**1.4.2 ACP Activities – Current State**

 Topic: *How is your District/School currently delivering components and activities of ACP to students?*

**Prerequisite:** Lessons 1.1-1.3, Can be completed concurrently with Lesson 1.4.1 ACP Process -

 Current State

**Audience:** ACP Teams

**Activity Goal**

ACP Preparation & Planning

Review and assess how your district/school is meeting ACP delivery of the components and activities for 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).
* ACP is divided into four model components: *Know*, *Explore*, *Plan* and *Go*. *Know* focuses on self-awareness and academic preparation. *Explore* focuses on career exploration activities. *Plan* focuses on career and academic planning. *Go* focuses on the execution of the plans, along with modification of the knowing, exploring, planning and going.
* 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 it includes a survey form that should be verified with all staff impacted.
* Even though the rubric does not address elementary specifically, PI 26 does require career awareness activities at the elementary level. Feel free to use the “Middle School” labeled component boxes when discussing scaffolding from elementary career awareness and exploration activities to middle school activities.

**Materials Needed**

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

<https://dpi.wi.gov/sites/default/files/imce/acp/Components%20Rubric%20OCT2016.docx>

• Highlighters- Pink, Yellow, Green

• ACP Components priority recommendations from staff in Lesson 1.3

• Handout: Current ACP Activities for Students (1.4.2A)

**Time Needed:** 60-90 minutes

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

**Procedures**

1. Handout the ACP Components: Self-Assessment Rubric. Review each component box on the rubric.
	1. Instruct individuals 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 Components priority recommendations from staff in Lesson 1.3, compare and discuss color coded scoring to priority recommendations. Note:
	1. Are some teachers doing this?
	2. Are some classes doing this?
3. Lead the ACP Team to complete the Current ACP Activities for Students handout together. Instruct ACP Team Members to verify and add to the sheet after consulting with staff in other areas in the district/building.
	1. It may be helpful to turn the handout into an electronic survey or Google Doc so that other staff can contribute.
4. Collect the agreed upon color coded rubric, the Lesson 1.3 priorities list, and the completed Current ACP Activities for Students (Handout 1.4.2A), and the 1.4.1 items. These items will be used in Lesson 1.5- ACP Process- Future State.

Handout 1.4.2A

**Current ACP Activities for Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Band** | **Career Awareness** | **Career Exploration** | **Career Planning & Development** | **Career Training** |
|  | Students build awareness of the variety of careers available and begin identifying areas of interest | Students explore career options to provide motivation and inform decision making; Students apply learning practical experiences and interactions with professionals from businesses and the community  | Students develop college and career ready knowledge and skills;Students plan and prepare for further education, training, and experiences to gain access to deepen skill development in their area of interest  | Students train academically & technically for employment in a specific field and range of occupations  |
| **PreK- Kindegarten** |  |  |  |  |
| **Grade 1-2** |  |  |  |  |
| **Grade 3-4** |  |  |  |  |
| ***ALL* PreK-4** |  |  |  |  |
| **Grade 5-6** |  |  |  |  |
| **Grade 7-8** |  |  |  |  |
| ***ALL* 6-8** |  |  |  |  |
| **Grade 9** |  |  |  |  |
| **Grade 10** |  |  |  |  |
| **Grade 11** |  |  |  |  |
| **Grade 12** |  |  |  |  |
| ***ALL* Grade 9-12** |  |  |  |  |