



*State Leaders Connecting Learning to Work*

# **Learner-Centered Models for Building Integrated State Career Advising Systems**

*April 27, 2022*

# Agenda



- Vision Principle 3 Overview
- Speaker Introductions and Initiative Overview
- Panel Discussion with Q&A breaks
- Share-out and Wrap-up

Ask questions in chat anytime!

# Speakers



## Iowa

**Dr. Katy Blatnick-Gagne**,  
Education Consultant, Iowa  
Department of Education

**Kristy Volesky**, Education  
Consultant, Iowa Department of  
Education

## Massachusetts

**Lisa Harney**, Dropout Prevention and  
Reengagement Specialist,  
Massachusetts Department of  
Education

**Marsha Inniss-Mitchell**, Director of  
Postsecondary Initiatives and  
Partnerships, Boston Public Schools

# WITHOUT LIMITS

A Shared Vision for  
the Future of Career  
Technical Education

Presenter Name | Organization Name  
Date

The five principles of this vision identify the systems and structures that need to be challenged and, in some cases, dismantled to achieve our vision:

 **Principle 1:** Each learner engages in a cohesive, flexible and responsive career preparation ecosystem

 **Principle 2:** Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

 **Principle 3:** Each learner skillfully navigates their own career journey

 **Principle 4:** Each learner's skills are counted, valued and portable

 **Principle 5:** Each learner can access CTE without borders

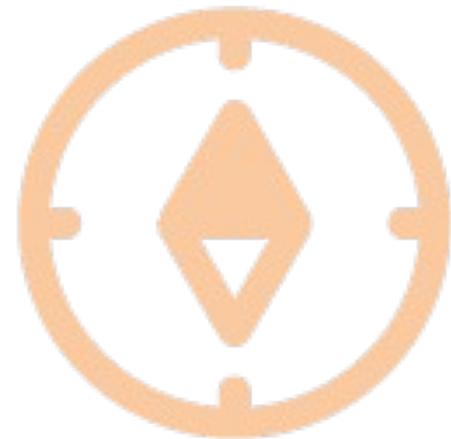
**Our vision:**

**CTE**  
without  
limits

# Principle 3

## To accomplish this, we must:

- ✓ Offer integrated PreK-20W advisement systems
- ✓ Provide transparent and accessible cross-state data on CTE options and outcomes
- ✓ Invest the necessary resources to support integrated advisement systems



# ICAP Brief - November 2021

## Implementing Individual Career and Academic Plans at Scale



# Key Points



- Completing a **meaningful ICAP process** helps learners connect the relevance of education with their career and life goals and select a postsecondary pathway and create academic course plans that support their goals.
- When learners are exposed to career pathways, **work-based learning** and early college experiences through the ICAP process, they are able to think more deeply about their goals earlier and may be more inclined to choose career pathways.

# Key Points



- ICAPs provide the opportunity for learners to have meaningful conversations and **develop relationships** with supportive adults, making ICAPs a critical tool to **ensure equity** in the career development process
- Developing a **culture of career readiness** is necessary to ensure a district and school-wide approach to implementing ICAPs.

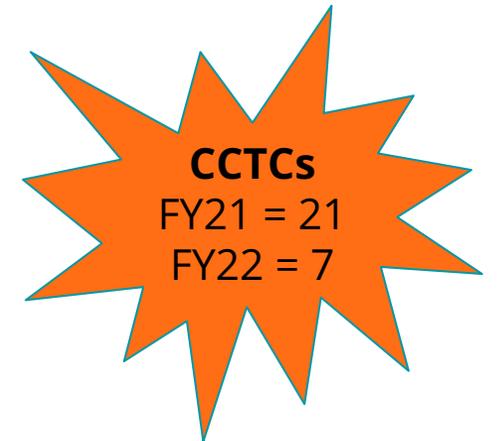
# Iowa - College and Career Transition Counselor

## Iowa's Perkins V Reserve Funds

- Expand College and Career Transition Counselors
  - College and Career Transition Counselors work as a liaison between the community college and secondary schools to ensure students are supported in their career exploration and receive proper assistance in transitioning into additional training.
  - The counselors will support career exploration through a joint effort with the Iowa Intermediary Network, Work-based Learning Clearinghouse, ICAP and work-based learning coordinators overseeing high school student internships.
  - Support statewide expansion- start-up funding would serve as a catalyst to partnerships.
  - Ensure consistency in implementation of the model statewide, and allow for tracking and data reporting.

