



I am so confused!

WSCA 2019

Sectional Description

Dual Credit, Early College, Youth Apprenticeship, Industry Certificates, Work-based learning, CAPP, Co-Op, CTE, Pathways, Course Sequences, Advisory Boards, District Report Cards, AP, IB, Honors, Class Rank, Laude System, Community Service, ACT, Graduation Requirements, RtI, PBIS, PLCs...Confused on how to navigate all that is being thrown our way? We will help sift through all of these and show you how they all work together to bring about systemic changes in your school and help change the culture into one that fosters student growth through a strong ACP Program. (Ability Level: Basic; Track: Academic)

Introductions

Sara Greenwood

School Counselor 6-12, District Curriculum Coordinator, CTE Coordinator, Youth Apprenticeship and School to Work Coordinator, AP Coordinator and Responsible for ACP at the MS



Marci Waldron-Kuhn

Academic Advisor 6-12, District Assessment Coordinator, 504 Coordinator, Teacher, and Responsible for ACP at the HS

There's not enough time!

There is simply not
enough time for the
mental breakdown I
deserve.



somee cards
user card

Our History

HS implemented ACP in 2009

Started getting state and national recognition in 2011

Started PLC via Solution Tree Training 2012-2016

Gradual Release of Responsibility Model Training 2014

MS implemented ACP in 2015

Part of ACP Pilot in 2015



Our Claim To Fame

ACP in grades 6-12 infrastructure level - in a by all for all format

Offering over 125 dual credits in 10 of 11 departments to a student body of 235 with 21 staff members (with 8 of them being shared staff between MS and HS)

Developing 28 Programs of Study at the HS

Youth Apprenticeship Growth 10% increase in 5 years



Let's demystify

Dual Credit - Early College, Start College Now, CAPP, AP, IB, Honors,
Transcripted, Advanced Standing

Youth Apprenticeship - Industry Certificates, Work-based learning, Co-Op

CTE - STEM, STEAM

Pathways - Programs of Study, Course Sequences, Graduation Requirements

Laude System - class rank

RtI, PBIS, PLCs

Community Service

What is your school currently offering? - show of hands

CAPP/CCIHS classes

AP Classes/Test

IB

CLEP

Advanced Standing Courses

Transcripted Courses

Early College

Start College Now

True or False

CAPP courses are part of the Early College Credit Program.

True or False

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False

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Early College Credit Program (ECCP) is the same thing as Start College Now.

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School Districts pay for the cost of all courses taken through ECCP and Start College Now.

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Dual Credits - moving from 6-125 credits

Wisconsin Act 59 eliminated the Course Options and Youth Options programs.

The Youth Options statute (118.55) was revised and renamed the Early College Credit Program (ECCP)

The ECCP statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit.

Early College Credit Program (ECCP)

This is only for courses taken at a 4 year IHE campus/satellite campus or via UW Colleges online.

This is not CAPP.

This does not apply to courses taken at a technical college. That is the Start College Now Program.



What classes can a student take through ECCP?

Only courses offered at a UW campus or private college campus, or courses offered via UW Colleges Online.

Course list for UW Colleges Online:

<https://online.uwc.edu/academics/courses/search?subject=&term=&credits=>

The School Board can deny ECCP applications if the course being requested is already offered at the high school.

ECCP - How does a student take a class?

They need to apply via

<https://uwhelp.wisconsin.edu/wp-content/uploads/2018/02/ECCP-Form-2.pdf>

Deadlines:

**October 1st and March 1st
to the School Board**

UNIVERSITY OF WISCONSIN SYSTEM
EARLY COLLEGE CREDIT PROGRAM AND HIGH SCHOOL SPECIAL AGREEMENT FORM

Complete this form if you are currently enrolled in high school and wish to enroll for undergraduate courses at a University of Wisconsin (UW) System institution before high school graduation. Please carefully read the instructions on page two before completing any part of this form. A separate form must be completed for each term you wish to enroll at a UW System institution.

