

# Mini ICAP Symposium

School Counselor Corps Training  
July 2018



**COLORADO**  
Department of Education





# This is why we do what we do:

1. Economic Story
2. Postsecondary Workforce Readiness (PWR)
3. Career Pathways + Career & Technical Education (CTE)
4. Graduation Guidelines
5. Meaningful Career Conversations
6. ICAP: Individual Career & Academic Planning (processes)



**COLORADO**  
Department of Education



# We are all Career Bound



- ... no matter our path
- High School Students are **PWR Ready** when they:
  - have engaged in a robust ICAP process,
  - have built a strong educational foundation, and
  - can understand and articulate their individual PWR essential skills to employers, to college admission representatives, or to military recruiters.



# Postsecondary and Workforce Readiness (PWR)

## PWR Description

**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 the Colorado Commission on Higher Education (Winter 2016).

## Essential Skills -

Necessary for workforce or educational opportunities beyond high school

### Entrepreneurial

- Critical thinking and problem solving
- Creativity and innovation
- Inquiry and analysis
- Risk taking

### Personal

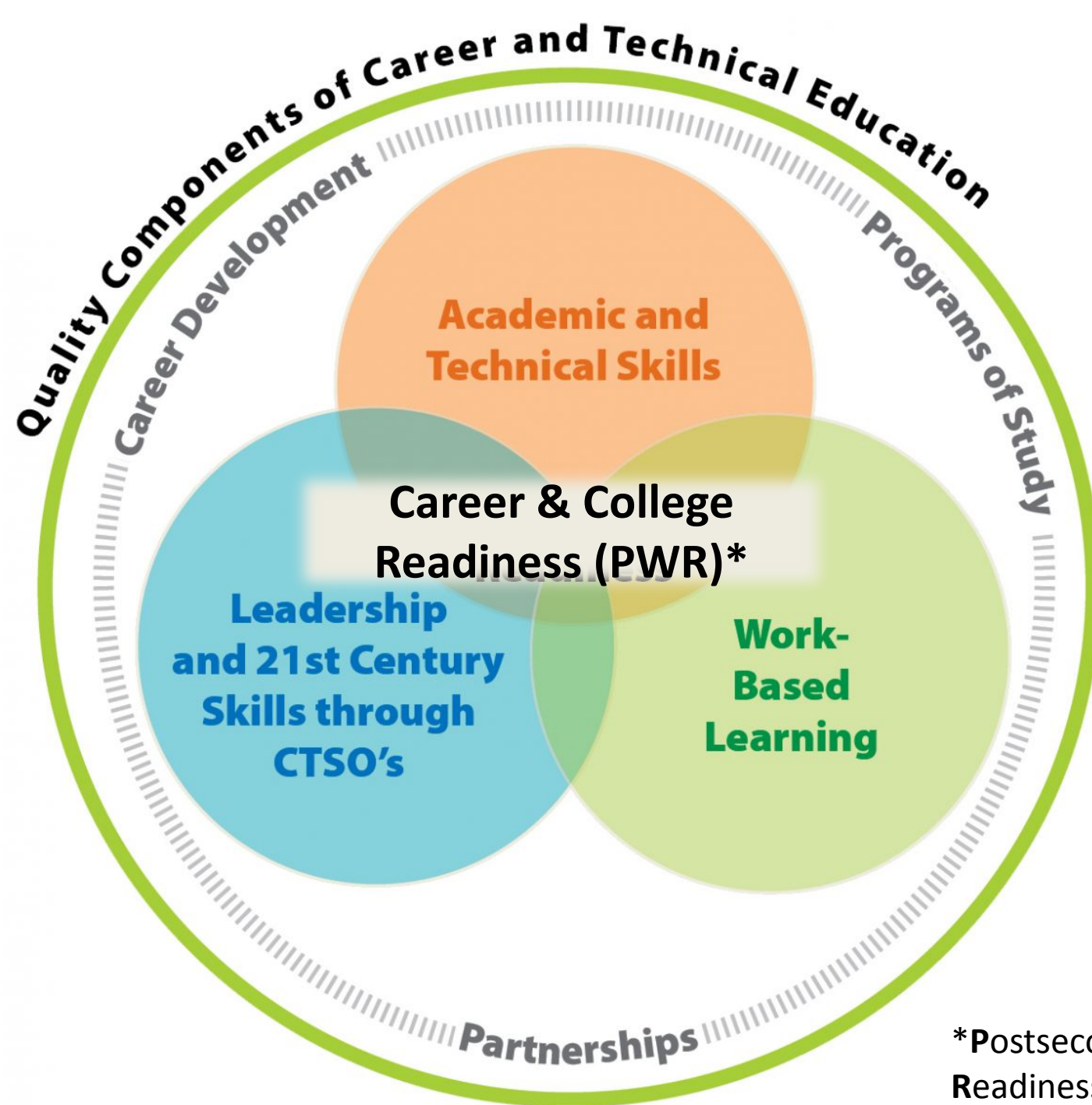
- Initiative and self-direction
- Personal responsibility and self-management
- Adaptability and flexibility
- Personal awareness
- Learn independently
- Perseverance

