IDENTIFY SERCP STUDENTS

1. Use Career Cruising/Xello to identify the students who have saved the career cluster related to the State Endorsed Regional Career Pathway or saved one or more of the careers listed on the State Endorsed Regional Career Pathway. Find out if the student intends to pursue the State Endorsed Regional Career Pathway and, if so, discuss enrolling in one or more of the regional elements.
2. Use the Course Planner feature in Career Cruising/Xello to create a new "discipline" category for the State Endorsed Regional Career Pathway. Tag any regional elements to this new "discipline" so that students can search for the regional elements by the "discipline."

Tip: You may need to create a new "course" for the State Endorsed Regional Career Pathway related Work-based Learning (WBL) Experience and/or Industry Recognized Certification. The Department of Public Instruction has suggested course numbers that you can use for WBL programs. See ["Work-Based Learning Roster Coding" handout](#).

Resource: Career Cruising Course Planner Training: <https://help.careercruising.com/article/281-course-planner-usaca>

Resource: Xello Course Planner Training: <https://tinyurl.com/y59amkey>

Specific questions regarding Course Planner should be directed to Career Cruising/Xello.

3. You can also start by identifying student who are enrolled in one or more of the regional elements. Work with classroom teachers from the SERCP elements in your district to find out if the student has enrolled in this regional element because he/she intends to pursue the State Endorsed Regional Career Pathway.

Tip: Encourage classroom teachers to share information with their students about the SERCP - this would be a great time to bring in a guest speaker or panel related to the SERCP!

4. Finally, look at your Career and Technical Education (CTE) participants and completers. It is likely that many students participating in a related CTE Program of Study are also State Endorsed Regional Career Pathway participants.

STRATEGIES FOR KEEPING TRACK OF SERCP STUDENTS

There are several ways that a district can keep track of the identified students, who are enrolled in one or more of the regional elements, because they intend to pursue the State Endorsed Regional Career Pathway:

1. Use the Course Planner feature in Career Cruising/Xello to create a “specialization” for the State Endorsed Regional Career Pathway. This is similar to the process of creating a “discipline” but will also allow you to add students who are participating in the “specialization” and run reports.
2. Create a new excel spreadsheet and/or google form.

Resource: Make a copy of this spreadsheet to use as your template:
<https://tinyurl.com/yyjeh3l6>

3. Coordinate with your district’s CTE team’s data tracking process.

REPORTING SERCP DATA TO DPI

Districts will report State Endorsed Regional Career Pathway participants and completers information via the district’s Student Information System as a part of the roster data submitted to the WISEdata system. This data is a part of the College and Career Readiness data that all public school districts are required to report and will be collected with the [December Data Snapshot](#) with your other Career Education data.