SECTION I – STUDENT INFORMATION (TO BE COMPLETED BY STUDENT) (PLEASE TYPE OR PRINT IN INK)

Applying to: University of Wisconsin- _____

Applying for: Fall Semester 20____ Spring Semester 20____ Summer Session 20____

Applying as (check all that apply): Early College Credit (school determines tuition payment) High School Special (student pays tuition)

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth (mm/dd/yyyy): _____ Email: _____ Phone: _____

High School: _____ Anticipated Year of Graduation: _____

I certify that the information in this application is true and complete to the best of my knowledge. I understand that inaccurate information may affect my eligibility to enroll. If I enroll in the UW System, I will abide by all regulations, policies and procedures. I also understand that courses taken at any UW System institution will become part of my permanent university record and may affect my subsequent eligibility for admission to post-secondary institutions. I authorize the UW System to provide information about my course registration, grades and attendance to my high school, school district administrator and school board.

Who pays for ECCP course?

The costs of the courses are shared among the IHE, the school district or private school, the state, and in some cases the student's family.

This is where it gets confusing because there are multiple factors that go into this - but for the most part the bulk if not all of the cost goes to the students' school district

See legislation:

<http://docs.legis.wisconsin.gov/statutes/statutes/118/55>

Start College Now



This was formerly known as Youth Options.

This is for students taking courses at a Technical College.

This is not courses that are offered at the high school, taught by a high school instructor with an advanced standing or transcripted agreement.

If the local school board determines the college course is not comparable to any course offered by the school district, the school district will pay for the course.

Start College Now

Application and Information link:

[https://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now-\(formerly-youth-options\)](https://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now-(formerly-youth-options))



True or False

CAPP or CCIHS courses are taught by high school teachers that are approved through IHE.

True or False

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TRUE

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TRUE

CAPP or CCIHS courses are paid for by the student/family.

TRUE

Any high school teacher can become an CAPP or CCIHS approved.

True or False

CAPP or CCIHS courses are taught by high school teachers that are approved through IHE.

TRUE

CAPP or CCIHS courses are paid for by the student/family.

TRUE

Any high school teacher can become an CAPP or CCIHS approved.

FALSE

Cooperative Academic Partnership Program (CAPP)

UW-Oshkosh - Cooperative Academic Partnership Program (CAPP)

UW- Green Bay - College Credit in High School (CCIHS)

UW-Whitewater - Partners in Education (PIE)

These are dual credit courses taught by a high school instructor approved through the IHE program.



What do teachers need to have to become a CAPP instructor?

Teachers with a master's degrees or higher in their subject area are eligible to teach college CAPP courses.

Teachers with a master's degrees out of subject area with 18 graduate credits in their subject area are also eligible to teach college CAPP courses.

What do teachers need to have to become a CAPP instructor?

Some teachers without their 18 graduate credits in subject area may meet individual department's "tested experience" pathway towards full adjunct status.

Tested experience pathways take into consideration the educator's breadth and depth of experiences outside of the classroom, in real-world situations, that are relevant to your discipline.

How to pay for grad classes?

The Higher Education AIDS Board (HEAB), which holds \$500,000 meant for release to school districts for the reimbursement of adjunct's HLC compliant graduate coursework, will soon be going live with the fund access

The window is small. One month, from open to close, to submit all materials.

January 25th and due back to us on February 28, 2019

These are the teachers that are under the HLC "thumb" and who are adding graduate credits to their files for HLC compliance.

[Link to HEAB](#)

True or False

AP tests are the only opportunity for students to test out of a college course.

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CLEP tests can only be administered at an IHE.

True or False

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Each IHE gets to determine how they will except AP, IB and CLEP test results.

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True

Advanced Placement Exams

The College Board develops Advanced Placement (AP) courses in more than 30 subjects, from Calculus and Spanish to United States History.

Typically, a score a 3 or higher on the final exam earns college credit

What do high school teachers need to do to teach an AP Class?

- Fill out and submit the subject-specific AP Course Audit form online.
- A school administrator must approve and finalize this form before we start reviewing your syllabus. We'll notify your administrator; you don't need to do anything but submit the form.
- Submit your course syllabus by uploading it to the AP Course Audit site as a PDF or Word document. (See [specific course page](#) for help creating a syllabus.)
- We offer four annotated sample syllabi for each AP course. Want to use one of those? **Adopt Sample Syllabus**

International Baccalaureate Exams and Courses

More than 2,500 secondary schools in 150 countries offer college-level courses that prepare students for International Baccalaureate (IB) exams.

If your school is authorized to offer these courses, you can earn college credit.

