



# Wisconsin’s Guide to Publishing your District’s ACP/E4E Plan

Academic and Career Planning (ACP) is a part of Wisconsin’s Education for Employment (E4E) program outlined in s. 121.02(1)(m) Wis. Stats., and is sometimes referred to as (administrative rule) [PI26](#). In this guide, we refer to the plan that is required by administrative rule to be published annually by school districts as your “ACP/E4E Plan.”

## Required components of your published ACP/E4E Plan

School districts are required to provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district (beginning in the 2017-18 school year). The purpose of ACP services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers.

ACP is embedded into the E4E statute which spans elementary, middle, and high school grade levels and includes additional requirements as to how school districts must:

- Prepare elementary and secondary pupils for future employment.
- Ensure technological literacy; to promote lifelong learning.
- Promote good citizenship.
- Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- Establish a role for public schools in the economic development of Wisconsin.

This guide is intended to help school districts understand all the legal requirements prescribed as part of the E4E/ACP plan. Table 1 outlines the required components and provides potential activities and resources that will help districts meet the requirements.

**TABLE 1: Required Plan Components**

| Required Components of the ACP/E4E Plan   | Potential Activities and Resources<br>(NOTE: this is not an all inclusive list)  |
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| <p><b>LABOR MARKET INFORMATION</b><br/>Describe how you analyzed local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs. Describe how you used this information to inform programs and services offered to students.</p>  | <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Wisconsin Labor Market Information Guide</a></li> <li>● <a href="#">Wisconsin of Workforce Development Wisconsin</a></li> <li>● Contact your Carl Perkins Coordinator or <a href="#">Regional Career Pathway Coordinator</a> to request Labor Market Information specific to your area</li> </ul>  |
| <p><b>POSTSECONDARY EDUCATION AND WORKFORCE PREPARATION</b><br/>Describe how your program incorporates:</p> <ul style="list-style-type: none"> <li>● Career and technical education and other applied curricula</li> <li>● Courses that provide advanced standing in the technical college district's associate degree program upon graduation from high school.</li> </ul> | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>● Work with your <a href="#">Regional Career Pathway Coordinator</a> to create regional career pathway maps for your students</li> <li>● Include this information in your <a href="#">Education Options Notice</a></li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Life After High School: Taking Control of Your Future!</a> student video series</li> <li>● <a href="#">Wisconsin Career and Technical Education website</a></li> <li>● <a href="#">Wisconsin Dual Enrollment website</a></li> </ul> |

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| <ul style="list-style-type: none"> <li>• College preparation (for all postsecondary options)</li> <li>• Youth apprenticeship or other job training and work experience</li> <li>• Instruction in skills related to employment</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Wisconsin Youth Apprenticeship website</a></li> </ul>  |
| <p><b>PROFESSIONAL DEVELOPMENT FOR STAFF</b></p> <p>Describe the professional development provided to staff to assist with delivering academic and career planning services to pupils in grades 6 to 12</p>   | <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• Reach out to your <a href="#">CESA ACP Coordinator</a> to get a custom ACP Professional Development Plan for your district</li> <li>• <a href="#">2020-21 ACP Community of Practice recorded webinars</a></li> <li>• <a href="#">2021-22 Career Readiness Community of Practice recorded webinars</a></li> </ul>  |
| <p><b>FAMILY ENGAGEMENT</b></p> <p>Describe your process to engage parents and caregivers in academic and career planning. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Informing parents and caregivers in each school year about what academic and career planning services their student receives.</li> <li>• Providing parents and caregivers with multiple opportunities during each school year to participate in their student's academic and career planning.</li> <li>• Updating parents and caregivers throughout the school year on the progress of their student's academic and career planning.</li> </ul> | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• ACP Conferences (in person and virtual)</li> <li>• Set up <a href="#">Xello Family Portal</a> for your parents and caregivers</li> <li>• ACP activities that include discussion guides for family and caregivers</li> <li>• Involve families and caregivers in school sponsored career-based learning experiences</li> <li>• Include families and caregivers in your <a href="#">Comprehensive Local Needs Assessment</a> and <a href="#">ACP District Self Assessment</a> process.</li> <li>• Communications for students and families to learn about ACP, Career and Technical Education courses, career pathways, career- and work-based learning, and dual enrollment opportunities in your district. This information could be included in: <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Social media posts</li> <li>• Webpages</li> <li>• Workshops or presentations</li> </ul> </li> <li>• ACP outreach that takes place in the community (essential for many special populations)</li> <li>• ACP communications in other languages</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Families and College and Career Readiness: What Schools Can Do to Engage Families in the Individualized Learning Plan (ILP) Process</a></li> <li>• <a href="#">Welcome Families to Xello</a></li> </ul> |
| <p><b>COMMUNITY PARTNERSHIPS</b></p> <p>Provide your district's strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.</p>  | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Work with your Work-based Learning/Youth Apprenticeship or <a href="#">Regional Career Pathway Coordinator</a> to connect with their collaborative of employer, postsecondary, workforce/economic development, and community partners</li> <li>• Create business advisory boards for your district or tap into regional or consortium business advisory boards (through a CTE consortium or RCPs)</li> <li>• Provide teacher externships or job shadows</li> </ul>   |

