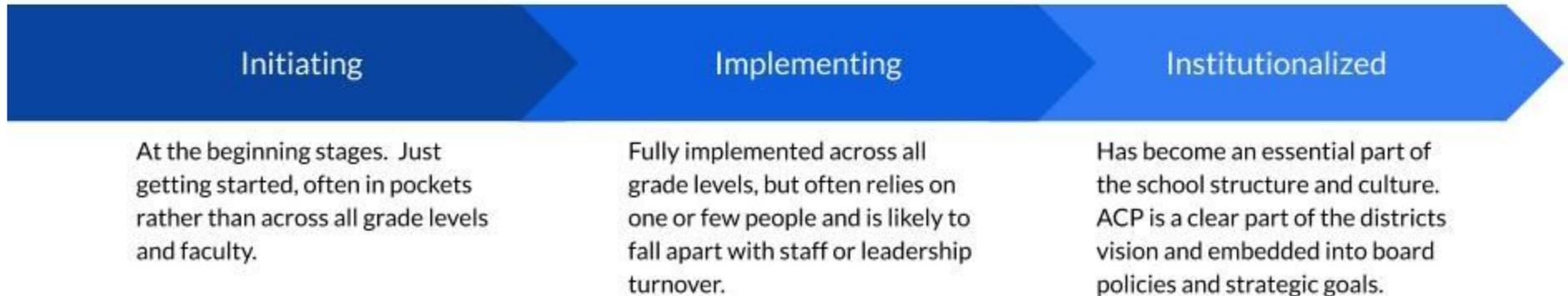




ACP Implementation: District Self-Assessment

It is important to evaluate, reflect and set goals on your school's ACP implementation. In general, we think about implementation in three different stages:



Use this guide to help your school/district ACP team discuss and assess which implementation stage you are at and what needs to happen to move to the next stage for each of the infrastructure elements listed on the following page.

Who should be on your ACP team?

Anyone who is passionate about helping your students graduate college, career and community ready. But, in particular, you may find it valuable to include:

- District ACP Coordinator
- School Counselors
- CTE Coordinator and teacher
- Teaching and Learning Director
- Building level administrators
- Special Education teacher
- Academic teacher

What should you evaluate?

You will want to look at your ACP infrastructure as well as the ACP components.

ACP Infrastructure

Leadership and Culture

Initiating Implementing Institutionalized

- ✓ ACP Team that meets on a regular basis with substantive agendas and assigned project manager or leader.
- ✓ ACP is championed by school district leaders and school board members.
- ✓ All staff embrace a role in ACP and integrate it into all areas of a student's educational experience.

Policy and Planning

Initiating Implementing Institutionalized

- ✓ Annual review of existing policies, initiatives, and activities as a part of an ACP needs assessment and identifies ACP implementation goals and priorities.
- ✓ A long-range ACP plan that meets requirements of PI 26 is developed with stakeholders, approved by the school board and posted on the district webpage.
- ✓ The district's ACP communication plan is strategic and addresses all audiences (e.g., staff, external stakeholders, families, students).

Professional Development

Initiating Implementing Institutionalized

- ✓ The district has identified and prioritized local ACP professional development needs and makes ACP professional development available to all staff and teachers.
- ✓ The district provides time and resources to support staff participation on ACP teams and in ACP collaborative networks.

Family Engagement

Initiating Implementing Institutionalized

- ✓ 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.
- ✓ Families are provided with multiple ACP progress reports and opportunities for involvement annually.
- ✓ The school engages in specific outreach efforts to families of students of color and from [special populations](#).

Individualized ACP Support

Initiating Implementing Institutionalized

- ✓ 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.
- ✓ Time for regular individualized ACP support is built into the school schedule.

Community Partnerships

Initiating Implementing Institutionalized

- ✓ District/school leaders collaborate with local community stakeholders _ including business and industry, higher education, and community organizations to:
 - enhance the quality of student ACPs
 - develop the district's long-range PI 26 plan
 - provide ACP services and opportunities to students.

Access for All Students

Initiating Implementing Institutionalized

- ✓ 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 services are enhanced to support and accommodate students of color and students from [special populations](#).
- ✓ 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 Components

Use this chart to map out which ACP components your school/district offers.

ACP Component		Mandatory for all students or optional for some students?	At which grade level(s) is this component offered?	How is this component offered? (advisory, English class, after school, online etc.)
Know: Self Awareness Activities	Identifying Strengths, Interests and Learning Styles			
	Setting, Reviewing and Revising SMART goals			
	Writing Personal Reflections			
	Decision Making Skills			
	Leadership Opportunities and Extracurricular activities			
Explore: Exploration Activities	Career Interest Inventories			
	Career Cluster and Career Pathway Exploration			
	Career Research Paper, Project or Presentation			
	CTE Courses and Career and Technical Student Organizations			
	Career Interviews			
	Job Shadowing			
	Work-Based Learning and Youth Apprenticeship			
	Volunteering and Service Learning Projects			
	Understanding Labor Market Information			

Plan: Career Planning Activities	Resumes and Cover Letters			
	Mock Interviews and Reflections			
	Understand, Investigate and Choose a Postsecondary Option: Military, Registered Apprenticeship, Technical College, University			
	Campus Visits and Reflections			
	Postsecondary Applications and Letters of Recommendation			
	Understand Personal Financial Literacy Concepts			
	FAFSA and Scholarship Applications			
Go: Career Management Activities	Reflect and modify goals regularly: <ul style="list-style-type: none"> ● Academic ● Career ● Postsecondary Education/Training ● Personal 			
	Modify course selection based on updated goals			
	Identify supports needed to achieve goals			
Academic Preparation	Sequence of Courses that align with career and postsecondary goals			
	Industry Recognized Certifications			
	College Credit Opportunities: AP, IB, Advance and Dual Credit Courses			