



## Community Action Projects (CAP) Implementation Guide

### What is the Community Action Project (CAP)?

The purpose of the Community Action Project (CAP) is to empower students to apply civic knowledge, research skills, and democratic principles to identify, investigate, and address an issue that affects their community. Students will analyze root causes, engage with stakeholders, and propose informed solutions that address a community challenge. This project allows students to practice active citizenship by connecting classroom learning about government, rights, and responsibilities to real-world civic action.

### What is the difference between Service Learning vs Community Service?

Service learning is a teaching and learning approach that connects academic learning with authentic community engagement. Through thoughtfully designed projects, students apply classroom knowledge to address real-world issues, reflect on their experiences, and develop the skills and mindsets of active, informed citizens. Unlike traditional community service, which focuses on volunteerism, service learning integrates service with curriculum, ensuring that students both learn from and contribute to their communities. It deepens academic understanding, builds empathy, and fosters civic agency by showing students that their ideas and actions can make a meaningful difference.

| Service Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Community Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Definition:</b> Service learning is a teaching and learning strategy that integrates meaningful community service with academic instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities.</p> <p><b>Key Features:</b></p> <ul style="list-style-type: none"><li>• <b>Curriculum Connection:</b> Directly tied to what students are learning in class</li><li>• <b>Reflection:</b> Students critically reflect on their service to deepen understanding and link experiences to academic content.</li><li>• <b>Sustainability:</b> Often involves long-term partnerships and projects that build ongoing capacity within the community.</li><li>• <b>Civic Skill Building:</b> Develops empathy, problem-solving, and leadership skills rooted in civic engagement.</li></ul> | <p><b>Definition:</b> Community service refers to volunteer activities intended to help others or improve the community, but it does not necessarily connect to classroom learning or curriculum goals.</p> <p><b>Key Features:</b></p> <ul style="list-style-type: none"><li>• <b>Charitable Focus:</b> Primarily about giving time or resources to meet immediate needs.</li><li>• <b>Less Academic Integration:</b> Usually not tied to specific course content or learning objectives.</li><li>• <b>Limited Reflection:</b> May or may not include structured opportunities for discussion or analysis.</li><li>• <b>Short-Term:</b> Often one-time or periodic activities.</li><li>• <b>Personal Growth:</b> Builds character and empathy, but not always linked to academic or civic skill development.</li></ul> |

### How does CAP align with my Government curriculum?

The Community Action Project (CAP) directly aligns with multiple units and essential understandings within the Virginia and United States Government framework. It provides students with an authentic opportunity to apply their civic knowledge and skills to real-world contexts by taking informed action on issues of local, state, national, or global significance.

- **Unit 1: Foundations of Government** – Students demonstrate how democratic systems balance power and freedom by exercising their own civic agency to address a public problem.
- **Unit 2: Written Plan of Government** – Students explore how checks, balances, and accountability operate in practice through civic research and advocacy efforts that mirror the responsibilities of citizens in a constitutional democracy.
- **Unit 3: Political Process and Procedures** – The project reinforces understanding of how institutions, media, and individuals influence public policy and political participation.
- **Unit 4: Civil Rights and Civil Liberties** – CAP topics often stem from students' inquiry into rights, equity, and justice, illustrating how citizens shape the evolving definition of freedom and equality.
- **Unit 6: State and Local Government** – Students engage directly with local decision-makers, understanding how change occurs through state and local systems of accountability and transparency.
- **Unit 7: Economics** – Students consider how public policy, economic priorities, and government decision-making intersect in addressing community challenges.

