

Small District CCR Needs Assessment

Regardless of where your school or district is in the process of growing a meaningful CCR program, it is helpful to pause and take stock of what systems of support are in place, what is contributing to students' growth and development, and what additions are

needed to ensure that students engage in relevant and meaningful CCR experiences. Use these questions and considerations to identify areas of strength and good practice, as well as to note areas for improvement and growth.

Career Exploration and Engagement

- ✓ What courses or learning opportunities are available for students to learn job-related skills?
- ✓ What industry certifications are available for students to earn? How are these connected to career pathways and career planning?
- ✓ What clubs and extracurricular activities are offered that help to prepare students for future careers?
- ✓ What community partnerships exist? Do they represent a diverse cross section of fields and industries that mirror student interests?
- ✓ How are different career preparation pathways and opportunities communicated to students and families?
- ✓ How many students are engaged in applied, hands-on, and/or work-based learning opportunities?

Program-wide

- ✓ How is CCR embedded into school-wide goals and practices?
- ✓ How do administrators, educators, and other members of the school community share in the work of ensuring that students are college and career ready?
- ✓ What systems are in place to provide all students access to college and career planning resources and guidance? How are equity and inclusivity ensured within these systems of support?
- ✓ What tools—including a CCR platform—are available to support student self-exploration and planning?
- ✓ How is college and career readiness success measured and tracked in your school or district?

College Preparation

- ✔ How do students learn about colleges and programs that align with their skills, interests, and experiences? Are there opportunities for students to explore on their own, meet with college representatives, or talk with alumni?
- ✔ How and when do families receive information about college planning? Is the communication proactive and at regular intervals to ensure families are adequately supported through college-related planning? What supports are available for families who need additional guidance?
- ✔ How are course requirements for college communicated to students and families? Do students learn about these common requirements early enough in their high school career to ensure they can complete the requirements in time?
- ✔ What college planning support and guidance is available to students at each grade level? What is in place to support 9th, 10th, 11th, and 12th graders with their unique needs?
- ✔ What are the FAFSA completion rates? Have these rates trended upward or downward in recent years?
- ✔ What support is offered to assist students with college applications, essay writing, financial planning, and other requisite steps of the college-going process?