

Appendix A: K-12 CCR District Self-Assessment indicators

The K-12 CCR District Self-Assessment covers five domains with 30 indicators. See below for a breakdown of how these indicators align with standards from national professional organizations.

	Crosswalk: Association for Career and Technical Education's <u>Framework of High-quality CTE Tools</u>	Crosswalk: American School Counselor Association's <u>School Counselor Professional Standards & Competencies</u>
A: Providing a range of postsecondary options		
Note: Respondents complete section A twice, reflecting on their support for college vs. alternative postsecondary options.		
A1a. Students can name at least one educator or counselor responsible for their preparedness for college.	9e	B-SS 2
A1b. Students can name at least one educator or counselor responsible for their preparedness for alternative postsecondary pathways (e.g., military, immediate employment, or industry certifications).	9e	B-SS 2
A2a. Students are provided opportunities outside of the classroom to experience careers that would require a college degree.	9d	B-SS 2
A2b. Students are provided opportunities outside of the classroom to experience careers that would require alternative training programs (e.g., military, apprenticeships, or certification programs).	9d	B-SS 2
A3-a. Students and educators have access to databases to search for colleges.	9e, 9f, 9h	B-SS 2
A3-b. Students and educators have access to databases to search for alternative postsecondary training programs (e.g., military, immediate employment, or industry certifications).	9e, 9f, 9h	B-SS 2
A4a. Students and educators have access to financial aid options for college.	9e	B-SS 2
A4b. Students and educators have access to financial aid options for alternative postsecondary pathways (e.g., military, immediate employment, or certifications).	9e	B-SS 2
B: Data and key metrics		
B1. Data about middle school student career interests is used to forecast secondary course pathways and CTE program offerings.	6c	
B2. District-wide student postsecondary preparedness targets (e.g., percent of Academic Career Plan completion) are measured and reported to the school board at least twice per school year.	9b	
B3. Student participation in work-based learning (WBL) opportunities is tracked and delineated by student demographic subgroups to assess equity of WBL participation.	6g, 11g	B-PA 2
B4. Data on graduates' postsecondary attainment is collected and reviewed at least once per school year.	6c	
B5. Post-high school graduation status data is delineated by student demographic subgroups to assess equity of postsecondary outcomes.	6g, 11g	B-PA 2
B6. Postsecondary attainment data is used to inform changes to student programs and supports.	6c	
C: Support and expectations		
C1. By eighth grade, all students are required to create and annually review their individual postsecondary plan.	9b	B-SS 2
C2. By eighth grade, students with IEPs have entered the Transition Planning Process.	9b	B-SS 2
C3. By eighth grade, all students' postsecondary plans are used to guide their current academic course registration.	9b	B-SS 2
C4. By eighth grade, career exploration and postsecondary planning opportunities are embedded in class time for all students.	9a	
C5. By graduation, all students participate in activities to build career-aligned soft skills (e.g., résumé building or professional etiquette training).	*Partially related: 11a	B-SS 2
C6. By graduation, all students must complete a college- and career-readiness curriculum.	9a	

Appendix A: (continued)

D: Stakeholder communication and engagement		
D1. By eighth grade, parents are required to sign off on their child's individual postsecondary plan annually.	9e	B-SS 2
D2. Parents have regular school-provided opportunities to learn about postsecondary options for their child that include college and alternative programs (e.g., military, immediate employment, or industry certifications).	9e	B-SS 2
D3. All educators receive professional development on how to support their students' postsecondary preparedness.	9h	B-SS 1
D4. Local business and community leaders are consistently involved in creating postsecondary exploration opportunities (e.g., career days and work-based learning opportunities) for students.	8e	B-SS 2
E: Tools and resources		
E1. By eighth grade, students complete career assessments to discover their individual strengths and interests.	9a, 9b	B-SS 2
E2. Students and regional workforce partners have access to a localized work-based learning (WBL) database to identify career-aligned opportunities.	8e	B-SS 2
E3. Students complete simulations, micro-credentials, or activities to "test-drive" career and college pathways.	9b	B-SS 2
E4. Students engage with career exploration content that is interactive, engaging, and culturally relevant.	9b	B-SS 2
E5. Students' career interest data is shared with teachers, parents, and counselors charged with supporting academic course decision-making.	9h, 11f	B-SS 5; B-SS 6