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

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<tr>
<th>Name</th>
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<tr>
<td>Dr. Katy Blatnick-Gagne</td>
<td>Education Consultant, Iowa Department of Education</td>
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<td>Kristy Volesky</td>
<td>Education Consultant, Iowa Department of Education</td>
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### Massachusetts

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<tr>
<td>Lisa Harney</td>
<td>Dropout Prevention and Reengagement Specialist, Massachusetts Department of Education</td>
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<td>Marsha Inniss-Mitchell</td>
<td>Director of Postsecondary Initiatives and Partnerships, Boston Public Schools</td>
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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
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.
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

CCTCs
FY21 = 21
FY22 = 7

$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

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