| Stage                                                                                                                                                              | Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teachers Do...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students Do...                                                                                                                                                                                                                                                                                                                                           | Suggested Pacing                                |
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| <b>Preparation</b>                                                                                                                                                 | <p>To ensure that every student is set up for meaningful, equitable participation. During this stage, teachers coordinate the logistics and support that make authentic community-based learning possible.</p> <p>This stage builds the foundation for successful implementation, ensuring that CAP is not only well-organized but also inclusive, responsive, and aligned with real-world learning outcomes.</p>                                                                                                                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your PLC to align CAP goals with instructional standards and student outcomes.</li> <li><input type="checkbox"/> Create and share a timeline for all CAP stages, including key checkpoints and showcase dates.</li> <li><input type="checkbox"/> Communicate the timeline with administrators, WBL Specialists, and key partners.</li> <li><input type="checkbox"/> Reserve student workspaces (classrooms, libraries, makerspaces, or community sites).</li> <li><input type="checkbox"/> Gather or prepare project materials (templates, research tools, reflection logs, supplies).</li> <li><input type="checkbox"/> Partner with your WBL Specialist to               <ul style="list-style-type: none"> <li><input type="checkbox"/> recruit community partners and confirm logistics.</li> <li><input type="checkbox"/> Complete all permission forms, transportation plans, and volunteer clearances as needed.</li> </ul> </li> <li><input type="checkbox"/> Review accommodations, EL strategies, and group roles to ensure equitable participation.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <a href="#">Civic Self-Efficacy Survey</a> (In SchoolLinks (Open Nov-Jan))</li> </ul>                                                                                                                                                                                       | <p>Start a minimum of a Month before Launch</p> |
| <b>Introduction</b><br><br>Resources;<br><br><a href="#">AHS CAP Student Handout</a><br><br><a href="#">CAP Slide Deck Packet</a><br><br><a href="#">Hot Topic</a> | <p>To introduce students to the goals, process, and impact of the Community Action Project (CAP). During this introduction, students will begin to see how their learning connects to real issues and opportunities in their communities.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand what civic agency means and why it matters.</li> <li>• Explore examples of how young people can create change.</li> <li>• Begin identifying issues, interests, or passions they care about.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the CAP framework, goals, and timeline using the <i>Introduction to CAP Slides Packet</i> (complete slides 1–3).</li> <li><input type="checkbox"/> Establish class norms and reflection routines for collaboration and discussion.</li> <li><input type="checkbox"/> Teach the concept of civic agency, public policy, and why it matters in shaping communities.</li> <li><input type="checkbox"/> Guide students to identify issues, interests, or passions they care about.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Brainstorm challenges and issues in your community (school, neighborhood, city, etc.)</li> <li><input type="checkbox"/> Complete the <a href="#">Interest Survey</a></li> <li><input type="checkbox"/> Schedule the milestones of CAP (in your planner, calendar, phone, etc)</li> </ul> | <p>1 or 2 Class Periods for Work Time</p>       |

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| <a href="#">One-Pagers</a><br><a href="#">Brainstorming Handout</a><br><a href="#">AHS CAP Workbook</a><br><a href="#">CAP Teacher SlideDeck</a> | <ul style="list-style-type: none"> <li>Learn the steps of the CAP process (from research to action to reflection).</li> </ul> <p>By the end of the introduction, students should feel curious, empowered, and ready to take the first steps toward designing a project that applies their learning in meaningful, community-centered ways.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Share examples of youth-led change that connect civic learning to real-world impact.</li> <li><input type="checkbox"/> Facilitate a Brainstorm using Hot Topics One-Pagers, Brainstorming Handout and other resources to generate student ideas.</li> <li><input type="checkbox"/> Collect information on what students are curious to explore next through <a href="#">Interest Survey</a> (teachers make a copy)</li> </ul>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |
| <b>Explore What Matters</b>                                                                                                                      | <p>To narrow their focus and select a community issue that matters to them. Students explore topics from their initial brainstorms with teachers, peers, and community members to identify a problem that is both meaningful and actionable.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Reflect on their brainstorms and select a meaningful, actionable community issue.</li> <li>Listen to and learn from multiple perspectives to understand real community needs.</li> <li>Develop inquiry skills by identifying key questions and potential stakeholders for further research.</li> <li>Create an initial plan for how they will explore their issue.</li> </ul> <p>By the end of this stage, students have engaged in a process of listening and discovery, learning to recognize different perspectives, clarify the scope of an issue, and ensure their chosen focus reflects genuine community needs and interests. They also begin to develop inquiry skills by identifying what questions still need to be asked, who holds valuable insights, and how they can gather credible information.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review student brainstorms and help identify emerging themes or interests.</li> <li><input type="checkbox"/> Host Brainstorm Office Hours for students to refine ideas before meeting with partners.</li> <li><input type="checkbox"/> Invite administrators, community members, and educators to meet with students and discuss their ideas.</li> <li><input type="checkbox"/> Guide students in developing key questions and next steps for research.</li> <li><input type="checkbox"/> Help students identify experts or stakeholders connected to their topic.</li> <li><input type="checkbox"/> Confirm final topics and groups; share with your PLC, WBL Specialist and other staff supporting CAP.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review your brainstorm ideas and look for patterns or issues that interest you most.</li> <li><input type="checkbox"/> Create a group around your topic of interest. <u>These are the people you will work with on this project.</u></li> <li><input type="checkbox"/> Confirm your issue and group with your teacher.</li> <li><input type="checkbox"/> Attend Brainstorm Office Hours to get feedback from teachers and peers.</li> <li><input type="checkbox"/> Share your ideas with visiting administrators, educators, and community members for input.</li> <li><input type="checkbox"/> Write down key questions you still need to answer about your topic.</li> <li><input type="checkbox"/> Identify experts or organizations who might help you learn more.</li> </ul> | 1 or 2 Class Periods for Work Time |
| <b>Investigate the Issue</b><br><br>Resources:                                                                                                   | <p>To take a deeper dive into their chosen issue to build an informed, evidence-based understanding of the problem. Students collect data, review existing research, and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce and model how to evaluate credible sources (news, policy briefs, local data, etc.).</li> <li><input type="checkbox"/> Provide a template for students to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete p. 1–2 of the <a href="#">VIP CAP Graded Research Template</a> (make your own copy). <ul style="list-style-type: none"> <li><input type="checkbox"/> Gather credible data and</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2 or 3 Class Periods for Work Time |

