



Infrastructure: ACP Self-Assessment Rubric

Districts and schools will need to have an appropriate infrastructure in place to support effective implementation of ACP. The following components should be assessed to help districts gauge their current level of preparation in this area. This rubric describes ACP implementation as:

- **Initiating**- Components are in the beginning stages;
- **Implementing**- Components are fully implemented; or
- **Institutionalized**- Components are an essential part of the school structure and culture.

Leadership and Culture		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • The district reviews existing policies, initiatives, and activities as part of an ACP needs assessment. • The district has integrated ACP messaging into existing communication efforts and has instituted within-district (staff or leadership) communication lines. • District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services. • A tool or method is chosen for developing plans. 	<ul style="list-style-type: none"> • The district reviews existing policies, initiatives, and activities as part of an ACP needs assessment and identifies ACP implementation goals and priorities for action. • A long-range ACP plan that meets the requirements of PI 26 is developed with stakeholders and approved by the school board. • The district's ACP communication plan is strategic and addresses multiyear rollout of communication to all audiences (e.g., staff, external stakeholders, families, students). • The district has instituted two-way communication lines between staff, leadership, and students. • District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services. 	<ul style="list-style-type: none"> • Leadership teams are organized at both the district and building level to set and implement coordinated district- and building-level ACP policy • Teams are assembled to include a breadth of perspectives and expertise, including educators and administrators, with one member designated to direct implementation and provide oversight • Teams have regular meeting schedules as well as clear and substantive agendas for meetings. • Team members' roles are clear and task assignments are documented and reviewed at each meeting.



Policy and Planning		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • The district reviews existing policies, initiatives, and activities as part of an ACP needs assessment. • The district has integrated ACP messaging into existing communication efforts and has instituted within-district (staff or leadership) communication lines. • District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services. • A tool or method is chosen for developing plans. 	<ul style="list-style-type: none"> • The district reviews existing policies, initiatives, and activities as part of an ACP needs assessment and identifies ACP implementation goals and priorities for action. • A long-range ACP plan that meets the requirements of PI 26 is developed with stakeholders and approved by the school board. • The district's ACP communication plan is strategic and addresses multiyear rollout of communication to all audiences (e.g., staff, external stakeholders, families, students). • The district has instituted two-way communication lines between staff, leadership, and students. • District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services. 	<ul style="list-style-type: none"> • ACP implementation is integrated across existing policies, initiatives, and activities in a way that supports local goals and priorities. • ACP services enhance the delivery of other programming. • A long-range ACP plan that meets the requirements of PI 26 is developed with stakeholders and approved by the school board. • The long-range plan includes an evaluation component that uses annual improvement cycles to review outcomes and adapt services. • The district's communication plan is strategic and reflects best practices in communication with all audiences (e.g., staff, external stakeholders, families, students). • The district has instituted communication lines with staff, leadership, stakeholders, families, and students that allow for regular two-way communication between all stakeholders and the district. • ACP messaging is consistent and integrated into district and school communications about all related initiatives as well as ACP-specific communication. • District leadership establishes local standards and measures for assessing building-level implementation and delivery of ACP services.



Professional Development		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • The district has identified and prioritized local ACP professional development needs. • The district delivers ACP professional development to key leaders and implementers at the district and school levels 	<ul style="list-style-type: none"> • The district has identified and prioritized local ACP professional development needs. • The district makes ACP professional development available to all staff and teachers. • The district provides coaching opportunities to schools to help schools build capacity and buy-in for ACP implementation. • The district has a plan for continuous support for ACP professional learning. 	<ul style="list-style-type: none"> • The district has identified and prioritized local ACP professional development needs. • The district makes ACP professional development available to all staff and teachers. • The district provides coaching opportunities to schools to help schools build capacity and buy-in for ACP implementation. • The district provides time and resources to support staff participation on ACP teams and in ACP collaborative networks. • The district regularly reviews readiness, training, capacity, and best practices on implementing professional development.
Family Engagement		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • Districts and schools conduct outreach to educate parents and guardians about ACP and the changes it brings to school structure and student learning. • Districts assist students in engaging parents and guardians in a student's ACP process. 	<ul style="list-style-type: none"> • The district's communication plan meets the requirements of PI 26, including providing families with multiple ACP progress reports and opportunities for involvement annually • Parents and guardians are knowledgeable about ACP as a concept and as a district policy. • Efforts are made to include families from under-resourced circumstances • Parents and guardians are knowledgeable about their students' ACP process. • Some parents attend ACP-related activities and presentations. 	<ul style="list-style-type: none"> • The district's communication plan meets the requirements of PI 26, including providing families with multiple ACP progress reports and opportunities for involvement annually. • Parents and guardians are knowledgeable about ACP as a concept and as a district policy. • Families have opportunities to contribute feedback for setting local ACP policy and practice. • Communications are accessible and support is provided to families from under-resourced circumstances. • Parents and guardians are knowledgeable about and engaged in their students' individual academic as well as career plan and planning process



