



COLORADO
Department of Education

The Next Steps

School Counselor Corps Training
February 9, 2018

Mini ICAP Survey

Agenda

THEME:

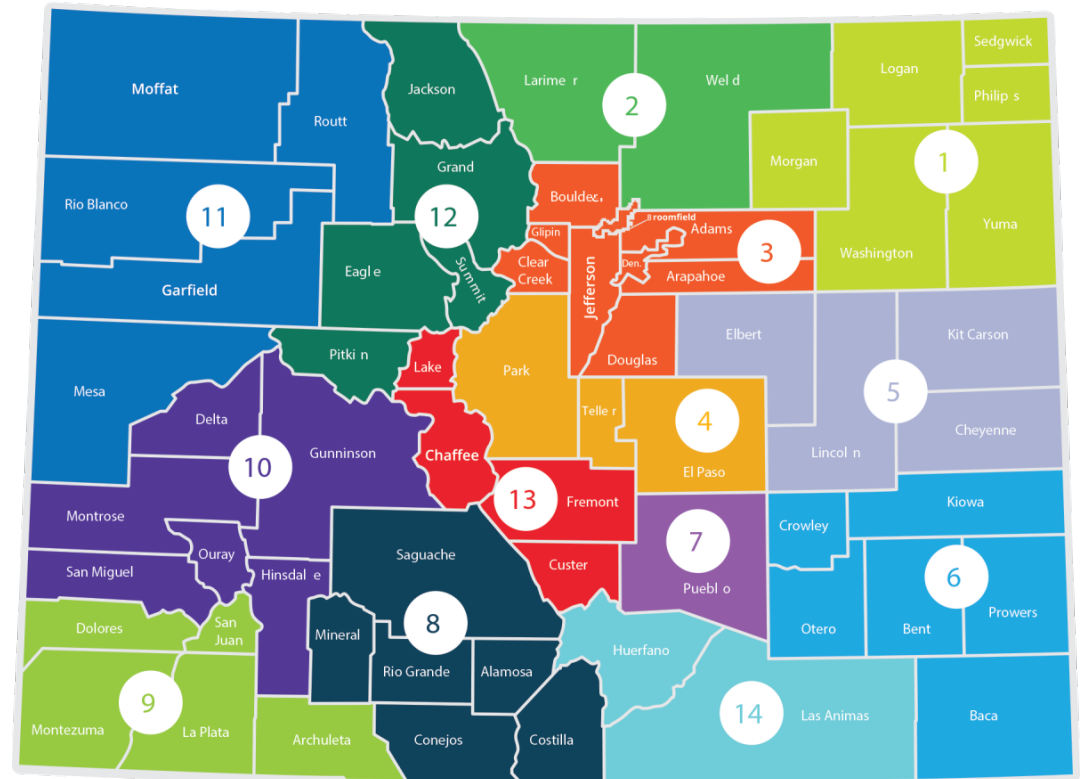
Getting ready for the next step.

GUIDING QUESTIONS:

- What are the guiding forces?
- How does Graduation Guidelines fit in?
- Who can we turn to for advice/practices?
- What/where are the resources?

The Forces

Economic Story – Top Jobs around the state



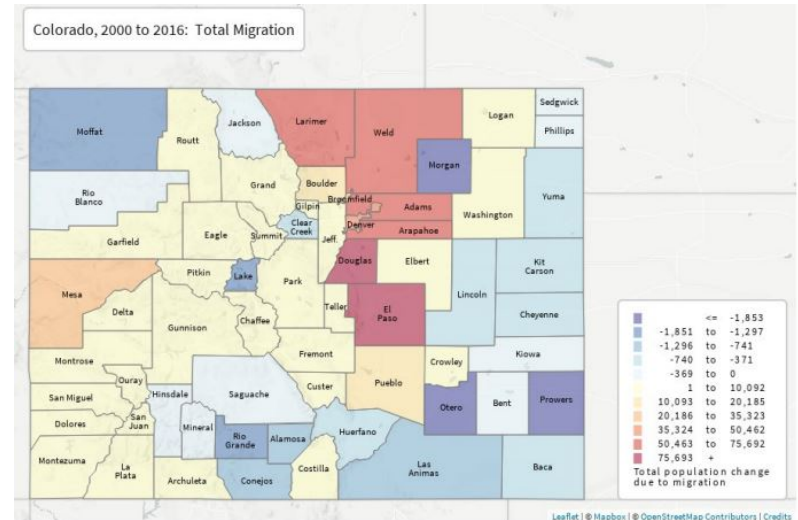
https://www.colorado.gov/pacific/sites/default/files/17-0109_2016_CO_Talent_Pipeline_Report_1.pdf

Economic Story

Job openings! NOW!