International Baccalaureate Exams and Courses

There are two tracks for students enrolled in IB programs: standard level (SL) and higher level (HL).

All UW System schools grant credit for HL exam scores of 4 or higher.

If students complete IB's Full Diploma Program, they will earn additional credit.

What do schools need to do to offer IB courses and exams?

The authorization process varies by school and IB programme, but typically takes between two and three years.

If interested see link below:

<https://www.ibo.org/become-an-ib-school/how-to-become-an-ib-school/>

College Level Examination Programs (CLEP)

- CLEP offers computer-based exams in 33 subjects. These 90-minute exams (exams with an essay component take additional time) can be administered only at official CLEP test centers.
- Exams costs \$87. There are no fee waivers or reductions currently available.
- There are no preset exam administration dates, so exams can be taken year-round when students are ready.

College Level Examination Programs (CLEP)

- CLEP score results can be sent to one college or university selected during registration. Additional score results can be sent at a later date for a \$20 fee.
- Each college or university determines how CLEP scores will be awarded.
- There are no “CLEP Courses” or College Board–developed curriculum. CLEP is meant to assess learning regardless of where that learning occurred.

How does your school become a CLEP Examination Site?

<https://clep.collegeboard.org/exams>

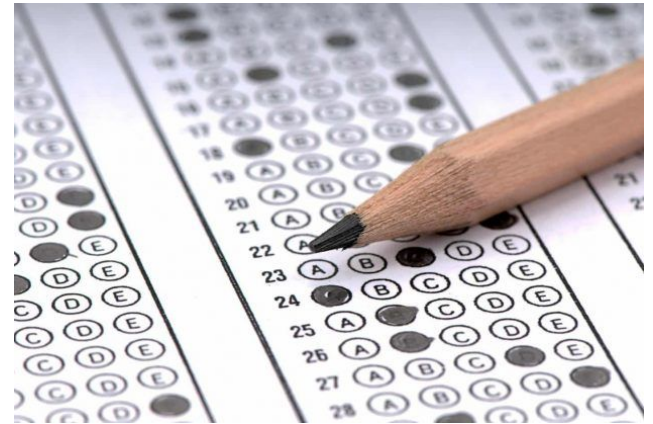
How do colleges take CLEP credits?

<https://uwhelp.wisconsin.edu/prep-for-college/credits/college-level-examination-program/>

How do AP, IB, CLEP exams transfer to UW Schools?

<https://uwhelp.wisconsin.edu/prep-for-college/credits/testing-ap-ib/>

Students can search the course, score and school



Honors Courses

Honors classes often offer the same curriculum as regular classes but are tailored for high-achieving students — covering additional topics or some topics in greater depth.

Honors Courses and Programs are up to local control and may be used for additional recognition such as Laude Programs.

Dual Credits through a Technical College

Advanced Standing vs Transcribed - [click here for a comparison chart](#)

Advanced Standing - high school teacher instructs the course at the high school and credits transfer to other technical colleges.

Transcribed - high school teacher instructs the course at the high school but must have a masters degree in a related field or +18 grad credits in a related field and credits transfer to technical as well as 4 year colleges.

Taking it to the next level

From 2009-2015, MHS went from offering 3 AP courses to offering over 135 college credit options in high school.

Number of Credits	CLASS OF 2018	CLASS OF 2017	CLASS OF 2016
3 or more	100%	100%	100%
12 or more	90%	89%	97%
18 or more	66%	76%	85%
24 or more	46%	50%	63%
30 or more	21%	25%	42%
40 <	1%	7%	17%

Over half of our students have 1 semester of college completed by the time they graduate for less than \$2000.

Over 20% have their 1st year of a 4 year college done for less than \$2500.

WHAT'S
NEXT STEP

YOUR



Turn and talk

What does your school currently offer for your students?

What are the pros and cons about your school offerings?

Are there any areas you think your school should pursue?





How to help students pick their path

Work Based Learning

“Learning by doing” is the foundation of work-based learning. Students must be provided the opportunity to participate in experiences that assess the state-approved competencies. “Work” experience also supports the related classroom instruction and contextualizes the learning.

