This is why we do what we do:

1. Economic Story

2. Postsecondary Workforce Readiness (PWR)

3. Career Literacy

4. Graduation Guidelines

5. Career Pathways + Career & Technical Education (CTE)

6. ICAP: Individual Career & Academic Planning (processes)

   1. Meaningful Career Conversations (MCC)

We begin with an economic story

Of 100 Colorado 9th graders...

77 graduated on-time from high school

Of these graduates, 44 enrolled in college that fall-- 34 of these students enrolled at an in-state college

22 participated in dual enrollment courses

2 additional students completed a credential in 200% standard program completion time

23 students completed a postsecondary credential within 150% of standard program completion time

35 students returned for their 2nd year of college

13 needed at least 1 remedial course

More frequently underserved student populations, such as minorities, low-income and English Language Learners

After completing a credential, rather than enter our workforce, some may continue their education or live out-of-state

18 of these graduates then entered employment in CO within the year following graduation

Colorado's Workforce
Jobs that typically require an undergraduate credential for entry

18% of Colorado on-time high school graduates go straight to college, earn a credential, then immediately enter our workforce

Other college graduates from Colorado institutions

College graduates from other states who enter the Colorado workforce

Postsecondary **W**orkforce **R**eadiness (PWR)

"Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016).

Competencies

Skills needed for opportunities beyond high school

Ensuring students are prepared and have the in-demand skills to enter the workforce is an essential strategy to meeting economic and business needs in Colorado. At the secondary level, the goal is for all students to understand and articulate their individual skill set, how they relate to potential careers and jobs, and graduate with these in-demand skills from high school. Colorado industry representatives are clear that students who graduate from high school and seek to work in Colorado need in-demand skills that meet business, industry and higher education standards. Aligned high school graduation expectations are intended to be a roadmap to help students and their families plan for success after high school by demonstrating their knowledge, skills and abilities to enter the workforce, military or higher education without significant training or remediation.

Entrepreneurial	Personal	Civic	Professional	Academic
Critical thinking and problem solving	Initiative and self-direction	Core academic foundation	Time and work management	Apply skills and knowledge
Creativity and innovation	Personal responsibility and self-management	Collaboration and teamwork	Career literacy	Critical thinking and problem solving
Inquiry and analysis	Adaptability and flexibility	Communication	Grit and resilience	Inquiry, analysis, and evaluation

Informed risk taking	Self-awareness of learning preferences, strengths, and areas for growth	Global and cultural awareness	Work ethic; dependable and reliable	Discernment

Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.

Local school boards and districts select from this menu to create a list of options their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas. Graduation Guidelines begin with the implementation of: Individual Career and Academic Plans (ICAP), Colorado Academic Standards and 21st century skills.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for students with the following exceptions: English learners, gifted students and students with disabilities.

MENU OF OPTIONS. This menu lists the minimum scores required.

ACCUPLACER

English	Math
62 on Reading Comprehension	61 on Elementary Algebra

ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.

ACT

English	Math
18 on ACT English	19 on ACT Math

ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.

ACT Compass

English	Math
79	63

The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math, and English as a second language.

ACT WorkKeys - National Career Readiness Certificate

English	Math
Bronze or higher	Bronze or higher

ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.

Advanced Placement

English	Math
2	2

AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB

English	Math
31	31

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment

English	Math
Passing grade per district and higher education policy	Passing grade per district and higher education policy

Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.

District Capstone

English	Math
Individualized	Individualized

A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects often include a portfolio of a student's best work.

Industry Certificate

English	Math
Individualized	Individualized

An industry certificate is a credential recognized by business and industry. Industry certificates measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate

English	Math
4	4

IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).

SAT

English	Math
430	460

The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Collaboratively-developed, standards-based performance assessment

English	Math
State-wide scoring criteria	State-wide scoring criteria

(In development.)