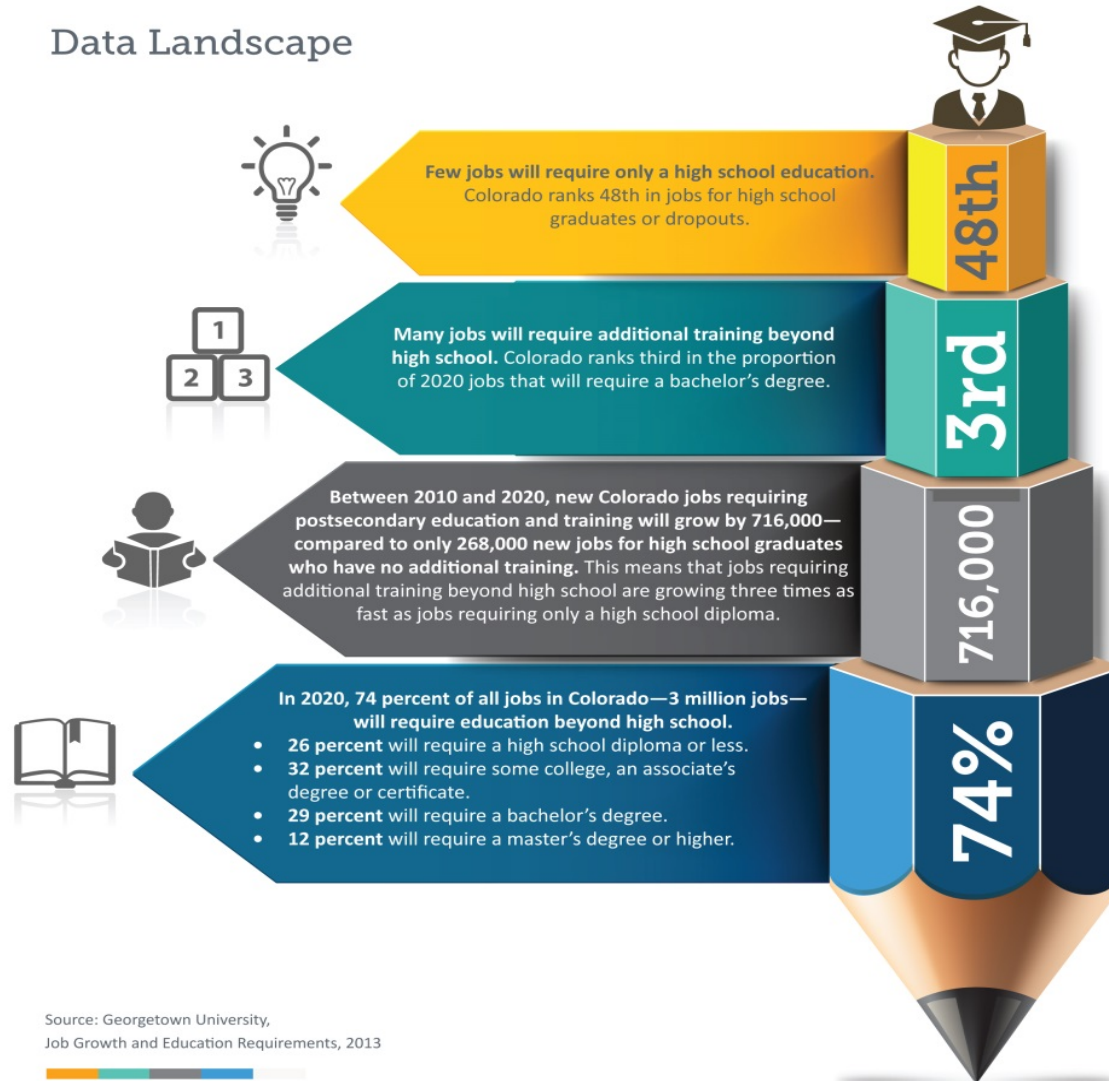
Healthcare
Business & Finance
Information Systems
Management
Skilled Trades
Education
Social Services
Administrative Support
Food Service