<https://dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf>

Youth Apprenticeship

Juniors and Seniors in good academic standing (as defined by district or consortium)

Who Leads Consortiums:

https://dwd.wisconsin.gov/youthapprenticeship/images/maps/ya_consortium_poster.pdf

What: 450 hour paid WBL experience in specific career clusters regulated by the DWD <https://dwd.wisconsin.gov/youthapprenticeship/>

Academic components: Related instruction course held at high school, IHE or other educational organization

Cooperative Education Skill Standards

- Encourages students to move through a series of learning activities with opportunities for career exploration, further learning, and employment skills based on state standards.
- The student also takes a high school course in the related area; this course may be eligible for transfer credits to a technical college or four-year college.

CTE Incentive Grant Eligible Certificates

School Districts can claim funds annually based on the number of students who meet the following eligibility criteria:

- Certifications earned were on the approved graduating year Certifications List.
- Students graduated with a regular high school diploma or a technical education high school diploma.
- Funding is limited to \$1000 per pupil regardless of the number certifications the student earned on the approved list.
- http://wisconsinfastforward.com/prosperity/pupil/2019_cte_certification_list.pdf

How is your school doing?

Who coordinates YA opportunities in your district?

How are you YA numbers - growing, staying the same, declining? WHY?

What are some hurdles you are facing with implementing WBL and YA?



CTE - Career and Technical Education

Incorporates work based learning more often than core areas.

For ACP - have student keep track of their Work Based Learning Experiences

In Agriculture: Student Agricultural Experiences and Career Development Experiences

In Family and Consumer Science: STAR events

Advisory Boards essential to validating curriculum and bring “real world” to the classroom.

Work Based Learning at MHS

Intro to Horticulture and FFA - Floral Arrangements, Green House, Prom and homecoming corsage and boutonniere

Culinary Arts - Cater local and school events

Mishicot Enterprizes -
Business course and a manufacturing course run together to make tumblers, glassware, plaques



What is the difference between Career Pathways, Programs of Study and Course Sequences?

Career Pathways

Programs of Study

Course Sequences

ILP's

Career Cluster Framework



Example

Career Cluster-
Manufacturing

Career Pathway-
Maintenance Installation
and Repair

Program of Study-Electro-
Mechanical

Individual Learning Plan-
A plan for coursework
related artifacts, and
experience from 8th
grade through 14 and
beyond

Career Clusters are broad occupational groupings based on a set of common *knowledge and skills* required for a broad group of careers. Wisconsin has adopted the National 16 Career Clusters that also serve as a tool for organizing curriculum and instruction. Career clusters provide opportunities for all students regardless of their career goals and interests. They are a tool for a seamless educational system that blends rigorous