### Civic/Interpersonal

- Core academic foundation
- Collaboration and teamwork
- Communication
- Global and cultural awareness
- Ethics and integrity

### Professional

- Time management
- Career literacy
- Grit and resilience
- Work ethic; dependable and reliable
- Self-advocacy



**\*Postsecondary Workforce Readiness**



# Colorado Career Cluster Model

## 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, FBIA, 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

## Hospitality, Human Services & Education (+)

## 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

## 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

## 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  
+ CTE Pathway for Special Populations include:

Alternative Cooperative Education (ACE) CTSO – (SC)<sup>2</sup>



## 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

## 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

## Skilled Trades & Technical Sciences

## 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

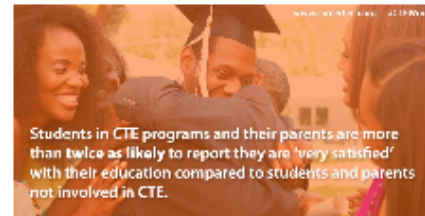
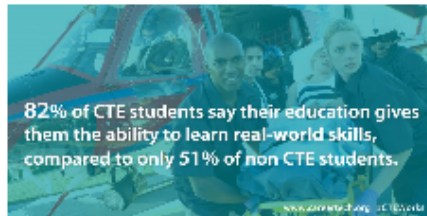


# CTE National Messaging

<https://careertech.org/recruitmentstrategies>

CTE: Learning that Works for America / Raise the Visibility of CTE

## Raise the Visibility of CTE



## New Tools

Advance CTE, with support from the Siemens Foundation, has spent the last year working to support states across the country to attract and recruit students into high-quality Career Technical Education (CTE) programs of study. Last year, Advance CTE worked with four states - Maryland, New Jersey, Indiana and Washington - to pilot innovative online and on-site recruitment and communications strategies. As a result of this work, we are excited to share guides and materials that can be used by all states in their communications efforts.

Tools now available include:

- **CTE Social Media Guide:** Based on a guide developed by the Maryland State Department of Education, Advance CTE has developed a social media guide explaining how to effectively use social media, integrate the messages into your posts, and highlights effective campaigns.
- **Focus Group Discussion Guide (Word, PDF):** Learn firsthand what parents and students think about Career Technical Education by conducting focus group discussions. This simple, easy-to-follow resource provides you with questions for the moderator, icebreaker activities, and a pre-event homework assignment for attendees. By assessing your community you can determine the best ways to communicate about CTE.
- **CTE Posters and Postcards:** These materials, created by the New Jersey Department of Education, explain the benefits for students participating in CTE programs while integrating the messages we know resonate with parents and students.
- **Using Video to Promote CTE in Your State:** The Washington Workforce Training & Education Coordinating Board developed a series of videos highlighting CTE across the state and a video toolkit to help local schools, instructors, and students develop their own videos promoting CTE in their communities. The guide provides technical tips for setting up shots, capturing sound, and conducting interviews. The toolkit also links to the sample videos so students can learn, step by step.



**Career Technical Education (CTE)** is an educational option that provides learners with the knowledge and skills they need to be prepared for college and careers. It gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus.

### **CTE Delivers FOR PARENTS AND STUDENTS**

**92%**

of students involved in CTE and their parents are satisfied with their high school experience compared to 78% of those not involved in CTE.

**93%**

The graduation rate for students who take a concentration of CTE courses is about 93 percent, approximately 10 percent higher than the national average.

**82%**

of CTE students are satisfied with their ability to learn real-world skills in school, compared to just 51 percent of non-CTE students.

**91%**

of parents of students in CTE believe their child is getting a leg up on their career.

Communicating effectively about CTE is critical to encouraging more learners to experience the value and promise of CTE programs of study. Use the following messages to talk about CTE with parents, students and other stakeholders.

