



Career Advising Workshop Featuring MyCAP and ICAP

October 25, 2023, 9am – 12pm

PRESENTERS



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Identifying Core Beliefs



be as present as possible
listen with care and the goal of
understanding
make room for discomfort
take care of needs as they arise
reflect on your participation
expect and accept a lack of
closure¹
welcome engagement²

proposed ways of being



“Do you know what you want to be when you grow up?”
“A person.”

BPS approach to developing middle grades MyCAP

in spring 2022, a racially diverse working group (consisting of guidance staff, classroom teachers, Central Office staff, and community partners) supported middle grades MyCAP design by:

- reviewing national best practices & existing frameworks (e.g., [DESE](#)) with an anti-bias lens
- drafting [student learning objectives](#) for MyCAP domains (personal social, career development & academic planning), paying particular attention to deficit-based language

ongoing work:

- develop a flexible, responsive implementation strategy that accounts for range of school- and community-based practitioners (e.g., counselors, social workers, teachers, afterschool programs, community partners, etc.)
- gather & review feedback on framework and suggesting improvements from additional stakeholders (including students & families)
- conduct racial equity analysis using [Racial Equity Planning Tool](#)

Core Beliefs Reflection

What do you believe about the young people you serve?

How do those beliefs inform the way you do your work, both as an individual and a member of your district's team?

Are those beliefs evident in your district's advising systems?

When faced with barriers and challenges, how can you tap into your core beliefs?



Translating Core Beliefs into Key Actions

Core Beliefs- Denver Public Schools

Our Mission:

Educational equity is our collective responsibility. We prepare students for career, college and life. We create conditions and partnerships where students, families and team members belong and thrive.

Ends Policy Statement:

Graduates will be diverse independent, life-long learners, ready to meet the world academically and socially with the necessary skills to be able to adapt to changing demands, and environments. All students will have the financial stewardship and ability to make well-informed decisions, post-graduation.

Norms and Culture Changes- Denver Public Schools

Key Triggers

- “It’s just a checklist”
- “We don’t have a counselor so we don’t do ICAP”
- “That student is just focused on graduating”
- “Why would we do college planning, we are an elementary/middle school?”

What Is Your Career Path?

My name is Ashley Lucero Loya . I am 10 years old.


When I was 4 years old, I liked to take care of my baby pug.

If I had stayed on that path,
I could have become a veterinarian.

When I was 7 years old, I liked to dance with my sister.

If I had stayed on that path,
I could have become a dancer.

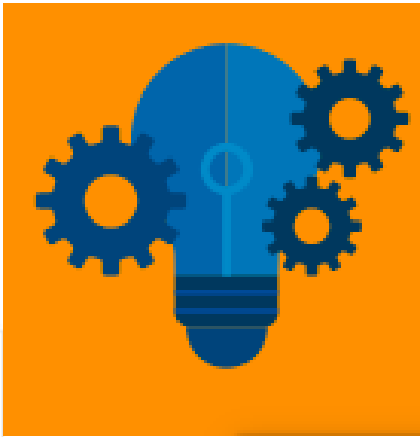
Now I am 10 years old, and I like to cook with my family.
If I stay on this path,
I can become a chef.



Core Belief Alignment in BPS

Boston graduates who are ready for college, career, and life have the power to find goals worth seeking, to figure out how to reach them, and to adapt as the world changes around them. These graduates have the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

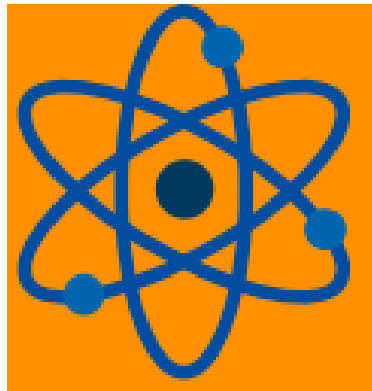
BOSTON GRADUATES WILL..



**BUILD KNOWLEDGE
TO BE READY FOR
COLLEGE, CAREER,
& LIFE**



**UNDERSTAND
SELF AND OTHERS
TO NURTURE
RELATIONSHIPS**



**ADAPT THROUGH
CHANGES AND
CHALLENGES TO
THRIVE**



**VALUE DIVERSITY TO
HARNESS THE
STRENGTHS OF
CULTURES AND
COMMUNITIES**



**ARE LIFELONG
LEARNERS WHO
CONTINUE TO GROW
AND EXPLORE**

Key Actions to shift MyCAP culture at BPS

01

“We just need to check the box and get it done”
“Is this required by the state?”