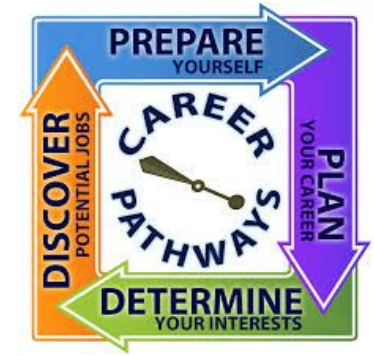
Pathways Wisconsin

Education and training align with the needs of the local job market

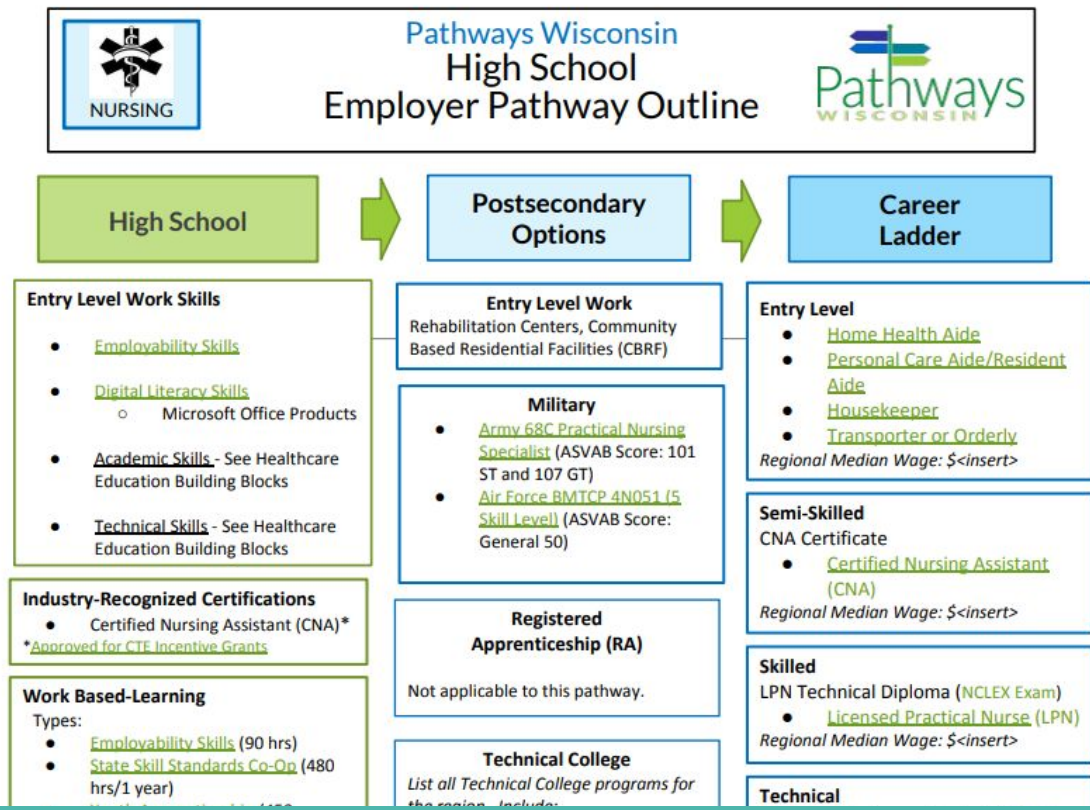
Provide a range of secondary and postsecondary options

Result in a secondary high school diploma with at least one recognized postsecondary credential, and help students enter or advance within an occupation.

A specific ACP plan is developed for some occupations, allowing schools to focus on student and curriculum activities in the school with support from regional conveners of business and higher education.



Each region will develop their pathways





Pathways Wisconsin High School Employer Pathway Outline



Specific Industry Related Career Awareness and Exploration Experiences

- Wisconsin HOSA-Future Health Professionals
- Inspire Wisconsin: Connection to Wisconsin's Healthcare employers
- Wisconsin AHEC
 - Wisconsin AHEC Community Health Internship Program (CHIP)
- ExploreHealthCareers.org
- Health Occupations and Professions Exploration (HOPE)

Consider:

Career & Technical Education Student Organizations
Inspire Profiles & Career Development Activities
Specific Workforce Development programs
Technical College Boot Camps or Summer Programs
Project Based Learning programs
Summer Exploration Camps

Programs of Study

Look at departmental course offerings

Do your offerings align with industry needs?

Change course offerings - to align with industry needs and dual credit opportunities

Develop course sequencing within a department

Programs of study extend outside of one department and look at multiple courses that create a more comprehensive approach



Link to MHS Programs of Study

Cluster: Human Services

Program of Study:

Human Services

Related Courses:

- ___ Psychology
- ___ Sociology
- ___ Parent and Child
- ___ Customer Services
- ___ CAPP Spanish
- ___ Leadership and Professionalism
- ___ Health Promotion and Wellness

Bolded courses have dual credit agreements.

Capstone Opportunities:

- ___ School to Work: Elementary School

See <https://www.yamanitowocounty.com/> for more information



General Education Dual Credit Courses:

4 Year College Offerings:

- ___ Honors English
- ___ Senior Year Math
- ___ CAPP Communications
- ___ Psychology
- ___ Sociology

**To determine how courses will transfer to the university you plan to attend please check: <https://www.wisconsin.edu/transfer/wizards/>*

Technical College Offerings:

- ___ Written Communications
- ___ College Math
- ___ Research and Inquiry
- ___ Psychology
- ___ Sociology

**Some credits may not be awarded until you enroll at a Technical College*

Co-Curricular and Volunteer Opportunities:

- ___ FCCLA
- ___ Big Brothers/Big Sisters
- ___ YMCA
- ___ Domestic Violence Center
- ___ Hope House

Cluster: Agriculture/Food/Natural Resources

Program of Study:

Wildlife and Natural Resources

Related Courses:

- ___ Intro to Agriculture
- ___ Wildlife Management
- ___ Natural Resources
- ___ Introduction to Horticulture
- ___ Principles of Sustainability
- ___ Introduction to Soil Science
- ___ Large Animal Science
- ___ Small Animal Science
- ___ AP Biology
- ___ General Anatomy and Physiology
- ___ Chemistry
- ___ Spanish

Bolded courses have dual credit agreements.