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| <p><b>ACP CURRICULUM, SUPPORT, AND SERVICES</b></p> <p>Describe how the school district will support pupils in academic and career planning, including:</p> <ul style="list-style-type: none"> <li>● Scope and sequence of ACP activities/curriculum</li> <li>● ACP/school counseling services</li> <li>● Provide pupils with information and opportunities that lead to career awareness, exploration, planning, and preparation. (see more details in next section)</li> </ul>             | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>● Create a District Career Readiness or ACP Team</li> <li>● Use the <a href="#">ACP Implementation: District Self-Assessment</a> to develop or revise your ACP scope and sequence</li> <li>● Integrate <a href="#">Universal Design for Learning</a> into your ACP activities</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Wisconsin ACP Lessons</a></li> <li>● <a href="#">Xello Lessons</a></li> <li>● <a href="#">Wisconsin's Guide to Career-based Learning Experiences</a></li> </ul>   |
| <p><b>INDIVIDUALIZED ACP SUPPORT</b></p> <p>Describe how your district provides individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating a student's academic career plan.</p>   | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>● Create or connect with a mentoring programs</li> <li>● Identify supportive services that are available to students in your district and in your community. Share this information with all teachers and staff that are involved in the ACP process.</li> </ul>   |
| <p><b>ACCESS FOR ALL STUDENTS</b></p> <p>Describe how a student's ACP plan is shared with the student's IEP team. (NOTE: The statute states that if a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services.)</p> | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>● Have school counselors and special education teachers work together to integrate ACP into the <a href="#">Individualized Education Plan</a> and <a href="#">Postsecondary Transition Planning Process</a></li> <li>● Use the <a href="#">ACP Implementation: District Self-Assessment</a> to identify which ACP activities are all students required to participate in.</li> <li>● As a part of the <a href="#">Perkins Comprehensive Local Needs Assessment process</a>, discuss how your district identifies and addresses barriers to students from special populations participating in ACP activities (especially optional ones), and/or how your district utilizes assets and provides additional support for students from special populations. <ul style="list-style-type: none"> <li>● Describe how ACP is equitably implemented.</li> </ul> </li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● Equity in ACP (<i>coming soon</i>)</li> <li>● <a href="#">Strategies for Special Population Success: Practical Tips and Tools for Educators</a></li> <li>● <a href="#">TIG Self-Directed CCR IEP Guide</a></li> <li>● <a href="#">Engaging Special Populations in CTE</a></li> </ul> |
| <p><b>FORMAL ACP PROCESS</b></p> <p>Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.</p>   | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>● Create a formal process, such as an advisory program, that connects students with educators who can advise them on the ACP process.</li> <li>● Make sure that the educators participating in this formal process have adequate professional development to equip them to be successful.</li> <li>● Utilize your ACP software tool to track students' academic and career plan as it develops as well as present it as a <a href="#">final or capstone project</a>.</li> </ul>  |

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|  | <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Meaningful Career Conversations</a></li> <li>● <a href="#">Eight Components of College and Career Readiness Counseling</a></li> <li>● <a href="#">Kansas Career Advising Model</a></li> <li>● <a href="#">ACP Final Projects</a></li> </ul>   |
| <p><b>ACCESS TO ACP SOFTWARE TOOL</b><br/>Share how your district provides access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.</p> | <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Xello in Wisconsin website</a></li> <li>● <a href="#">Bringing Xello to Life</a></li> <li>● Other ACP software tools</li> </ul>   |
| <p><b>CURRENT PROGRESS AND FUTURE GOALS FOR IMPLEMENTATION</b><br/>Share your district's current progress and future goals related to improving pupil postsecondary outcomes.</p>  | <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>● Use the <a href="#">ACP Implementation: District Self-Assessment</a> to identify SMART goals related to your ACP infrastructure and ACP activities.</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● Reach out to your <a href="#">CESA ACP Coordinator</a> to get a custom ACP Professional Development Plan for your district</li> </ul> |

## Preparing elementary and secondary pupils for career awareness, exploration, planning, and preparation

The administrative rule breaks down the required component, “ Prepare elementary and secondary pupils for career awareness, exploration, planning, and preparation even further. Here are the topics and activities that should be provided to all students.