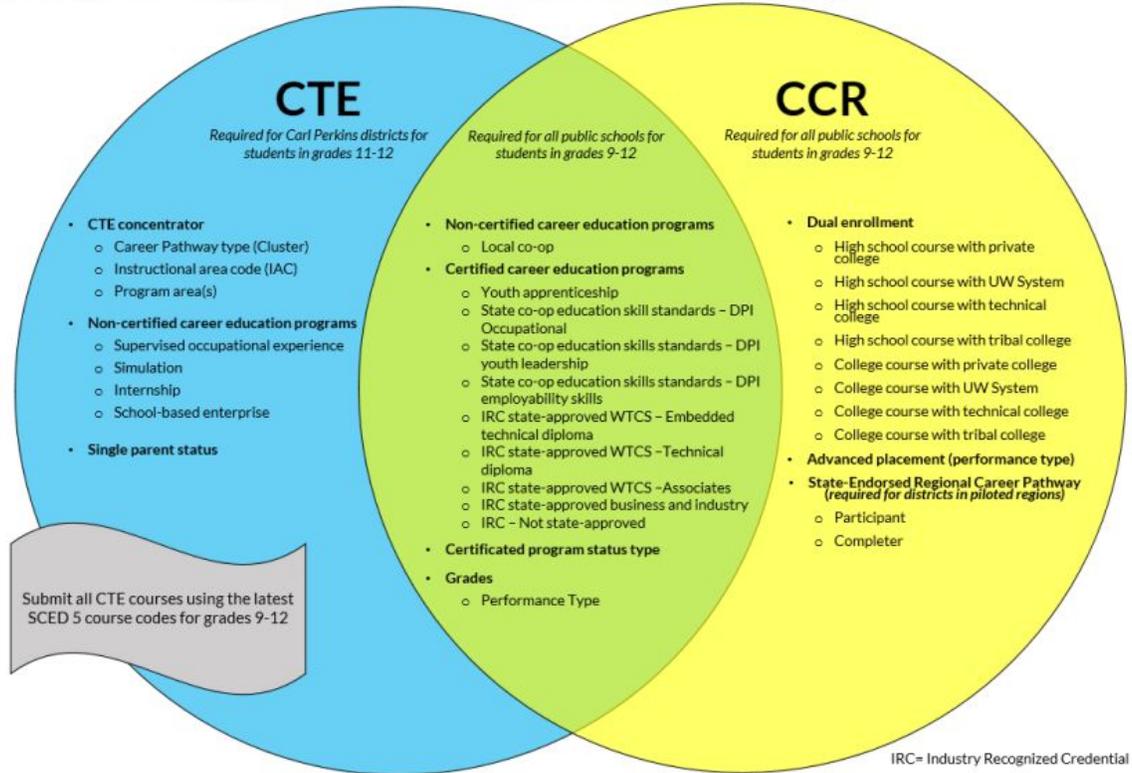
Here are a few things to keep in mind:

- You will only be able to indicate if a student participated in or completed a SERCP in your district when submitting data through your Student Information System.
- You CAN indicate that a student was both a participant and a completer for the same year.
- Once a student completes a SERCP, they will continue to hold the completer status in subsequent years.
- However, a student can only have a participant status if they are actively enrolled in one or more of the regional elements during the reporting year. Therefore, it is possible that a student could be considered a SERCP participant one year and then not be a participant the next year if they did not enroll in any of the regional elements.
- The Student Information System will NOT collect data on each specific SERCP. Therefore, additional information may be collected from districts in the pilot regions.

If you have a specific question about how your district will report this data, contact your district’s Student Information System provider. It is highly recommended that at least one person on a district Roster team has expertise in both State Endorsed Regional Career Pathways, as well as Career and Technical Education.

Career Education Data Reporting

This diagram outlines the specific data reporting elements required for Career Education reporting. Career Education consists of College and Career Readiness (CCR) and Career and Technical Education (CTE) data reporting. Starting school year 2018-19, all public school districts will be required to submit the data found in both the yellow and green regions for students in grades 9-12 in order to satisfy CCR requirements. Additionally, districts who receive Carl Perkins funding are required to submit data found in the blue region for students in grades 11-12. For specific definitions, visit the WISE [data elements](#) webpage.



USING YOUR SERCP DATA IN YOUR ACP PROGRAM EVALUATION

Your SERCP data is an important piece of the career readiness data that should be utilized to evaluate your district's ACP program.

Systematically evaluating your Academic and Career Planning (ACP) service delivery makes it easier to refine the program and realize ACP's powerful potential for helping all students graduate college and career ready. Evaluating and refining your ACP program should be done as part of your continuous improvement process.

The Wisconsin Department of Public Instruction has published a toolkit, intended for district or building leaders: <https://dpi.wi.gov/acp/quality>

The toolkit includes:

- Guidance around conducting an evaluation of ACP and for the effective use of the tools, including a sample evaluation plan.
- Question banks for surveys and focus groups of a variety of stakeholders:

The toolkit is based on educator feedback and produced in partnership with the Wisconsin Evaluation Collaborative at the Wisconsin Center for Education Research at UW-Madison.