**1.4.1 ACP Process – Current State**

 Topic: *How is your District/School infrastructure currently set up to deliver ACP to students?*

**Prerequisite:** Lessons 1.1-1.3, Can be completed concurrently with Lesson 1.4.2 ACP Activities -

 Current State

**Audience:** ACP Teams

**Activity Goal**

ACP Preparation & Planning

Review and assess how your district/school processes are designed to deliver ACP to students.

**Background Knowledge for the Presenter:**

* The ACP Team should ideally be comprised of members representing all areas (administrative, academic, CTE, special education/student services, counseling) of the district/building and all grade levels (elementary, middle, high).
* Districts and schools need to have an appropriate infrastructure in place to support effective implementation of ACP. Lesson 1.2 had participants discuss the stages the district/school is at; This lesson allows the ACP team to assess the specific elements of process delivery more deeply in order to identify gaps in Lesson 1.5.
* The essential components of process delivery should address: Leadership & Culture, Policy & Planning, Professional Development, Family Engagement, Individualized ACP Support, Community Partnerships, and Access for All Students.
* Asset Mapping is a way to identify strengths and resources in a system in order to identify gaps and determine solutions. See lessons 1.5-1.6 to address this need.
* This activity is meant for the ACP team to complete at the building and/or district level. It is important to note that this activity may impact policy priorities and should include at least one member of the administrative team, if one is not already present.

**Materials Needed**

• Handout: ACP Infrastructure: Self-Assessment Rubric LINK:

<https://dpi.wi.gov/sites/default/files/imce/acp/Infrastructure%20Rubric%20AUG2106.docx>

• Highlighters- Pink, Yellow, Green

• ACP Level defined by staff in Lesson 1.2

**Time Needed:** 30-60 minutes

*Additional time will be needed to collect input from school staff*

**Procedures**

1. Handout the ACP Infrastructure: Self-Assessment Rubric. Review each component box on the rubric.
	1. Instruct team members to highlight which level (Initiating, Implementing, Institutionalized) they think the district/building is at.
		1. Pink for…Not Really Doing (STOPPED);
		2. Yellow for…Somewhat addressing or Connecting on a limited basis (CAUTION);
		3. Green for…We totally got this (GO).
	2. Lead the ACP Team to compare and contrast the highlight colors. Discuss reasons for and against the color coded scoring choice made.
	3. Reach consensus about the color level of service delivery for each item assessed.
2. Using the ACP Level defined by staff in Lesson 1.2, compare and discuss color coded scoring to average staff scoring. Specifically, review the “Institutionalized” Column and note:
	1. Why are some processes at lower levels?
	2. What are some ways we could deliver ACP components more comprehensively, e.g., to institutionalize ACP?
	3. What are some things we could do now to allow us move higher on process levels?
3. Collect the agreed upon color coded rubric, the Lesson 1.3 priorities list, and the completed color coded rubric and Current ACP Activities for Students from Lesson 1.4.2. These items will be used in Lesson 1.5- ACP Process- Future State.