### **CTE Delivers**

**CTE Delivers Real Options for Students for College and Rewarding Careers**

**CTE Delivers Real-World Skills for Students**

**CTE Delivers a Real High School Experience with More Value for Students**

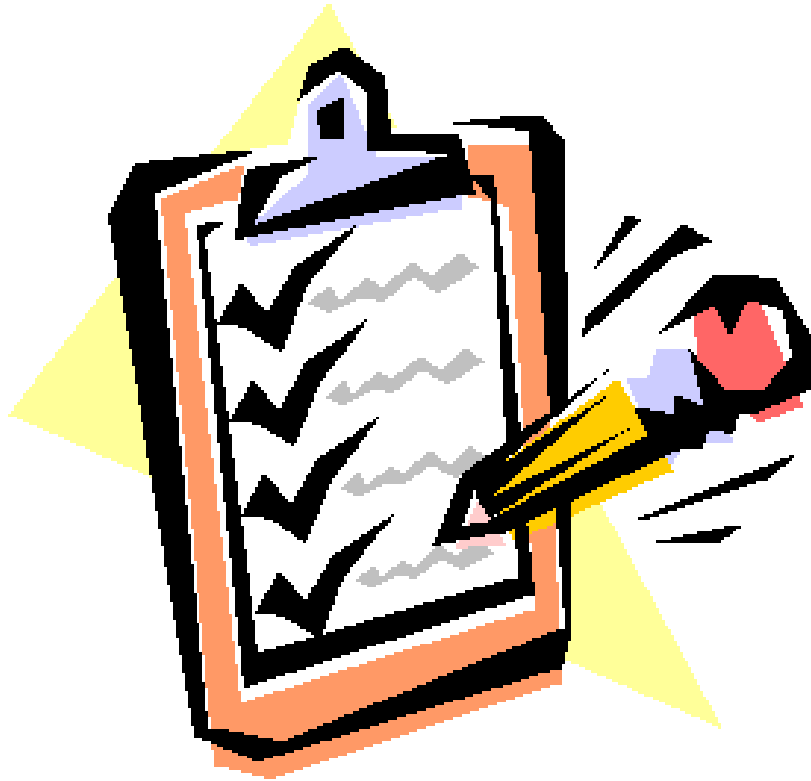
To learn more about the research and messages, including tips of how to put this into practice, visit [www.careertech.org/recruitmentstrategies](http://www.careertech.org/recruitmentstrategies).





# CTE Perception Survey

<https://tinyurl.com/y78vbgwa>



Elementary CTE Messaging  
\$

<https://tinyurl.com/ycgr2eln>

# COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.

## LEARNING ABOUT WORK

**Career awareness and exploration** help individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.

- Career Counseling
- Career Planning
- Career Fairs
- Career Presentations
- Industry Speakers
- Informational Interviews
- Mentoring
- Worksite Tours

## LEARNING THROUGH WORK

**Career preparation** supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Project-based Learning

## LEARNING AT WORK

**Career training** occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-job Training
- Employee Development

EDUCATION COORDINATED



BUSINESS LED

## OUTCOMES:

Skilled Talent for Business + Meaningful Careers for Students & Job Seekers



# 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 that 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 for all content areas including a Civics course and 21st Century Essential 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: English learners, gifted student and students with disabilities.

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

## ACCUPLACER

ENGLISH	MATH
62 on Reading Comprehension OR 70 on Sentence Skills	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 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 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 on the AFQT 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 and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite 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 are district determined and often include a portfolio of a student's best work.

## Industry Certificate

ENGLISH	MATH
Individualized	Individualized

Industry certificates are credentials recognized by business and industry. They are district determined, 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 (IB)

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: Scores updated for new SAT (2016)

ENGLISH	MATH
470	500

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>

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

**Students have Multiple Options  
to Demonstrate Learning  
based on experiences**

**Concurrent Enrollment**

**District Capstone**

**Industry Certificate**

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**Students have Multiple Options  
to Demonstrate Learning  
based on experiences**

**What do you already  
have in place?**

# Graduation Guidelines

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





# MCC Activity



ASCA Mindsets and Behaviors	Question Starters
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being	What activities or places make you feel safe and valued? Why?
2. Self-confidence in ability to succeed	Tell me about a time that you felt proud of something you accomplished at school in the last few months.
3. Sense of belonging in the school environment	If you had to rate our school on a scale of 1-10 (1=terrible, 10=amazing), what would you rate it?
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success	As you consider your career, what types of post-high school training have you already explored?
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Describe a time you felt successful.
6. Positive attitude toward work and learning	If you could learn about anything, what topic would you want to learn about and why?
<b><u>Behavior: Learning Strategies</u></b>	
1. Demonstrate critical-thinking skills to make informed decisions	Can you describe a time when you worked through a challenging situation? How did you feel?
2. Demonstrate creativity	What world/community challenges do you want to solve?
3. Use time-management, organizational and study skills	How would you rate your time-management, organizational, and study skills on a scale of 1-10? Describe your rating.
4. Apply self-motivation and self-direction to learning	After taking the career assessment/s, what do you notice is important to you in a career?