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| <p><a href="#">Charlottesville Data Resource Hub</a></p> <p><a href="#">Charlottesville Regional Health Improvement Plan</a></p> <p><a href="#">AHS VIP CAP Overview and Research</a></p> | <p>consult with experts and/or stakeholders to determine the root causes, current efforts, and potential barriers related to their topic.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Gather credible data and insights from experts, community members, and reliable sources.</li> <li>• Analyze root causes and evaluate previous or ongoing solutions to the issue.</li> <li>• Connect their issue to related policies and laws.</li> <li>• Document and organize their findings to build an informed understanding of the problem.</li> </ul> <p>By the end of this stage, students demonstrate that their chosen issue is both real and relevant. They connect their findings to the policies, laws, and systemic factors that shape the problem, showing an informed understanding of its complexity. Through this process, students engage directly with those affected by or working on the issue, developing empathy, deepening their civic awareness, and recognizing how their learning can contribute to authentic, sustainable change in their communities.</p> | <p>organize their research (<a href="#">AHS VIP CAP Overview &amp; Research</a>)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with WBL Specialists to support students in contacting experts or community members connected to their issue.</li> <li><input type="checkbox"/> Schedule work sessions and research checkpoints to monitor progress.</li> <li><input type="checkbox"/> Guide students to analyze causes, existing solutions, and barriers using research findings.</li> <li><input type="checkbox"/> Support students to connect their issue to relevant policies and/or laws.</li> <li><input type="checkbox"/> Provide feedback on research organization and citation practices.</li> <li><input type="checkbox"/> Collect and review completed <a href="#">VIP Tickets</a> (teachers make a copy)</li> </ul> | <p>insights from reliable sources, experts, or community members.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reach out to experts or organizations</li> <li><input type="checkbox"/> Identify and analyze root causes, current efforts, and barriers related to your issue.</li> <li><input type="checkbox"/> Connect your issue to related policies, laws, or systems that influence it.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organize and document your findings using notes, charts, or summaries.</li> <li><input type="checkbox"/> As a group, completed <a href="#">VIP Tickets</a></li> </ul>                                                                                                     |                                                                     |
| <p><b>Present &amp; Refine</b></p>                                                                                                                                                        | <p>To give students an opportunity to present their initial research findings and early ideas to community stakeholders, peers, and teachers for constructive feedback. This stage helps students refine their understanding of the problem and strengthen their communication, collaboration, and reflection skills.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Synthesize and organize their research into a clear, compelling presentation.</li> <li>• Practice communicating their findings and ideas with confidence and professionalism.</li> <li>• Engage with feedback from</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review student research summaries and provide guidance for organizing key findings.</li> <li><input type="checkbox"/> Introduce or review the Mini-Pitch Handout (<a href="#">p.6</a>) and clarify presentation expectations.</li> <li><input type="checkbox"/> Schedule presentation sessions and invite administrators, community partners, and other educators to attend and provide feedback.</li> <li><input type="checkbox"/> Model effective presentation and feedback norms (clarity, professionalism, constructive critique).</li> <li><input type="checkbox"/> Facilitate mini-pitch sessions, ensuring each group presents and</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare your Mini-Pitch using the <a href="#">p. 6 handout</a>—summarize your research and initial ideas.</li> <li><input type="checkbox"/> Organize your presentation to clearly explain your issue, evidence, and possible directions.</li> <li><input type="checkbox"/> Present your Mini-Pitch to peers, teachers, and community members for feedback.</li> <li><input type="checkbox"/> Listen carefully to feedback and record notes on what to clarify, expand, or improve.</li> <li><input type="checkbox"/> Reflect on what you learned from the process and identify next steps for developing your solution.</li> <li><input type="checkbox"/> Begin reaching out or following up</li> </ul> | <p>1 or 2 Class Periods for Work Time</p> <p>1 Presentation Day</p> |