### Elementary School Career Awareness (KNOW)

- Why people work.
- The kinds of conditions under which people work.
- The levels of training and education needed for work.
- Common expectations for employees in the workplace.
- How expectations at school are related to expectations in the world of work.

### Middle School Career Exploration (Explore)

- Understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil’s personal interests and skills relate to those careers.
- Career research identifying personal preferences in relations to occupations and careers pupils may pursue.
- Career exploration may also include career-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

### High School Career Planning and Preparation (PLAN & GO)

- Conducting career research to identify personal preferences in relation to specific occupations.
- School-supervised, career- and work-based learning experiences.
- Instruction in career decision making.
- Instruction that provides:
  - for the practical application of academic skills
  - applied technologies

- economics, including entrepreneurship education and personal financial literacy
- Pupil access to career and technical education programs, including programs at technical colleges.
- Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

### Potential Activities and Resources

- Create a Portrait of a Graduate or Graduate Vision that incorporates ACP.
  - [ACP Implementation: District Self Assessment](#)
  - [Portrait of a Graduate Design Process](#)
  - [The Why for Creating a Profile of a Graduate](#)
- Integrate career readiness into every classroom
  - Curriculum development to infuse careers into academic disciplines
  - [Content-Career Connections](#)
  - Project-based learning related to careers
  - Integrating the [Wisconsin Common Career Technical Standards](#) into all courses (not just CTE). NOTE: the WCCTS will be updated in 2022-23.
- Xello and/or ACP Lessons
- [Career-based Learning Experiences](#) and [Work-based Learning Experiences](#)
- Career Pathway Programs or Academies
- [Wisconsin Labor Market Information Guide](#) and [student lesson plans](#)
- Personal Financial Literacy
  - [Money Path](#)
  - [Test Drive Digital](#)
  - [Money Matters: Financial Education Courses for Kids](#)
  - [Junior Achievement Financial Literacy Programs](#)
  - [Careers and Lifestyle Costs](#)

## Develop your ACP/E4E Plan

### A Team Approach

Creating your ACP/E4E Plan should not be the job of just one person. Although the district’s ACP Coordinator typically leads this work, it will be much more successful if your plan is developed by an entire district career readiness team of school district staff and community stakeholders. The plan must be updated, reviewed, and approved by the school board EVERY YEAR.

We recommend that your district’s career readiness team is comprised of the following key stakeholders:

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| District ACP Coordinator  | Building and district administrators    |
| School Counselors   | District Data Steward/Specialist        |
| CTE Coordinator and CTE teachers  | District Communications Director        |
| Special Education teachers and Transition Coordinator                   | Students - representing all populations |
| English, Math, Science, Social Studies, and World Language teacher reps | Families - representing all populations |
| WBL or YA Coordinator   | Out of School Time Program Leaders      |
| Curriculum & Instruction Director                                       | Business and Community Partners         |
| Student or Pupil Services Director                                      | Other - SEL Coordinator, ELL teacher    |

## Sample Template for Your ACP/E4E Plan

Here is a [sample template](#) that your district's career readiness team can use to pull all the required information together into a plan that you can communicate to key stakeholders with. This template can be completed as a document and posted on your webpage or it can serve as a framework to create web pages that showcase your plan in a more dynamic way.

Once your ACP/E4E Plan is completed, you will need your school board to approve it.

## **School Board Responsibilities**

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According to administrative rule PI [26.04](#), school boards are required to perform the following duties:

1. Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.
2. Annually review the (ACP/E4E Plan) long-range plan
  - a. if necessary, update the long-range plan and education for employment program under [s. PI 26.03](#).
  - b. This review shall evaluate pupil postsecondary outcomes.
  - c. Prepare a report on the E4E program.
    - i. Describe the E4E program's current progress and future goals related to improving pupil postsecondary outcomes.
3. Publish its (ACP/E4E Plan) long-range plan under s. [PI 26.03 \(1\)](#) and the report under sub. [\(2\)](#) on the school district's website.
4. Annually notify parents of its E4E program (ACP/E4E Plan).
  - a. Inform parents of the information and opportunities available to pupils under [s. PI 26.03 \(2\)](#) and [\(3\)](#), including the availability of programs at technical colleges.