# Meaningful Career Conversations = ICAP



Bus Driver (also  
retired architect)

hospital, auto shop,  
bakery, design studio

**Student builds  
Career Pathway**



Family

Intern in a clinic

**MED TECH!!**

Science  
Teacher

Hot Jobs +  
Education & Training

College Class

Aptitude Survey

# Meaningful Career Conversations = ICAP



Bus Driver (also  
retired architect)

med lab, auto shop,  
bakery, design studio

**Student builds  
Career Pathway**



Family

Intern in a restaurant

**CHEF!!**

Science  
Teacher

Hot Jobs +  
Education & Training

Culinary Class

Aptitude Survey

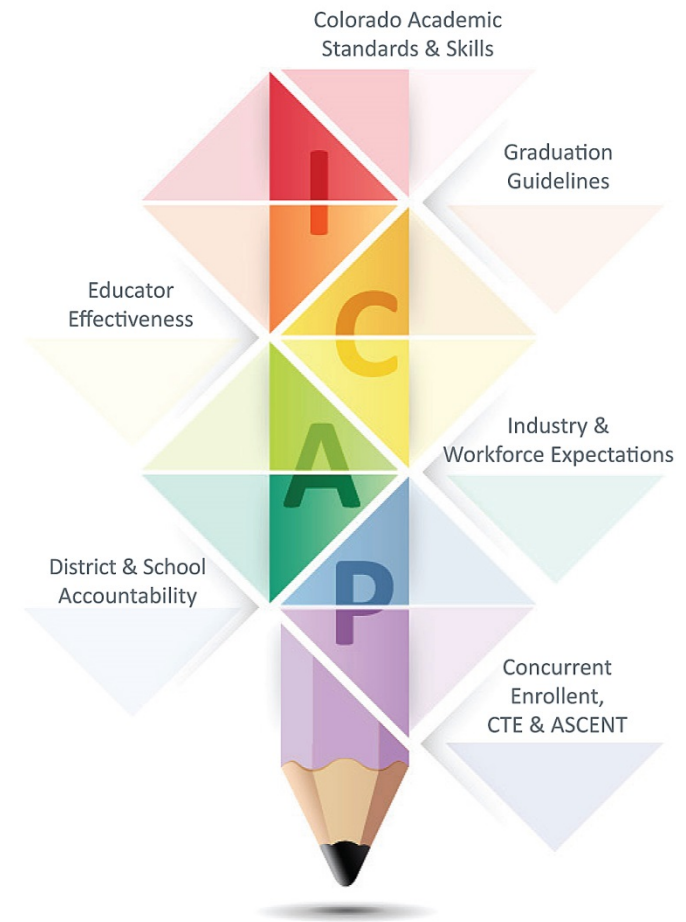
# Meaningful Career Conversations = ICAP



## ICAP - Individual Career and Academic Plan - is:

- A **foundational tool** that gives students ownership of the process that helps them explore their unique talents and aspirations, participate in career and postsecondary options, and create pathways to financial success after high school.
- And it is also a **PROCESS**, that is:
  - Personal
  - Perpetual
  - Practical
  - Purposeful

<https://www.cde.state.co.us/postsecondary/icap>





# ICAP Quality Indicators



- **Self-Awareness**
- **Career Awareness**
- **Postsecondary Aspirations and Options**
- **Environmental Expectations**
- **Academic Planning**
- **Essential Skills**
- **Financial Literacy**

ICAP TEAMS use these elements (tools) to help define and refine ICAP practices. They are embedded in school curriculum, in work-based learning, and in Meaningful Career Conversations.

STUDENTS use them to build self-awareness and design PWR pathways to success after high school

<https://www.cde.state.co.us/postsecondary/icap-implementation#qualityindicators>



# Who is on your ICAP Team?



Each school and school district can design the system that works for their students.

Meaningful and successful ICAP implementation begins with leaders who meet regularly and who promote and integrate ICAP into every part of the community.