**Young people are on the move.
Let's bring/keep them here.**

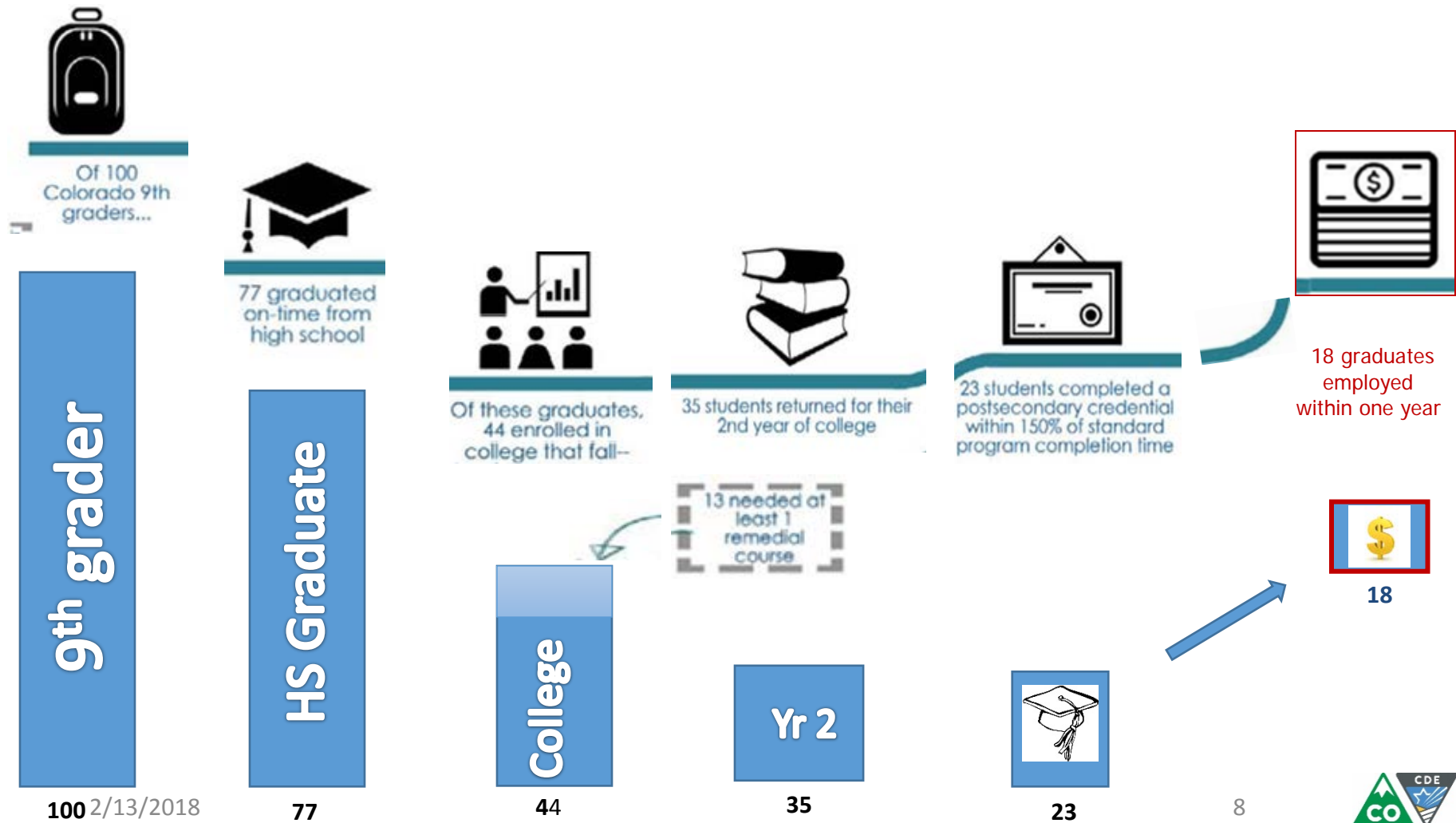


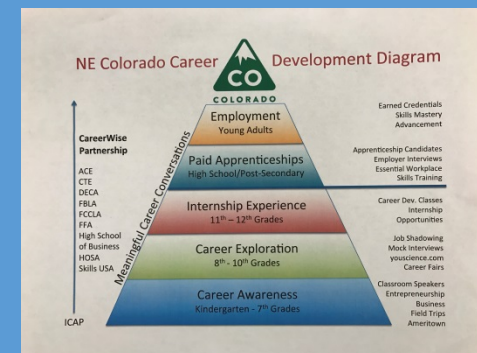
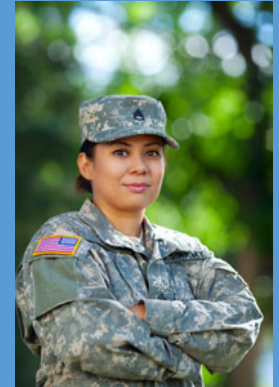
Economic Story

Data Landscape



Economic Story







What steps can we take to help students get READY?

