Career Readiness Wisconsin: District ACP Assessment and Action Plan Guide

Academic and Career Planning (ACP) is a critical component of career readiness. Therefore, it is important to create a career readiness team that will evaluate, reflect, set goals and create an action plan. This action plan should be embedded into your district's continuous improvement process.

CREATING YOUR DISTRICT'S CAREER READINESS 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 the following stakeholders in this process:

Stakeholder	Name(s)	Stakeholder	Name(s)
District ACP Coordinator		Building and district administrators	
School Counselors		District Data Steward/Specialist	
CTE Coordinator		District Communications Director	
CTE teachers		Students - representing all populations	
Non-CTE teachers		Families - representing all populations	
Special Education teachers and Transition Coordinator		Out of School Time Program Leaders	
Curriculum & Instruction Director		Business and Community Partners	
Student or Pupil Services Director		Other	

A few pointers when convening your district's career readiness team:
- Not everyone on your District Career Readiness Team needs to be at each meeting. How often you meet and who participates at each meeting will be guided by your goals and action plan.

- However, it is important to involve all stakeholders as you evaluate & reflect on your district's ACP implementation.

- Also, keep in mind that ACP should not be discussed separately from other career readiness efforts, initiatives, and programs such as Career and Technical Education, Perkins, Career Pathways, Xello/Inspire, Youth Apprenticeship etc. They all work together! Make sure everyone has a common understanding of each and is apprised of any updates or action plans - even if it is not directly related to their role.
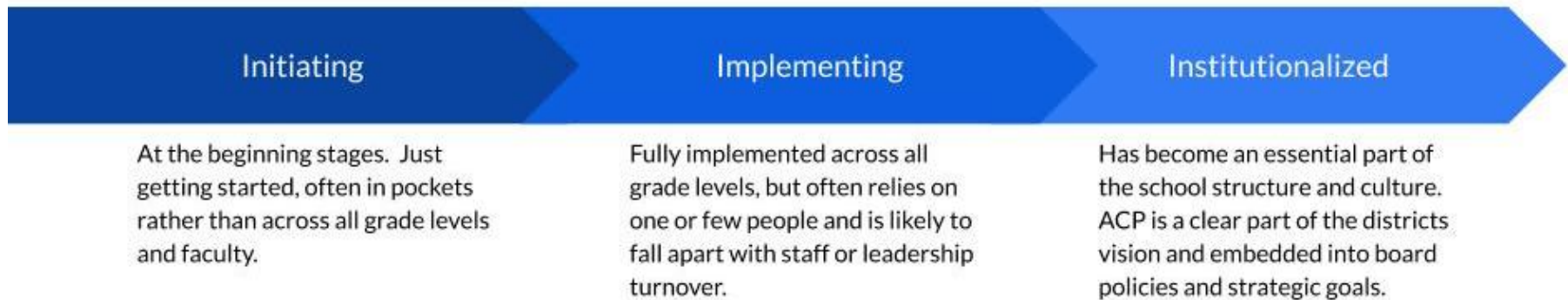
1. **Start with your data**
   Before diving in, take some time to pull together any data that will provide your district's career readiness team with a snapshot of ACP related outcomes. You may want to include:
   - Students participating in CTE courses, dual enrollment, work-based learning, industry recognized certifications, CTSOs
   - Students participating in career-based Learning Experiences(CBLEs) such as job shadow, career fairs, company tours. For full list of CBLEs see the Wisconsin Guide to Implementing Career-based Learning Experience for K12 School Districts at https://dpi.wi.gov/acp/work-based-learning
   - Number of saved careers, colleges, majors and companies in Xello
   - Number of saved ACP plans in Xello

   As you reflect on your data, discuss where you see strengths and where you see gaps. Look a little deeper by disaggregating your data to look for gaps by specific

   student populations. Finally, talk to students and their families to understand why those gaps exist and what the root cause is.

2. **Evaluate and discuss your district's ACP infrastructure**
   In general, we think about implementation in three different stages:

Initiating	Implementing	Institutionalized
At the beginning stages. Just getting started, often in pockets rather than across all grade levels and faculty.	Fully implemented across all grade levels, but often relies on one or few people and is likely to fall apart with staff or leadership turnover.	Has become an essential part of the school structure and culture. ACP is a clear part of the districts vision and embedded into board policies and strategic goals.