Capstone Opportunities:

- ___ Youth Apprenticeship: Wastewater
- ___ Agriculture Co-Op

See <https://www.yamanitowocounty.com/> for more information

Co-Curricular and Volunteer Opportunities:

- ___ FFA
- ___ 4-H
- ___ DNR Junior Safety Instructor
- ___ Maribel Sportsmen's Club

Online Course Opportunities:

General Education Dual Credit Courses:

4 Year College Offerings:

- ___ Honors English
- ___ Senior Year Math
- ___ CAPP Communications
- ___ Psychology
- ___ Sociology

**To determine how courses will transfer to the university you plan to attend please check: <https://www.wisconsin.edu/transfer/wizards/>*

Technical College Offerings:

- ___ Written Communications
- ___ College Math
- ___ Research and Inquiry
- ___ Psychology
- ___ Sociology

**Some credits may not be awarded until you enroll at a Technical College*

Industry Recognized Certifications:

- ___ Department of Workforce Development Certificate of Proficiency

This is awarded upon successful completion of YA experience.

Advance Placement Exams:

9th grade Individualized Learning Plan

Student Name:

Date:

Grade in School:

Strengths:

Areas to Improve:

Readiness Data:

GPA:

Number of Credits:

Star Math:

Star Reading:

Forward Math:

Forward English:

Forward Science:

Forward Social Studies:

Aspire/ACT English:

Aspire/ACT Reading:

Aspire/ACT Math

Aspire/ACT Science:

ACT College Readiness Benchmarks (likelihood of earning a B or higher in college course compared to ACT score from junior year in HS:

Table 1. ACT College Readiness Benchmarks

ACT test score	College courses	Benchmark
English	English Composition I	18
Mathematics	College Algebra	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
STEM ¹	Calculus, Chemistry, Biology, Physics, Engineering	26
ELA ²	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

Cluster(s) of interest (circle all of interest):

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics Transportation, Distribution & Logistics

What are your post-secondary goals?

What courses should you register for (make sure to consider your readiness data and goals);

English: English 9

Social Studies: World History or AP World History

Science: Earth Science

Math: Algebra

Physical Education: Fit Freshman

Electives (should be exploring a variety of departments):

What co-curriculars are you involved in:

What co-curriculars should you be involved in:

Student Profiles

GPA

Strengths

Areas to improve

Clusters of Interest

Co-Curricular Involvement

Test Results

Post Secondary Goal

Required Courses

Elective Courses

Work based learning

Community Service

Goal Statement



Claire Stradal
Mishicot High School

Grade 9

GPA: 3.388
Attendance: 95%

Strengths: Good communication, organization, and confidence

Areas to Improve: being more involved

Career Clusters of Interest:
Health Science
Education
Human Service

Co-Curricular Involvement through school:
GOLF

Co-Curricular Involvement through the community:
Hope Community Church Youth Group

Wisconsin Forward Exam Results:
English: Prof. Math: Prof.
Science: Adv. Social Studies: Bas

ASPIRE Results:
English: Ready Math: Exceeds
Reading: Ready Science: Close

Post-Secondary Goal:
4 year college

Required Courses:
English 9
World History
Algebra I
Earth Science
Fit Freshman

Elective Course:
Art Foundations
Intro to Ag
Family Foods
Microsoft Office
Spanish I
Choir

Workplace Learning Activities:
Family Foods - Catered Holy Family Christmas Party
Intro to Ag - toured Belgioioso Cheese Factory

Community Service:
2 hours Church Fall Picnic 10/18

Goal Statement:
I want to become a nurse, English Teacher, or Social Worker.
I need to take more courses related to Health Science and join more clubs such as FCLA and BBB5.

Turn and Talk

Where is your school at with implementing programs of study, ILP's and/or student profiles?

What do you feel are the benefits to having these developed?



Laude System vs. Class Rank vs. Weighted Courses

Starting with the Class of 2019, MHS implemented the Laude System

We no longer use class rank.

