**1.2 Why ACP?**

 Topic: *What is Academic and Career Planning (ACP)?*

**Prerequisite:** Lesson1.1- Mapping Your Academic & Career Planning Journey

**Audience:** All Staff

**Activity Goal**

ACP Preparation & Planning.

Define the principles of Academic and Career Planning (ACP).

**Background Knowledge for the Presenter**

* Wisconsin’s Department of Public Instruction (DPI) envisions that every student will graduate prepared for college and their career. What does that mean? College and career readiness is much more than academics. Wisconsin graduates must have the knowledge, skills, and habits that will allow them to succeed in the workforce after high school. Wisconsin students should be able to think critically, collaborate, demonstrate leadership, use creativity, accept responsibility, and maintain problem-solving skills throughout their lifetime. Presenters should review the Why ACP Matters, and ACP 101 videos at <http://dpi.wi.gov/acp>.
* In Wisconsin, DPI defines Academic and Career Planning (ACP) as a student-driven, adult-supported process in which students create and cultivate their own unique and information-based vision for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.
* In ACP, counselors, teachers, parents, and others provide regular and ongoing guidance and mentoring to students over a period of years.
* The process of creating the plan is more important than the plan itself. Why? Because even though a student’s goals will change over time, going through the ACP process has the power to engage students in their learning, and to help them develop skills for self-awareness and planning.
* ACP is based on the student’s interests, abilities, values, and goals.
* ACP provides students and parents with the information needed to make informed choices for comparing and selecting courses and experiences related to future education, training, and careers.
* The process of ACP moves FROM a single goal of getting all students into ‘college’ TO equipping students to connect their strengths and interests to potential careers, and then comparing the best post-secondary options, with their families, to find the best fit for those personal goals. ACP recognizes that people often move in and out of different routes throughout their lives, as needed, whether they be military, apprenticeship, certification, technical college, university, or straight into the world of work.

* School districts may already be doing some of the activities related to ACP (such as conferencing, career exploration, career interest inventories, intentional course sequencing, etc.).
* ACP needs everyone to support students in the process, including academic teachers, school administrators, community members, and parents.

**Materials Needed**

Videos all on Main ACP Page at <http://dpi.wi.gov/acp>

• Video- Why ACP Matters, <https://youtu.be/tpXQIKzgya0>

• Video- ACP 101, <https://youtu.be/1QTkHZx5sh0>

• Handout Infrastructure: ACP Self-Assessment Rubric, (<http://dpi.wi.gov/sites/default/files/imce/acp/Infrastructure%20Rubric%20ALL%20AUG2106.pdf>)

• Handout ACP Self-Assessment Recording Chart (1.2A)

 • Your district/school/grade ACP vision & mission statement

**Time Needed:** 60-90 minutes

*Video clips could be sent in advance to view.*

**Procedures**

1. Hand out your district’s vision & mission statement to review. Introduce [DPI’s vision](http://dpi.wi.gov/statesupt/agenda-2017) for the state that envisions that every student will graduate prepared for **college and career**. Conduct a pair and share with report out.
	1. How does our district vision compare to DPI’s?
	2. What does “college and career ready” mean in our district?
	3. What does that look like for student learning?
2. Make a chart or use a visual with 3 columns- Knowledge, Skills, Habits. Ask groups to list 3 knowledge, skills, and habits (KSH) that a “**college and career ready**” student should have.
3. Show the video, “Why ACP Matters.”
4. Ask participants to get into groups of three, and to explain their understanding of their district’s current ACP process to their groups. What have they heard- good and bad? Ask groups to share out. Record responses on flip chart or in other manner for all to see.
5. Go back to the KSH chart. Ask participants to discuss possible ACP activities and outcomes of an exemplary ACP with their groups that can lead to those knowledge, skills, and habits.
6. Using the handouts Infrastructure: ACP Self-Assessment Rubric and ACP Self-Assessment Recording Chart (1.2A), ask participants to identify the stage in which they believe their district/school/grade is.
7. Close with the PowerPoint or “Video of ACP 101.”
8. Forward the findings and ratings of the group to the ACP Team. Consider this input, along with the recommendations gathered in lesson 1.3, when team planning for ACP services and delivery in later lessons.



Handout 1.2A

**ACP Self-Assessment Recording Chart**

**Instructions:** Below is a listing of elements from the ACP Infrastructure Rubric. Check the stage that you think the district is in for each. Discuss as an ACP Leadership Team and come to consensus on the rating.

**Initiating**: A process that is beginning, taking the first steps. School districts that are initiating are just beginning to plan, prepare, and develop the structures, training, and components of ACP process delivery.

**Implementing**: A process that is being carried out, put into practical effect. School districts that are implementing are developing and delivering ACP processes; however, they are still likely in the beginning stages of evaluating, improving, and embedding the delivery of those services deeper into the prevailing culture of the district.

**Institutionalized:** A process that is incorporated and structured in a well-established system. School districts that are institutionalized deliver an array of comprehensive ACP services in a school district setting that has embedded that delivery into the predominating attitudes and behaviors of the culture, staff, students, families, and community of that district.

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|  | **Initiating**  | **Implementing** | **Institutionalized** |
| **Leadership & Culture** |  |  |  |
| **Policy & Planning** |  |  |  |
| **Professional Development** |  |  |  |
| **Individualized ACP Support** |  |  |  |
| **Family Engagement** |  |  |  |
| **Community Partnerships** |  |  |  |
| **Access for All** |  |  |  |