This guide is designed to help you present a long-range plan and report that can be shared with your school board for approval. In addition to providing you valuable input, your school board members can also be your best ambassadors! If you provide them with a few high level talking points, school board members may be able to connect you with local employers and community partners. Encourage your school board members to play an active role by inviting them to participate in career-based learning experiences directly with students to see firsthand what your district is doing to prepare your students for success after graduation.

## **Helpful Tips and Strategies**

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### ACP should be student centered with strong adult relationships

Software tools and curriculum can help guide the ACP process. But they cannot replace the learning that takes place when students talk about their academic and career plans with adults and peers. Schools are encouraged to develop an ACP process that is founded on relationships with educators, dialogue with peers, and mentoring from employers, postsecondary, and community partners.

Design your ACP activities to meet students where they are at and truly engage them in exploring what interests and is important to them. Integrate [universal design for learning](#) concepts into your ACP scope and sequence of activities to personalize the process for each student.

## Keep equity at the forefront

Keep in mind that ACP and E4E are for all students. Therefore, we encourage districts to identify your essential ACP activities and implement them in a way so that all students will be able to participate. For example, if it is a goal to have every student graduate with a resume, you would want to embed resume writing activities into courses that all students are required to take or into an advisory period in which all students participate in.

In addition, students from some populations may need additional support and assistance in overcoming barriers to academic and career success. Think about how you can connect these students to the supportive services they need and how you can remove any barriers to success. Partnering with local youth serving organizations, higher education institutions, and workforce development boards is a great place to find out about supportive services that can support your students!

Your school district report card provides data for career readiness indicators. You can also work with your district's data specialist or your [CESA ACP Coordinator](#) to help analyze your career readiness data and disaggregate it by special populations.

## Don't create more silos

Here are a few suggestions that will ensure your ACP/E4E Plan becomes part of the fabric of your district in order to create a culture of career readiness.

1. Your ACP/E4E Plan should be led by your district's Career Readiness Team. If you do not have a Career Readiness Team (sometimes called an ACP Team) in your district, this is the perfect opportunity to create one!
2. Include your ACP/E4E Plan as a part of your district's continuous improvement process and ESSA/strategic plan. Creating the plan in a vacuum will likely result in a siloed and fragmented approach that will frustrate both students and staff.
3. Both your ACP/E4E Plan and your Perkins Plan (if you receive Federal Perkins funding for Career and Technical Education) are based on labor market information and should include district staff and community partners. As you conduct your Comprehensive Local Needs Assessment every two years, broaden the scope to also evaluate your ACP/E4E Plan. You may update your ACP/E4E Plan in between CLNA processes as needed.
4. By including Youth Apprenticeship (if offered by your school district or public charter school) and information on the Early College Credit Program, Start College Now Program, and other dual enrollment opportunities in your district as a part of your ACP/E4E Plan, your district is also meeting part of the statutory required [Notice of educational options](#).

## Communicate your plan

Once your ACP/E4E Plan has been approved and published, you have an incredible opportunity to share your story with families, employers, and other key stakeholders. Consider adding success metrics, such as those prescribed by [Redefining Ready](#), as well as success stories from students, alum, and employers that show the power of the programs and services your district provides! Share your story in an engaging way through images, video clips, timelines, quotes from stakeholders, FAQs, and sample materials.

Suggested strategies for sharing your ACP/E4E Plan include:

- Working with your building administrator(s), present your updated ACP/E4E Plan to your school board. This provides an opportunity for your district leadership to hear all the great things you are doing and why career readiness is an essential part of your district's mission and vision.

- On your website and in other communications indicate the last time your ACP/E4E Plan was updated and approved by your school board. This will make it transparent that your plan is being updated and approved by your school board on an annual basis.
- Make your ACP/E4E Plan do double duty. Don't write a long, wordy document that is only meant for compliance and school board approval. Use the time to make the plan a dynamic communication tool.
  - Can pieces of it double as a presentation?
  - Can you pull sections of it for newsletters, handouts, or web pages?
  - Can the plan pull together links to relevant information already on other parts of the district's website?
  - Don't re-create pieces that you may already have. For example, do you have lists of CTE offerings and programs of study in your Course Handbook and/or Perkins grant application? Link to them or add as an appendix.