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|                          | <p>community partners and peers to clarify and strengthen their approach.</p> <ul style="list-style-type: none"> <li>• Reflect on what they’ve learned from the feedback process to guide their next steps.</li> </ul> <p>By the end of this stage, students are able to articulate their issue and proposed direction with clarity and evidence, demonstrating both understanding and openness to revision. They learn that authentic problem-solving requires listening, iteration, and collaboration.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>receives actionable feedback.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide students in reflecting on what they learned from the feedback process and documenting next steps.</li> <li><input type="checkbox"/> Support students as they begin thinking about contacts or experts to reach out to for the next stage</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>with contacts/experts to deepen your understanding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                   |
| <b>Develop Solutions</b> | <p>To use their research and feedback to design an informed, realistic, and community-centered response to the issue they’ve been studying. This stage emphasizes creative problem-solving, collaboration, and the practical application of academic and civic skills to create solutions that are both meaningful and achievable.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm and evaluate possible solutions grounded in their research findings.</li> <li>• Consider feasibility, resources, and community impact when selecting a final approach.</li> <li>• Collaborate in teams to design an action plan that outlines clear goals, steps, and responsibilities.</li> <li>• Integrate feedback from teachers, peers, and community partners to refine their plan before implementation.</li> </ul> <p>By the end of this stage, students have developed a well-researched and purposeful plan for action that demonstrates critical thinking, empathy, and shared responsibility. They understand that strong solutions emerge from collaboration, evidence, and responsiveness to real community needs.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review student research summaries to confirm each group’s understanding of their issue.</li> <li><input type="checkbox"/> Facilitate solution-brainstorming sessions using research findings as a foundation.</li> <li><input type="checkbox"/> Review Develop Solutions handouts (<a href="#">p. 3–4</a> and <a href="#">p. 6</a>) for planning and action design.</li> <li><input type="checkbox"/> Guide students in assessing feasibility, resources, and community impact.</li> <li><input type="checkbox"/> Support teams as they refine and select a final, evidence-based approach.</li> <li><input type="checkbox"/> Review and approve action plans (p. 6) to ensure goals, steps, and responsibilities are clear.</li> <li><input type="checkbox"/> Work with your WBL Specialists to prepare to confirm logistics, materials, and any required permission forms or releases for students to take action.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify possible solutions to your issue using your research findings (<a href="#">p. 3–4 handout</a>).</li> <li><input type="checkbox"/> Explore and test ideas with experts, stakeholders, and contacts for feedback.</li> <li><input type="checkbox"/> Consider feasibility, available resources, and potential impact of each idea.</li> <li><input type="checkbox"/> Select one realistic, meaningful solution to move forward with.</li> <li><input type="checkbox"/> Develop a detailed action plan (<a href="#">p. 6 handout</a>) outlining goals, steps, and team responsibilities.</li> <li><input type="checkbox"/> Integrate feedback from teachers, peers, and community members to refine your plan.</li> </ul> | 1 or 2 Class Periods of Work Time |
| <b>Take</b>              | To put their plans into motion, applying what                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> Communicate with community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> Put your plan into action! Carry out                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>To be on</b>                   |