## Leadership Team (GUIDES)

- \* School leaders and administrators
- \* **School counselor(s)**
- \* CTE instructor(s)
- \* SpEd/transition specialist(s)

## Contributing Members (CLIMBERS)

- \* Content area teachers
- \* Coaches
- \* Other support staff

## Village (MOUNTAIN)

- \* Students and families
- \* Community members
- \* Businesses



**What is your role now? What's your ideal role?**

# What are my next steps?

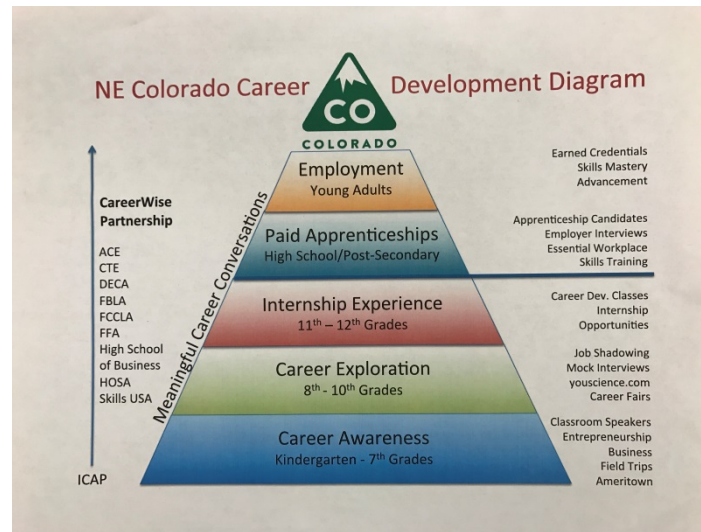
- Assemble an [ICAP Implementation Team](#). Add the voices of students!
- Re-read the [ICAP Toolkit](#)
- Decide which [Platform](#) for ICAP evidence will work for you and your students
- Look for [Promising Practices](#) that will work in your school. Talk to your neighbors and School Counselor Corps Grant colleagues. Learn from [ICAP Award](#) winners
- Email the [ICAP Facilitator](#) closest to you for one-on-one guidance
- Find out how schools have developed [Career Pathways](#)

# PWR Strategies for Success

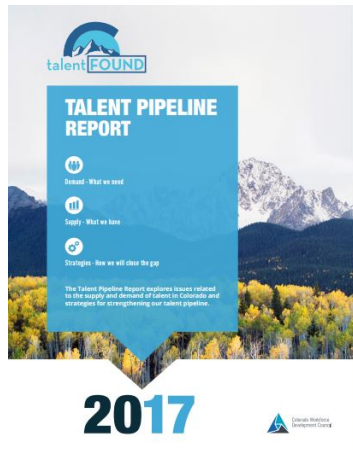
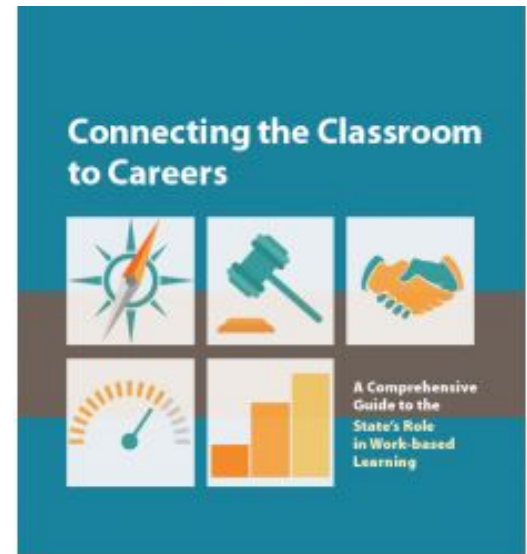
TalentFOUND is the Colorado  
Talent Development Network



[www.talentfound.org](http://www.talentfound.org)



[Northeast PWR Readiness Partnership](http://www.northeastpwr.org)



[Talent Pipeline Report](http://www.talentfound.org)



[www.careersincolorado.org](http://www.careersincolorado.org)



[ColoradoStatePlan.com](http://ColoradoStatePlan.com)

# PWR Strategies for Success

- [Office of Postsecondary Readiness:](#)
  - School Counselor Corps Grant Program (Elementary level this year!)
  - Concurrent Enrollment
  - Career Readiness & Work Based Learning Incubator
  - Career Success Pilot - incentives for industry certifications
  - ASCENT
  - P-TECH
  - AP Incentives
- [School Counselors as CTE Specialists](#)
- [Work Based Learning Credential](#)
- [Middle School CTE programming](#)
- [Adult/Postsecondary ICAP](#)



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