- Emphasis on the experience
- Lesson content and resources
- Sharing student experience
- Best practices/PLCs - student centered, connection to values

02

“We don’t have the time/capacity/a counselor

- Emphasis on a MyCAP Team
- Partner alignment
- Training/alignment work with other school & district staff (Pathways, social work, etc)

03

“Our focus is on 12th graders and college applications”

- “Yes, and...”
- Scope, MyCAP Plan to show alignment- domains & grades
- Benefit of starting early
- Core belief - all young people





Evolution of MyCAP and ICAP

Evolution of ICAP- Denver Public Schools

Then-

- Started process with students developing 3 goals-
 - 1) Career Cluster goal
 - 2) 4 Year High School Plan
 - 3) Post-Secondary Education Goal
- Accountability- completion of surveys in Naviance, little to no teeth
- Isolated to Counselors

Now-

- Students document throughout process, including activities outside of the lessons
- Students reiterate on their goals regularly
- Accountability through internally created systems with data reports updated daily; students will not graduate if they have not completed 100% of sections
- Whole school participation with centrally supported training

Evolution of ICAP- Denver Public Schools

- Accountability systems
 - Student facing
 - Adult facing
 - Family facing
- Common language
- Teacher union buy-in
- Technology platforms
 - Offered activities in multiple languages
- Consolidation of activities to one place
- ICAP survey in consent decree languages
 - lessons in multiple languages
- Equity lens when reviewing lesson content
- Family facing ICAP for student conferences
- **Crosswalking ICAP with core content**

Expansion of ICAP- Denver Public Schools

Career Development

Career and College Success Model - Industry Partner Engagement Opportunities

WORK-BASED LEARNING	Grades K - 8	Grades 9 - 12	Grades 8 & 10	Grades 10 - 12
	Spark Early Career Exploration Program	Xplore Industry Exploration Program	Coach Mentorship Program	Launch Internship Program
CAREER AND TECHNICAL EDUCATION	Grades K - 8	Grade 9	Beginning Grades 11 - 12	
	Exploratory STEM & College Preparatory Courses	Foundational Industry Courses	Youth Apprenticeship Program In Partnership With CareerWise Colorado	
Grades 10 - 12				
Specialized Industry Courses & Programs For Industry Credentials & Portfolio Development				
Post-Secondary Opportunities - What Comes Next				
Emily Griffith Technical College Nationally Accredited Public College		Work-Based Learning: <ul style="list-style-type: none"> • Internships • Externships • Clinicals 	Advisory Committee Shadow Days & Ride Alongs Hiring Events Career Fairs	

Events/Exposures/Certifications

- 8th Grade Career Fair
 - From a 12th grader view
- 9th Grade College Expo
- 10th-12th grade College Visits
- CTE Coursework

A student's story- Samuel

Evolution of MyCAP at Boston Public Schools

Launch of city-wide college completion initiative "Success Boston"

Reforms established across systems (K-12, higher education, workforce development and the nonprofit sector) critical to post-secondary preparation, post-secondary completion and workforce training by addressing challenges and barriers to student success.

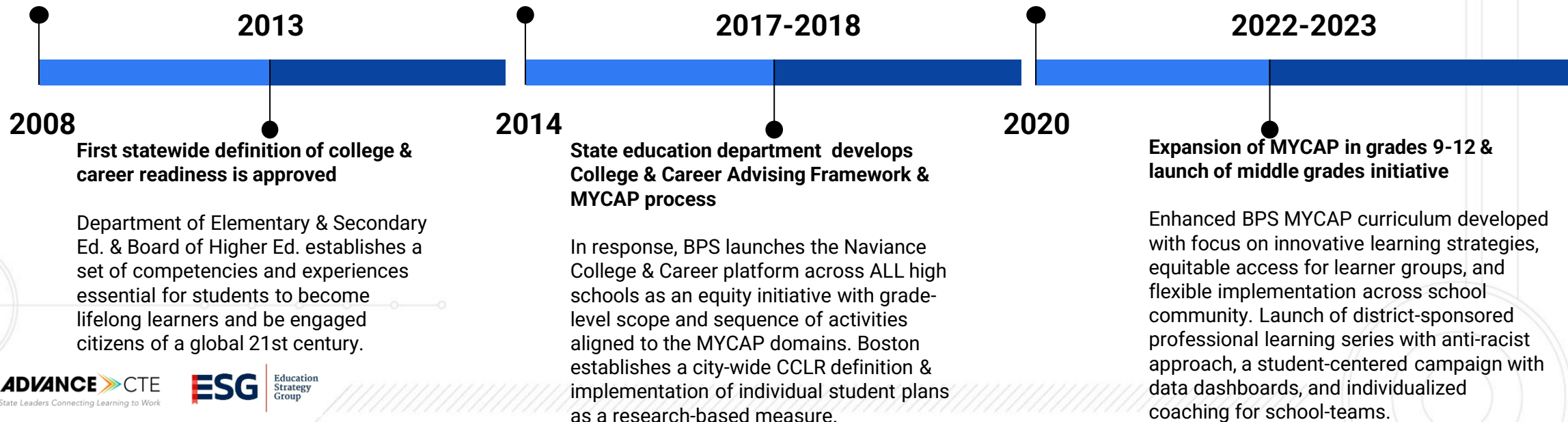
BPS sets student goals beyond high school graduation & commits to the expansion of postsecondary advising.