Graduation Guidelines

http://www.cde.state.co.us/postsecondary/graduationguidelines

CTE and Career Pathways

Effective career pathways rely on coordination across education and training programs in order to offer a clear sequence of industry relevant coursework and credentials to job seekers. Today's education and training programs include online and in-person opportunities.
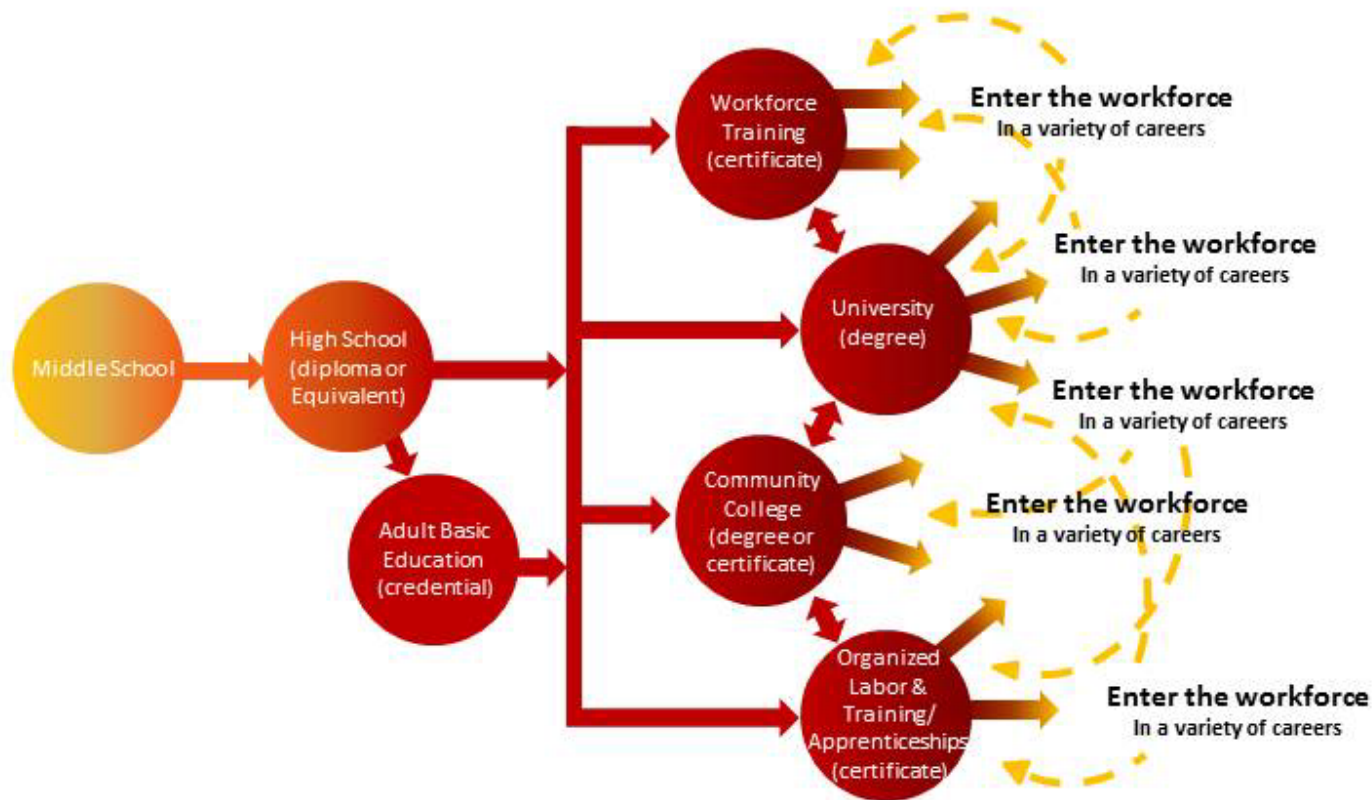
Colorado Career Cluster Model

CTE — Learning that works for Colorado

COLORADO COMMUNITY COLLEGE SYSTEM

Management and Administration
- Administrative Services
- Business Information Technology
- Corporate/General Management
- Human Resource Management
- Operations Management

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales/Sales Management

CTSOs – DECA, FBLA, PBL

Finance
- Accounting
- Banking Services
- Corporate Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- Legal Services
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Business, Marketing & Public Administration

Agriculture, Food & Natural Resources
- Animal Science*
- Agribusiness Systems
- Food Products & Processing Systems*
- Natural Resource & Environmental Systems*
- Plant Science*
- Power, Structural & Technical Systems*

Energy ⭐
- Electromechanical Generation & Maintenance*
- Electrical Energy Transmission & Distribution*
- Energy Efficiency & Environmental Technology*
- Fossil Energy Extraction, Processing & Distribution*
- Renewable Energy Production*

* STEM affiliated pathway   **CTSO – FFA**

Agriculture, Natural Resources & Energy

STEM (Science, Technology, Engineering & Math)
See also STEM affiliated pathways noted by *
- Research, Exploration & Innovation
- Design, Development & Application

Arts, A/V Technology and Communication
- Audio/Video Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing/Publishing
- Visual & Design Arts^

Information Technology
- Information Support and Services
- Interactive Media
- Network Systems & Telecommunications*
- Programming & Software Engineering*

CTSOs – TSA, CCCSO, SkillsUSA, ^FCCLA

STEM, Arts, Design & Information Technology

Postsecondary & Workforce Readiness (PWR)
Entrepreneurial: Critical Thinking & Problem Solving, Creativity & Innovation, Inquiry & Analysis, Informed Risk Taking
Personal: Initiative & Self-Direction, Personal Responsibility & Self-Management, Adaptability & Flexibility, Learning Style Awareness
Civic: Core Academic Foundation, Collaboration & Teamwork, Communication, Global & Cultural Awareness
Professional: Time & Work Management, Career Literacy, Grit & Resilience, Work Ethic, Dependability & Reliability
Academic: Application of knowledge & skills, Evaluation, Discernment

ICAP

+ CTE Pathway for Special Populations include:
Alternative Cooperative Education (ACE)   CTSO – (SC)²