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| <b>Informed Action</b>                         | <p>they've learned to make a tangible, positive impact on their community. This stage emphasizes agency, collaboration, and problem-solving as students move from planning to implementation, navigating real challenges and adapting as needed.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Implement their action plans responsibly and effectively, using teamwork and initiative.</li> <li>• Communicate and collaborate with community partners and stakeholders throughout the process.</li> <li>• Monitor progress, make adjustments, and document both successes and obstacles.</li> </ul> <p>By the end of this stage, students demonstrate civic agency in action! They begin to see themselves as capable contributors to their community, understanding that meaningful change happens through purposeful effort and reflection.</p> | <p>partners or sites to ensure readiness and shared expectations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide ongoing check-ins and guidance as students implement their plans.</li> <li><input type="checkbox"/> Encourage students to document progress with photos, journals, or reflection notes.</li> <li><input type="checkbox"/> Support teams in problem-solving and adapting when unexpected challenges arise.</li> <li><input type="checkbox"/> Track student participation and ensure projects are safe, inclusive, and equitable.</li> </ul>                                                                                                                                                             | <p>the steps in your action plan.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate and collaborate with your community partners, teachers, and peers.</li> <li><input type="checkbox"/> Document your progress: take photos, record data, or keep a reflection log.</li> <li><input type="checkbox"/> Monitor results and make adjustments when things don't go as expected.</li> <li><input type="checkbox"/> Celebrate milestones and acknowledge contributions from your team and partners.</li> </ul>                                                                                                                                       | <p><b>track to attempt to reach action, ensure students start the first week of March at the latest.</b></p> <p><i>Students can start taking informed action as soon as they have a teacher approved project and have submitted the necessary permission forms.</i></p> |
| <b>Reflect &amp; Showcase Present Findings</b> | <p>To give students the opportunity to analyze the impact of their work, celebrate progress, and share their learning with others. This stage emphasizes metacognition, communication, and civic growth as students evaluate what they accomplished, what they learned about themselves and their communities, and how they might sustain or expand their efforts.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the outcomes of their project and identify lessons learned.</li> <li>• Evaluate both the successes and challenges of their process using evidence and feedback.</li> <li>• Prepare and deliver a clear, engaging showcase presentation that communicates their story of impact.</li> </ul> <p>By the end of this stage, students are able to articulate how their learning, actions, and</p>                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide students with the Reflection Handout (<a href="#">p. 7</a>) and model how to reflect using evidence and feedback.</li> <li><input type="checkbox"/> Work with your WBL Specialist to schedule a Showcase or Presentation Day(s) and invite administrators, community partners, other students, and families.</li> <li><input type="checkbox"/> Support students in preparing presentations or displays that highlight their learning, outcomes, and impact.</li> <li><input type="checkbox"/> Gather student and audience feedback to inform future CAP cycles.</li> <li><input type="checkbox"/> Celebrate accomplishments and recognize community partnerships.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the Reflection Handout (<a href="#">p. 7</a>) to analyze your project's outcomes and lessons learned.</li> <li><input type="checkbox"/> Evaluate both successes and challenges using evidence from your project and partner feedback.</li> <li><input type="checkbox"/> Create a showcase presentation that tells the story of your impact.</li> <li><input type="checkbox"/> Present your findings to an authentic audience of peers, partners, and community members.</li> <li><input type="checkbox"/> Celebrate your team's success and consider how your work could continue or grow.</li> </ul> | <p>1 or 2 Class Periods for Work Time</p> <p>1 Presentation Day</p>                                                                                                                                                                                                     |

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|                              | <p>partnerships contributed to authentic community change. They leave the CAP experience with a stronger sense of civic agency, purpose, and confidence in their ability to lead and collaborate for the common good.</p>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                      |
| <p><b>Leave a Legacy</b></p> | <p>To ensure that the work and learning from each Community Action Project extend beyond the current group of students. Before seniors graduate, students curate their materials, reflections, and insights into resources that can inform, inspire, and guide future teams who continue addressing the same issue or theme.</p> <p>Students recognize that meaningful community change is ongoing and that their contributions become part of a larger, collective effort toward progress.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a digital folder or website to collect student Legacy Summary</li> <li><input type="checkbox"/> Provide students with a Legacy Template or Folder to collect final reflections and project artifacts.</li> <li><input type="checkbox"/> Support students as they organize materials, photos, and data into a clear summary for future use.</li> <li><input type="checkbox"/> Report student CAP completion in the WBL Log (in coordination with your WBL Specialist).</li> <li><input type="checkbox"/> Debrief with your PLC &amp; CAP support team (Department Chair, WBL Specialist, etc.) to reflect on impact &amp; improvements for next year.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <a href="#">Civic Self-Efficacy Survey</a> (<i>In SchoolLinks, Open April &amp; May</i>)</li> <li><input type="checkbox"/> Create a Legacy Summary outlining your project's purpose, key outcomes, and lessons learned.</li> <li><input type="checkbox"/> Record or write a short message to future students offering advice and insights for continuing the work.</li> <li><input type="checkbox"/> Add all materials to your class's CAP archive or digital folder for future teams.</li> </ul> | <p>1 Post Presentation Reflect Day or Assignment</p> |