Graduation Guidelines

GRADUATION GUIDELINES | FACT SHEET

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 Civics 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
63 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	18 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 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
430	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 (in development)	State-wide scoring criteria

JANUARY 2024

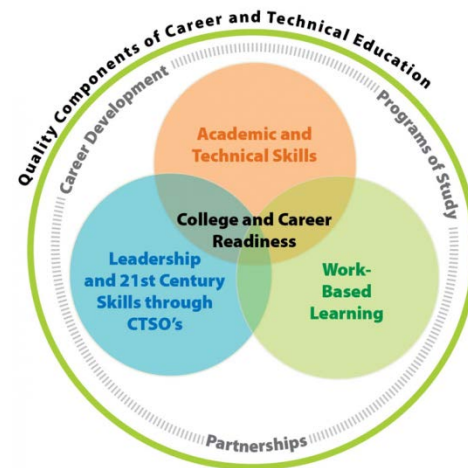


<https://www.cde.state.co.us/posts/econdary/graduationguidelines>

While in High School...

Postsecondary Readiness Home
AP Incentives Pilot Program
Career Success Pilot
Career Readiness
Concurrent Enrollment
High School Equivalency (HSE) Testing Program
Graduation Guidelines
Individual Career and Academic Plan (ICAP)
P-TECH
School Counselor Corps
Resources
Contact Us

Explore
Experience
Engage
Excel



CTE

Work-Based Learning

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

Insight from your peers

Thank you!

Stacy Andrews: CanonCitySchools.org
Gretchen Panicucci: ParkCountyre2.org
Jessica Gennari: GunnisonSchools.net

Meaningful Career Conversations



ASCA MINDSET STANDARDS	Question Starters
Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.)	What activities or places make you feel safe and valued? Why?
Self-confidence in ability to succeed (M 2.)	Tell me about a time you felt proud of something you accomplished at school in the last few months.
Sense of belonging in the school environment (M 3.)	If you had to rate our school on a scale of 1-10 (1=terrible, 10=amazing), what would you rate it?
Understanding that postsecondary education and lifelong learning are necessary for long-term career success (M 4.)	As you consider your career, what types of post-high-school training have you already explored?
Belief in using abilities to their fullest to achieve high-quality results and outcomes (M. 5)	Describe a time you felt successful.
Positive attitude toward work and learning (M 6.)	If you could learn about anything, what topic would you want to learn about and why?

BEHAVIOR: LEARNING STRATEGIES	
ASCA Behavior Standards	Question Starters
Demonstrate critical-thinking skills to make informed decisions (B-LS 1.)	Can you describe a time when you worked through a challenging situation? How did you feel?
Demonstrate creativity (B-LS 2.)	What world/community challenges do you want to solve?
Use time-management, organizational and study skills (B-LS 3.)	How would you rate your time-management, organizational and study skills on a scale of 1-10? Describe your rating.
Apply self-motivation and self-direction to learning (B-LS 4.)	After taking the career assessments, what do you notice is important to you in a career?
Apply media and technology skills (B-LS 5.)	What types of technology and software do you use regularly? How do you use it?
Set high standards of quality (B-LS 6.)	How do you know if you are doing your best possible work?
Identify long- and short-term academic, career and social/emotional goals (B-LS 7.)	What are you currently doing that is helping you prepare for your life after high school? Socially? Academically? Career related?
Actively engage in challenging coursework (B-LS 8.)	What do you do when a class assignment becomes difficult?