Hospitality, Human Services & Education (+)

Skilled Trades & Technical Sciences

Hospitality & Tourism ⭐
- Lodging
- Recreation, Amusements & Attractions
- Restaurants, Food & Beverage Services
- Travel & Tourism

Human Services
- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development
- Family & Community Services
- Personal Care Services˜

Education & Training
- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

+ FACS Core & World Of Work (WOW)
CTSOs – FCCLA, ˜Skills USA

Health Science, Criminal Justice & Public Safety

Health Science ⭐
- Biotechnology Research & Development*
- Diagnostic Services
- Health Informatics
- Supportive Services
- Therapeutic Services

Law, Public Safety˜, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Security & Protective Services

CTSOs – HOSA & ˜SkillsUSA
* STEM affiliated pathway

Architecture & Construction
- Construction
- Design & Pre-construction
- Maintenance & Operations

Manufacturing ⭐
- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Manufacturing Production
- Maintenance, Installation & Repair
- Production/Process Technology*
- Quality Assurance

- **CTSOs – TSA, SkillsUSA**

Transportation, Distribution & Logistics
- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics, Planning & Management Services
- Planning, Management & Regulation
- Sales & Service
- Transportation Operations
- Transportation/Systems Infrastructure
- Warehousing & Distribution Center Operations

* STEM affiliated pathway

ICAP in Colorado NOW:

8 Quality Indicators NOT grade level expectations/milestones.

4 Guiding Principles (awareness, exploration, planning, management) NOT checklists.

Starting as early as Kindergarten and continued **through** Adult/Postsecondary NOT just 9-12th grade only.

Integrated NOT additional

CTE, SpEd/Transition, Administration **are implementers** NOT just/only School Counselors

The P in ICAP is not paper. It's about **Meaningful Career Conversations** (MCCs) at any time, in any content, for any reason and with EACH student.

Use your POS **as a foundation & tool** for ICAP development and evidence.

Toolkit: www.cde.state.co.us/postsecondary/icap

Check out: http://coloradostateplan.com/career-guidance/individual-career-and-academic-plan-icap/

Meaningful Career Conversation (MCC) Starters

- How would you describe yourself?
- What do you see yourself doing in five years?
- What do you really want to do in life?
- What are your long-term career objectives -- and how do you plan to achieve them?
- What's more important to you -- the work itself or how much you're paid for doing it?
- What are the most important rewards you expect to gain from your college/career?
- What kind of lifestyle do you want?
- What do you expect to be earning after you graduate?
- Why did you choose the courses you took?
- What do you consider to be your greatest strengths and weaknesses?
- How do you think your favorite teacher would describe you? Your least favorite teacher?
- What motivates you to go the extra mile on a project or job?
- What was your most memorable classroom experience?
- How has your school experience prepared you for your life after high school?
- How would you describe the ideal job for you following graduation?
- How do you define success?
- What qualifications do you have that will make you successful?
- What do you think it takes to be successful in college/career?
- How are you going to make a contribution to our college/career?
- What are two or three accomplishments that have given you the most satisfaction -- and why?
- What was your favorite class -- and why?
- What was your least favorite class -- and why?
- What changes would you make in your high school?
- Do you have plans to continue your education?
- What skills have you acquired from your internships and part-time jobs?
- Describe your favorite teacher or favorite supervisor.
- Do you think your grades are a good indication of the type of employee you'll make?

- What's your GPA? Are you happy with it?
- What have you learned from your experiences outside the classroom?
- Do you feel you work well under pressure?
- Why are you interviewing for this position?
- What can you tell us about our company?
- What interests you about our products?
- What do you know about our competitors?
- What criteria are you using to choose companies to interview with?
- What are your expectations regarding promotions and salary increases?
- Are you willing to travel for the job?
- How much training do you think you need before you can make a contribution to the company?
- Describe one of the biggest mistakes you made in high school.
- What did you learn from your mistakes?
- What other jobs/companies are you considering?
- How well do you work with people? Do you prefer working alone or in teams?
- Have you ever been in a group project where there were difficulties? How were these issues resolved?
- How would you describe your leadership skills?
- How well do you adapt to new situations?
- Which is more important: creativity or efficiency? Why?
- What's the most recent book you've read that's not been a class assignment?
- What kinds of things did you do outside of classes and work while in school?
- What kinds of things or skills did you learn from these activities?
- Do you think high school changed you as a person? If so, how?
- Have you ever tutored an underclassman?
- What have you accomplished that shows your initiative and willingness to work?
- If you were to start high school over again knowing what you know now, what would you do differently?

Other Secondary Initiatives

- [Office of Postsecondary Readiness](#):
  - School Counselor Corps Grant Program
  - Concurrent Enrollment
  - ASCENT
  - P-TECH
  - AP Incentives
- [School Counselors as CTE Specialists](#)
- [Middle School CTE programming](#)
- [Adult/Postsecondary ICAP](#)

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