   Your district's career readiness team can use the rubric below to 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 that you want to advance.

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.

3. **Create an ACP Graduate Profile**

What do you hope EVERY student knows or can do related to ACP by the time they graduate? The chart below can be used to develop a your district's vision of a career, college, and community ready graduate. This vision will help you determine which ACP components your district should provide universally for ALL students. Want to learn more about Graduate Profiles? Go to: The Why for Creating a Profile of a Graduate and/or Portrait of a Graduate Design Process.

ACP Graduate Profile	
ACP Stages	What should students know, understand or be able to do by the time they graduate as it relates to ACP?

Know: Self Awareness	• *example: Understand how interests and skills relate to careers* • •
Explore: Career Exploration	• • •
Plan: Career Planning	• • •

Go:
Career Management and Success Skills, including:
   • Social Emotional Learning
   • Digital Literacy
   • STEM Skills
   • Global or Intercultural Competencies
	•
	•
	•

Academic Preparation	• • •

4. **Map out your ACP components**
   Use this chart to map out which ACP components your school/district offers AND determine which components need to be available to all students based on your ACP Graduate Profile.

ACP Components				
ACP Component		Universal for all students or opt in?	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			
	ACP Conferences or One-on-One Advising *			
Go: Career Management Activities	Reflect and modify goals regularly: • Academic • Career • Postsecondary Education/Training • Personal			
	Modify course selection based on updated goals			
	Identify supports needed to achieve personal goals			
	ACP Final Projects or Presentations *			
	Develop career success skills			
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			

* Identified as an "ACP Powerful Practice" by the Wisconsin Evaluation Collaborative in the [Academic and Career Planning 2018-2019 Evaluation Report](#)

SET YOUR GOALS

Below is a list of suggested goals that correspond to the infrastructure rubric and ACP components that have been identified as an "ACP Powerful Practice." Your district career readiness team can use this list to identify one, two, or even three ACP goals that you would like to advance in your district.

ACP Goal	Rank	ACP Goal	Rank

(1CR) Create a district career readiness team		(12JS) Develop or enhance Job Shadowing Opportunities for students	
(2DAT) Investigate our district's career readiness data and investigate the root cause of identified gaps		(13RES) Develop or enhance opportunities for students to learn how to write resumes and cover letters	
(3PROF) Create an ACP Graduate Profile		(14MI) Develop or enhance Mock Interview opportunities for students	
(4CL) Improve the ACP/Career Readiness Culture and/or Leadership in our district		(15CON) Develop or enhance ACP conferences and/or one-on-one advising	
(5POL) Improve our district's ACP/Career Readiness Policies and Planning		(16PRJ) Develop or enhance ACP Final Project presentation opportunities for students	
(6PD)Improve ACP/Career Readiness Professional Development for all staff in our district		(17SEQ) Develop or improve our district's ACP scope and sequence	
(7FAM) Improve family engagement in our district's ACP/Career Readiness process		(18CLA)Integrate ACP/Career Readiness into all classrooms	
(8IS) Improve the individualized ACP/Career Readiness support our district provides to our students		(19K5) Integrate ACP/Career Readiness into grades K-5	
(9COM) Improve community partnerships that will enhance and support our district's ACP/Career Readiness process		(20SEL) Integrate SEL into ACP	
(10SP) Improve access and support for students of color and/or from special populations to engage in the ACP/Career Readiness process in our district		(21LIT) Enhance or expand financial literacy in ACP	
(11MAP) Map out where ACP components are happening in our district and looks for gaps based on our district's ACP Graduate Profile		(22ACCT)Investigate student ACP accountability measures (giving credit, graduation requirement etc.) and develop a proposal to enhance student ACP accountability in the district	

Other goals:

Notes (are there specific details regarding the goals you identified?):

CREATE YOUR PROFESSIONAL DEVELOPMENT AND ACTION PLAN

Your CESA ACP Coordinator will help you turn your goals into a professional development plan that is specifically designed for your district so that you can develop an action plan to reach your goals!