# Iowa - College and Career Transition Counselor

- The CCTC will work directly through the community college and secondary schools
  - Support college transition and career exploration through targeted connections with students and families: **ICAP, Work-based Learning**
- CCTCs will work closely with students in grades 11 and 12 in partner high schools, including
  - Summer after high school graduation
  - First-year advisor for students coming out of this program at the coordinating community college



\$2 million  
Community Project  
Funding may  
increase overall  
statewide initiative.

# Iowa - Intermediary Network

- Housed out of each of the 15 community colleges
  - Provides a regional approach to work-based learning
  - Develops quality career awareness, exploration, preparation and training experiences
  - Meets educational goals while efficiently maximizing industry partner time
- Funded Annually at \$1.5 Million
  - \$1.45 Million Evenly Distributed to the 15 Community Colleges
  - Funding Source: Gambling Revenue Appropriated in the Iowa Skilled Worker Job Creation Fund



# Massachusetts: College, Career and Civic Ready

- **Who Am I?** Personal/Social Domain
- **Where Am I Going?** Career Development
- **How Do I Get There?** Academic and Postsecondary Planning



# MyCAP Process: CCR Scope and Sequence

Three domains identified in the CCR definition

Each domain is developed for students at every grade level:

- Learning Objectives that describe what students should know and be able to do
- MyCAP Artifacts will document the learning/skill development, activities, reflections, etc.
- Unit Lessons, Strategies and/or Activities

<b>DOMAINS</b>	<b>Learning Objectives</b>	<b>Artifacts/ Assessments</b>	<b>Lesson Plans Activities</b>
<b>Personal/ Social</b>			
<b>Career Development</b>			
<b>Academic, Career and Postsecondary Planning</b>			

1. **MyCAP team:** at least 4-6 from multiple roles: counselor, gen ed teacher, sped/EL teacher, CTE teacher, administrator, etc.
2. **Map CCR Landscape:** what do we have, where are there gaps?
3. **Identify Learning Objectives:** each domain, every grade
4. **Artifact(s):** What will be collected, presented, or assessed to demonstrate achievement of learning objectives?
5. **Create Lessons:** where will they happen, who is leading, what are the key activities
6. **Create an implementation plan and gain buy in**



## Creating a MYCAP System

# District-wide Implementation of MyCAP in Boston

01

## Whole School Approach

- All secondary schools are currently engaging in MyCAP; full middle grades 6-8 rollout is scheduled for Fall 2022.
- Develop key messaging focused on MyCAP as “Whole School” and “Process not Tasks”
- District provides comprehensive support to schools including technical assistance and co-facilitation of activities.

02

## Flexible Delivery Models

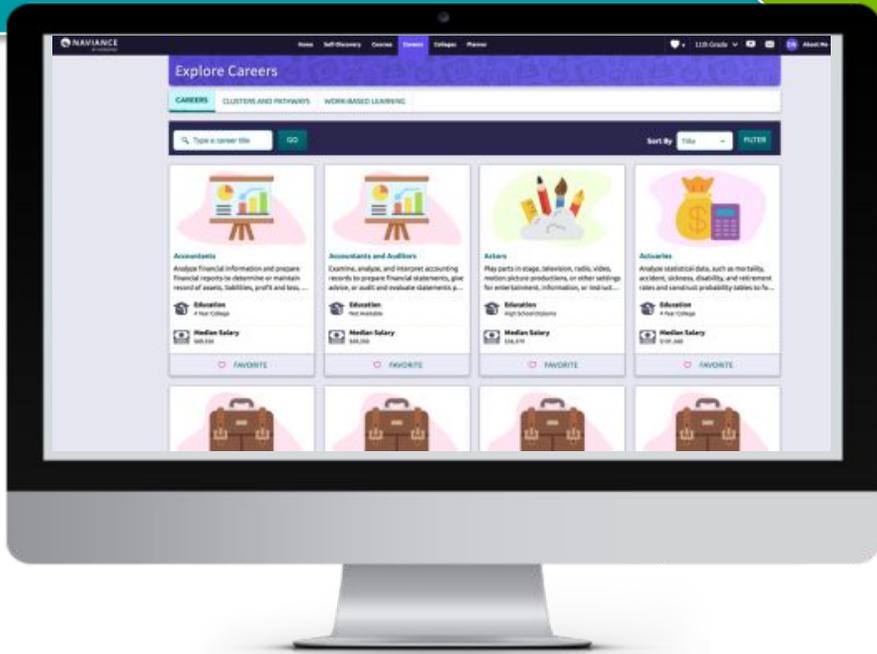
- Opportunity for implementation throughout the school experience (i.e., core academics, out-of-school time, advisories)
- Embedding interactive strategies into existing lessons (flipped classroom, project-based learning, Nearpod)
- Use of instructional practices that create access for ELs & students with disabilities.