https://www.cde.state.co.us/postsecondary/scc_resources

ICAP – Meaningful Career Conversations

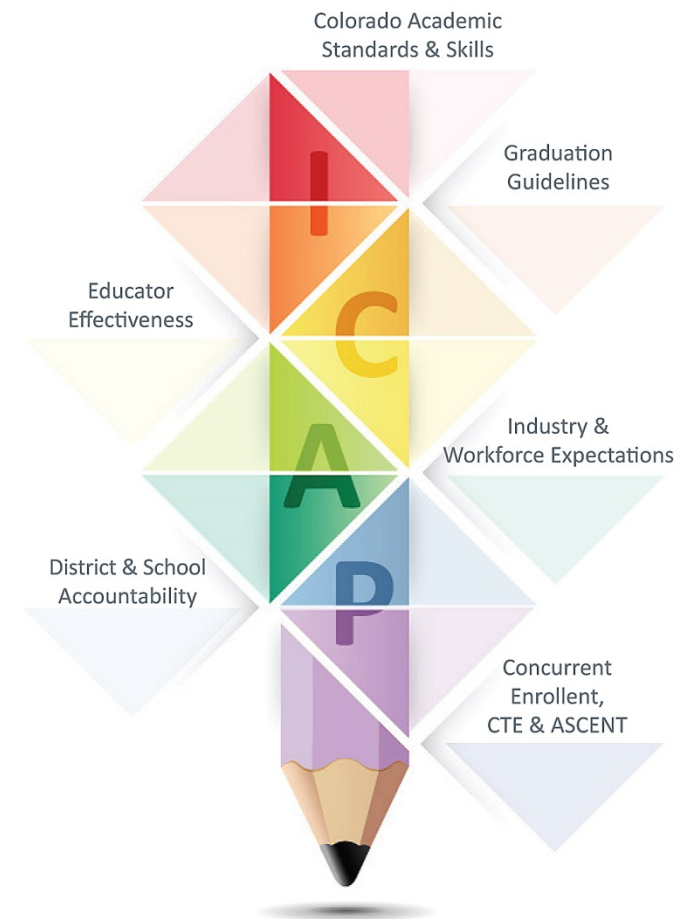


ICAP - Individual Career and Academic Plan - is:

- 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.

Explore
Experience
Engage
Excel

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

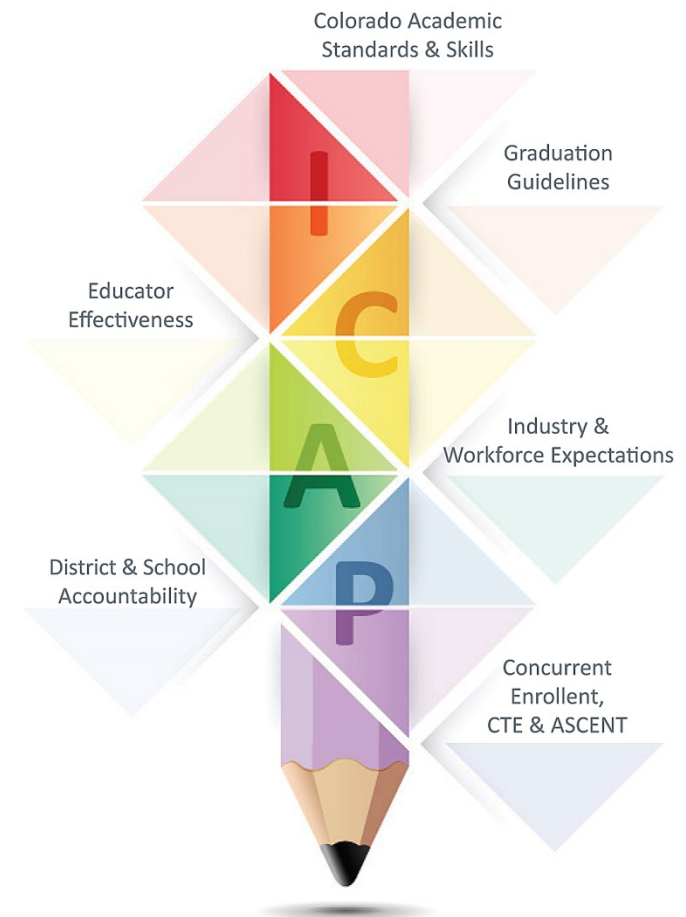


ICAP – Meaningful Career Conversations



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
 -



Resources

Education & related resources:

- [CDE Postsecondary and Workforce Readiness Resources](#)
 - Graduation Guidelines
 - Concurrent Enrollment, Early College HS, PTECH
 - Industry Certification Incentive Grant (HB-1289)
 - High School Equivalency
 - School Counselor Corps Grant
- [Work-Based Learning Incubator](#)
- [CTE](#) website



Labor market data, career pathways, and sector partnerships:

- [Talent Pipeline Report](#) – annual report re: Colorado's labor market
- [TalentFound](#)- Gateway to Colorado's talent development system (under development)
- [Sector partnerships](#)
- [Work-Based Learning](#) Resources, including [Work-Based Learning Continuum](#)
- Connecting with Colorado [Workforce Centers](#)
- Youth Apprenticeships through [CareerWise Colorado](#)
- Registered Apprenticeships information via the CDLE [Work-Based Learning Unit](#)

Robin Russel
Graduation Guidelines Manager, CDE
Russel_r@cde.state.co.us