BPS implements Your Plan for the Future across 17 high schools

A postsecondary portfolio that served as the foundation for a Student Learning Plan. The YPFF platform incorporated activities for students to engage in self-reflection, think about their values and interests, explore colleges, financial aid, career services, and employment projection.

Expansion of Career Pathways

MYCAP uplifted as a core design principle of high quality college and career pathways. BPS collaborates with philanthropy, non-profit agencies and local higher education institutions to curate lesson plans and workshops for schools aimed at deepening student engagement.



MyCAP Across BPS Currently

- Phasing in middle grades with elementary/middle schools starting in 22/23
- Schools across levels of implementation and adoption
- EO SY 22/23 at least one MyCAP experience: 45% 7th, 42% 8th, 70% 9th, 81% 12th

9th Grade District Foundational Scope

Foundational Lessons	High School Goals <i>Fall</i>	Learning & Productivity <i>Fall</i>
Domain	Personal/Social - Academic, College & Career Planning -	Personal/Social - Career Development -
Objectives	<ul style="list-style-type: none"> ❑ Demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions ❑ Write a personal postsecondary goal and career goal ❑ Develop an action plan for high school that describes how they will learn about some of the options for their future 	<ul style="list-style-type: none"> ❑ Identify their learning styles ❑ Describe how these learning styles may impact engagement in school or work, as well as how they may influence their career decisions ❑ Demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests
Naviance Completion	Completion of Goal Task	Completion of Learning & Productivity Assessment
Slides	9th Grade - SMART Goals	9th Grade - Learning & Pr...
Additional Materials	<ul style="list-style-type: none"> Welcome to MyCAP - Customi... Grades 6-8 Goal Setting Self-Assessment (5 minutes) SMART Goal Handout 	<ul style="list-style-type: none"> AchieveWORKS_Learning... AchieveWORKS_Learning... AchieveWORKS_Learning... What's Your Learning Style? 20 Questions

School MyCAP Plans

MyCAP – 9th Grade Scope & Sequence Planning Tool

MyCAP Sequence	Experience	Timeline	Implementation Method	Person Responsible	Progress Monitoring
Lesson	What materials will you use for this experience? Refer to Scope & Sequence to select from resources or link your own.	When during the year will this happen? Are there key school events that can further support this activity such as a scheduled career fair, college/career field trip, or existing lessons that classroom educators engage in with similar topics?	Select drop-down to review options. If other, write in option.	Who will be responsible for delivering the content & monitoring student completion? (school counselor, school partner, teacher, etc)	If students are absent or are not scheduled to attend the block where MyCAP is occurring, how will you provide access to these students?
High School Goals Complete Goal			▼		
Learning & Productivity Complete Assessment			▼		
Career Cluster Finder Complete Assessment			▼		
Financial Literacy Complete Everfi OR Complete school experience			▼		
Charting a Path Complete Survey			▼		

[MyCAP Team](#) ▼
 [Planning Tool](#) ▼
 [Self-Assessment for YR 2+](#) ▼
 [Self-Assessment for YR 1](#) ▼
 [Funding/Resources](#) ▼
 [Data](#) ▼
 [Check In Notes](#) ▼
 [Alt School Scope](#) ▼



Snack Break



Crowdsourcing Solutions

Part One: Creating a challenge statement

Crowdsourcing Solutions: Challenge Statement

- Organize into tables by site.
- Identify a speaker (for share outs) and a notetaker (for documenting a team discussions).
- Using the self-assessment tool as a resource as well as the other guiding prompts, identify as a site team:
 - In what categories are you finding the most success?
 - In what categories are you struggling the most? And what is a key challenge you would like help in resolving?

Self Assessment

- Access the ICAP Readiness and Development Tool here:

<https://tinyurl.com/ICAPDoc>

- Other guiding questions to consider:
 - What elements of the Boston or Denver experience resonated with the group?
 - What is the relevant context in your site for understanding your challenge?
 - What questions would you have of other sites or the Denver/Boston teams to help guide your action steps?

Share Outs

1. What is one element or practice within your career advising program or framework that you think is a strength?
1. What is a challenge or dilemma related to your career advising work that you would like support in solving?



Crowdsourcing Solutions

Part Two: Connecting to Core Beliefs

Connecting to Core Beliefs

- Staying in site teams, team members share what they identified as core beliefs, focusing in on which of these beliefs will help inform any action steps taken to address the challenge.
- Where is there alignment across the team?
- What beliefs should be considered context when considering how to approach the identified challenge?

Share Outs

1. What are the core beliefs that would like to inform any next action steps for your site in solving for your challenge or dilemma?



Crowdsourcing Solutions

Part Three: Identifying Action Steps

Crowdsourcing Solutions: Action Statement

- In assigned pairs, first site will share their problem of practice, context, and the key core beliefs they want to bring to this discussion. (5min)
- Partner site will ask questions and offer considerations. (5min)
- Presenting site will discuss with their team to complete the following action statement (5min):

**Because our site believes [ENTER BELIEF STATEMENT], we commit to
[ACTION ITEM] to help address [CHALLENGE STATEMENT].**



Commitment to Action