03

## Continuum of Learning & Reflection

- Ensure that activities & milestones build thoughtfully from “Who Am I?” to experiential learning, pathways enrollment, & advanced course taking.
- Convene high school, middle grade, & community partners for collective impact

# MYCAP Resources



## MyCAP In the Classroom: Curriculum Materials



[Set a Foundation](#)

9th Grade



[Personalize Your Learning](#)

10th Grade



[Building My Skills](#)

11th Grade



[My Next Steps](#)

12th Grade

BPS leverages **online platforms** such as [Naviance](#), MEFA Pathways, MassCIS, and Everfi Financial Literacy to document the students' achievement of grade-level objectives. The platform houses reflection, growth, and learning artifacts and acts as an ePortfolio providing access to activities embedded in the lessons.

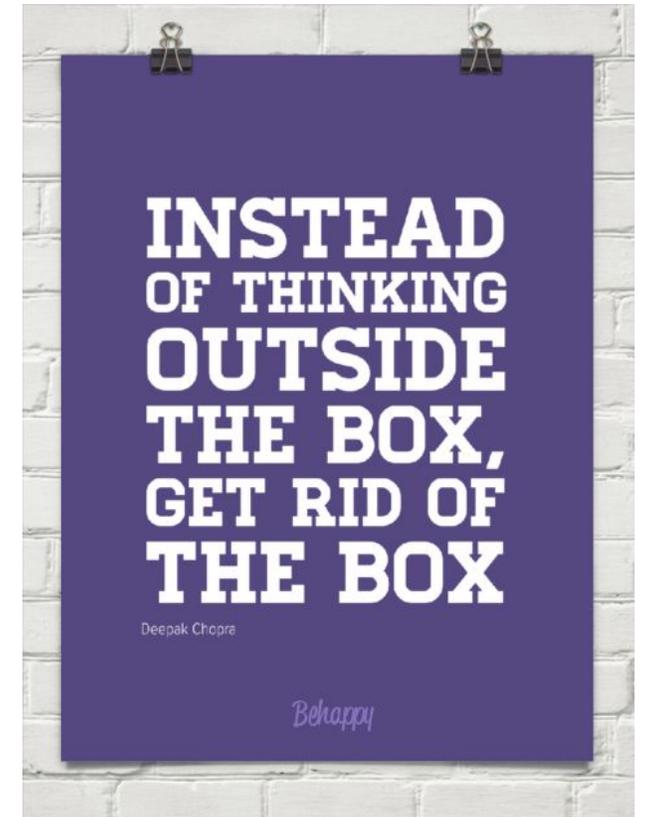
# Iowa - Individual Career and Academic Plans



- Five Essential Components the ICAP must cover: (IA Code 281-49.4(1-5))
  - Self-Understanding
  - Career Information
  - Career Exploration
  - Postsecondary Exploration
  - Career and Postsecondary Decision

# Iowa - Individual Career and Academic Plans

- ICAP = Action Verb
  - = One is always ICAP-ing
  - = One is never done being ICAP-ed
- Continue to create **holistic** and **authentic** opportunities for students and faculty/staff.
- **Insert: College and Career Transition Counselors!**



# Collective Impact Approach



## Shared Agenda & Resource Alignment



Regular convenings with **cross-sector groups** with the goal of career pathways expansion, which MyCAP is a core design principle. Collaborators consist of 2 & 4-year public/private colleges, Boston's workforce investment board, foundations, industry partners, city government, and the state education department.

## Data Monitoring



Shared MyCAP milestones with community-based **college & career non-profit agencies** to increase alignment & ownership. Partners have access to a district milestone completion dashboard and real-time student-level data through non-disclosure agreements.



## Advocacy & Awareness



Generation Success and the Class of Challenge is a campaign supported through **Boston's cradle to career public/private partnership** to motivate students to begin their MyCAP experiences and talk to their teachers and counselors about goal-setting.