Implementation Models

Choose the implementation model that's right for you

Self-Directed / One-on-One

Students and clients may use their college and career planning program on site or at home with minimal or no staff supervision.

Is Your Site Ready for a Self-Directed / One-on-One Program?
Sites with little time to dedicate towards a comprehensive education and career development program are usually candidates for this type of program. As an opt-in program, individuals are introduced to XAP's college and career planning products, and are then expected to take the initiative to make appointments with their Guidance Counselor or use the program on their own time.

How is it implemented?
A Site Administrator, often from the guidance or college counseling department, is trained on program functionality and content. The Site Administrator can either train the Counselors, or the Counselors can take a one-hour webinar through XAP.

Students are generally introduced to the program at a set grade and are encouraged to either make an appointment to use the program one-on-one with a Guidance Counselor, or to use it outside of their school schedule, often during free periods, lunch, at home or from the library. Clients are often introduced to the program when they first arrive at a career agency, and are encouraged to make an appointment to use the program one-on-one with their Counselor.

Focused on information distribution, this model helps individuals build self-awareness with access to tools such as interest inventories and aptitude assessments, providing them with the knowledge they need to identify their most compatible career options and make more effective course selection for high school or post-secondary.

Skills-Oriented Careers Class

Motivated students already understand the importance of building a plan for high school, college and beyond. Using XAP's college and career planning products in a Careers Class further supports student development and offers them an academic credit for achieving specific skills-oriented outcomes.

Is Your School Ready for a Skills-Oriented Careers Class?
Good candidates for this model include schools that currently support helping students build strong planning and self-management skills as they plan for life after high school, including post-secondary, work, voc tech, military and beyond. Schools that have the flexibility to easily add courses are also good candidates for this model. There should be sufficient Internet access in the school to provide a regularly scheduled course for an entire semester.

How is it implemented?
The Site Administrator verifies school policy about awarding academic credits for participating in a Careers Class, and a grading rubric is defined. The Site Administrator then trains the Careers Class educator on product functionality and reporting. The Site Administrator coordinates with the registrar and technology manager to secure a computer lab with sufficient terminals. Students are made aware of the program's availability.

Using the corresponding lesson plans found in the products' Professional section, the curriculum is easily structured around helping students achieve specific skills-oriented outcomes.

Students should create their portfolio the first or second day of class, since building a portfolio is necessary to save all work and plans completed throughout the semester. As per the instructor's lesson plans, students will then begin using the assessments, activities and resources available to them as they build crucial planning and self-management skills in preparation for a lifetime of transitions.

Curriculum Enhancement

Curriculum enhancement is a very effective way to improve student achievement – especially in mandatory classes, such as math and English, where there is a greater need to help students understand relevance between the classroom experience and the real world. Ready-made lesson plans for all subjects demonstrate the relevance between classroom learning and careers.

Is Your School Ready for Curriculum Enhancement?
Schools selecting the curriculum enhancement model often possess a receptive faculty willing to try new methods and strategies to increase student performance. Technology and access to the Internet is plentiful, either through multiple computer laboratories or through computers directly available in the classroom.

How is it implemented?
The Site Administrator identifies what classes XAP's college and career planning products provide lessons plans for. The appropriate faculty is then trained on product functionality, curriculum and reporting. The Site Administrator can train the teachers, or the teachers can take a one-hour webinar through XAP. On-site workshops with a qualified XAP trainer are also available.

Access to technology is assessed to determine a class schedule for using the computer lab. On their first day, students should create a portfolio since the portfolio is necessary for saving all work and plans throughout the semester. Educators are provided access to the various lesson plans and activities that can be easily integrated in their curriculum. Insightful reports are generated and distributed to each of the associated faculty in order to more effectively target students' interests and keep them engaged during class.

School Improvement Program

Empower school-wide achievement by initiating a school improvement program. Make the most effective use of the accountability data available in your Professional Tools section, by using it to achieve specific school-wide outcomes, such as improve graduation rates, enhance student performance, improve student behavior, and facilitate the transition from middle school to high school.

Is Your School Ready for a School Improvement Program?
Motivated schools seeking new ways to make a proactive difference in the lives of individual students and school-wide reform are the best candidates for a school improvement program. A committed leadership team is absolutely crucial to the success of the program. Technology and access to the Internet is plentiful, either through multiple computer laboratories or through computers directly available in the classroom.

How is it implemented?
A "program oriented" Educational Leader such as the School Administrator, is elected as the Team Leader. From there, a Leadership Team is established and trained on product functionality, curriculum and reporting. The Leadership Team identifies the school's greatest needs, and selects a common objective necessary for school-wide improvement. A product workshop is scheduled to train the faculty responsible for implementing the program in their classes.

Access to technology is assessed to determine a class schedule for using the computer lab. Students should create a portfolio right away to begin saving all their work and plans. Each student's personal portfolio is the key for accurate progress reporting required by the Leadership Team. Student plans and assessment results help to initiate more targeted data-driven instruction at the classroom level.

Regular team meetings are scheduled to review the most recent data collected and gauge progress. Using the data gathered as an iterative benchmark of success, the leadership team assumes responsibility for the ongoing process of cause-and-effect accountability measure collection and reporting, which is continued throughout the year(s) in order to assess which strategies generate the most effective results. Once a solid process has been put into place, the leadership team can begin to identify their next objective to further improve school-wide success.