We chose not to weight courses because college admissions offices use a formula to unweight courses in as part of their admissions process.

The Laude System allows students to not compete with each other and instead focus on their own level of recognition based on their course choices

Laude System

Capstone class determined by each department

Combination of dual credit, AP courses and programs of study



RTI - Response to Intervention

MHS is the only school in the State of Wisconsin to earn a GOLD distinction in Math and Reading.

This means RTI full implementation/fidelity in two content areas at the universal and selected levels for at least two years (by invitation)

Is your school ready to be recognized:

<https://www.wisconsinrticenter.org/educators/rti-in-action/recognized-schools.html>



Google doc per student to record interventions: Conferencing with student, Contact with home, Differentiation in the classroom, SNAP, Before/After School Help, Counselor Meeting, Parent Teacher Conferences, Grade Checks

Student Name:	Date, Teacher Initials, and Documentation
Tier One Interventions:	
Conferencing (in person discussions)	2/23/16 - <u>conferenced</u> about missing writing assignment, he said he had it at home and will be bringing it on Wednesday. TBauer 3/7/16 - Had a conversation about missing work and poor English grade - <u>TBauer</u> 3/31/16 - conversation about ways to improve grade and be <u>successful</u> on the midterm - <u>TBauer</u> 4/22/16 thrubecky: Discussed with Tristen missing work and expectation to meet with and work with teachers to improve grade. 10/05/16 thrubecky: Discussed development and follow through with a work plan to include after school time. 10/14/16 thrubecky: Tristen turned in missing test for Math today. 2/9/17 thrubecky: discussed grades with <u>Tristen</u> 3/1/17 shoffman - Had a conversation with Tristen about a missing test. I still have not seen the test and he took it out of the room to complete. Discussed how that is not appropriate. Needs to complete test with Ms. Hrubecky or me. 3-2-17 DT Talked to Tristen about missing work 4-24-17 DT Talked to Tristen about completing missing tests. 5/8/17: Spoke with Tristen regarding missing work and limited time left to complete work before end of term. Thrubecky 10/18/17 <u>thrubecky/KFix</u> spoke regarding incentive for Tristen to increase grade and go on Friday to game. I spoke with <u>Tristen</u> and he feels confident with a presentation he completes, he will be passing. He will also talk with teacher about <u>wether</u> any assessments could be retaken after an enrichment/snap session(s). 10-23-17 Discuss finishing work. Needs to get several projects done-LRose 10-30-17 Needs to spend time getting projects done.LRose - 11-6-17 Came in after school for a little to work on missing items.LRose 11-8-17 Spoke to him about the missing work. Said he would bring it in the next day. Did not see him.-LRose

Rtl by Tier

Tier 1:

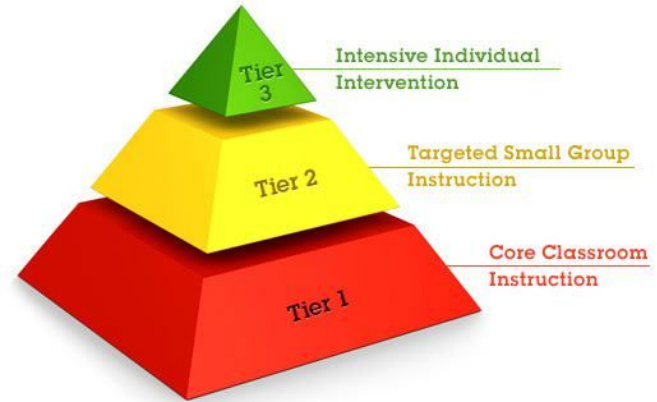
Universal - best practices within the classroom

Tier 2:

Google Doc and SNAP

Tier 3:

Enrichment course for credit in Math and Language Arts during the school day: Pre teacher, Re Teach, Power Standards



3 Tiers of Support

PBIS

Positive Behavior Interventions and Supports

<https://www.wisconsinpbisnetwork.org/educators.html>

Promoting positive communication and interactions essential for life



Community Service

At this point, MHS does not require community service hours.

Academic Days in 6th and 9th grade

We do have the 300 Club

- Recognize students with 300 documented hours of community service in 7 semesters.



Doing What is Best for Kids