Individualized ACP Support		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • All school staff members receive information and know about ACP. • Some staff members are involved with ACP implementation planning. • Staff members provide individualized support to students as needed. • All implementing staff members have opportunities to discuss ACP implementation with the leadership team. 	<ul style="list-style-type: none"> • Students' academic and career planning is supported by a continuous relationship with a supportive adult. • All school staff members receive professional development or training. They also are knowledgeable about ACP and aware of policies regarding ACP. • A formal process exists for matching students with staff for individualized ACP support. • Expectations are clear for the staff member's role in individualized ACP support. • All school staff members know where to go for information and support on ACP. 	<ul style="list-style-type: none"> • Student's academic and career planning is supported by a continuous relationship with a supportive adult or mentor who has received training in career development skills and is knowledgeable regarding the student's interests, resources, goals, and plans. • All school staff members receive training on providing individual ACP support. • A formal process exists for matching students with staff for individualized ACP support. • Expectations are clear for the staff role in individualized ACP support. • Time for regular individualized ACP support is built into the school schedule. • All school staff members know where to go for information and support on ACP. • All implementing staff members have opportunities to collaborate on ACP implementation. • The school provides time and resources to support staff participation on ACP teams and in ACP collaborative networks. • All implementing staff members have opportunities to provide experience-based feedback to the ACP leadership teams to improve local ACP policy and practice.



Community Partnerships		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • Districts and school leaders conduct outreach to educate community stakeholders – including business and industry, higher education, and community organizations – about ACP. • Districts develop a list of potential ACP partners and an action plan for cultivating sustainable partnerships with community stakeholders related to ACP. 	<ul style="list-style-type: none"> • District and school leaders promote partnerships with local community stakeholders, including business and industry, higher education, and community organizations. • Community stakeholders help develop the district’s long-range plan. • Community stakeholders are knowledgeable about ACP as well as ways they can become involved in students’ ACP and supporting district ACP policy. • Partnerships with community stakeholders exist and can be accessed by students for ACP services such as dual-enrollment courses, mentoring, job shadowing, and work-based learning. 	<ul style="list-style-type: none"> • District and school leaders collaborate with local community stakeholders – including business and industry, higher education, and community organizations– to enhance the quality of student ACPs and the community as a whole. • Community stakeholders are engaged in developing the district’s long-range PI 26 plan, from initial planning to feedback opportunities. • Community stakeholders are knowledgeable about ACP, are engaged in participating in ACP services, and act as communitywide ambassadors for ACP and education-community partnerships. • Many sustainable partnerships between the district and community stakeholders exist and provide ACP services and opportunities to students.



Access for All Students		
Initiating	Implementing	Institutionalized
<ul style="list-style-type: none"> • ACP activities and supports are available to all students. • Students have access to instruction and experiences in the Know-Explore-Plan-Go areas of Academic and Career Planning. • Students have time in the school year for ACP activities and plan development. 	<ul style="list-style-type: none"> • ACP policies and practices promote whole-school ACP implementation to ensure that all students in eligible grades have equal opportunities to access academic and career planning services, regardless of disability or language status. • Supports are provided to accommodate students with disabilities; English language learners (ELLs); and students with other identified needs. • All students receive instruction and opportunities that meet the PI 26 requirements for ACP services. • The school has a sequence of identified ACP activities and uses known tools to engage in exploration and planning. • Students have regularly scheduled time in the school year to dedicate to ACP activities and plan development. 	<ul style="list-style-type: none"> • ACP policies and practices promote whole-school ACP implementation to ensure that all students in eligible grades have equal opportunities to access ACP services, regardless of disability or language status. • ACP policies and practices are coordinated and consistent with other federal and state requirements regarding all school populations, including students at risk, students with disabilities, students in alternative programming, and ELLs. • ACP services are enhanced to support and accommodate students with disabilities or other identified needs. • All students receive instruction and opportunities that meet the PI 26 requirements for ACP services through an integrated, multiyear and multilayer system of instruction and experiences. • The school has developed, adopted, or adapted an ACP curriculum and uses aligned tools to engage in exploration and planning. • Students have regularly scheduled time to dedicate to ACP activities and plan development.