

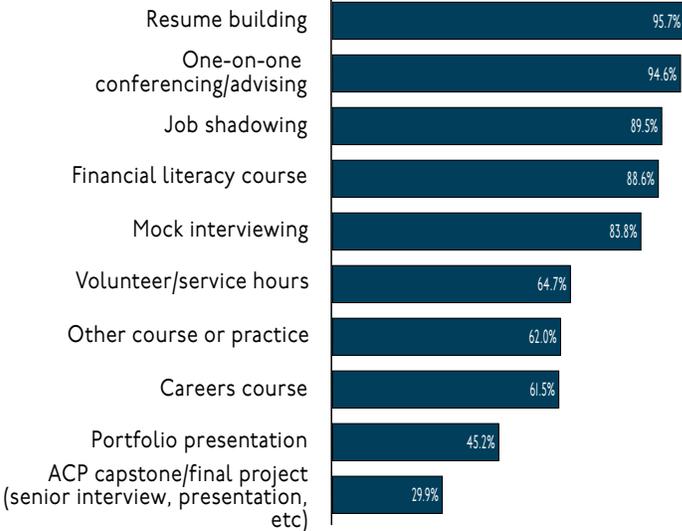
Academic and Career Planning Survey

for the Wisconsin Department of Public Instruction | 2019-20

Reported statewide levels of general ACP implementation remain consistent with last year, but schools report implementing Powerful Practices and other high-leverage activities, as well as beginning to build in student accountability measures.

As part of the Wisconsin Department of Public Instruction's Academic and Career Planning (ACP) evaluation, Wisconsin Evaluation Collaborative evaluators fielded a survey to ACP coordinators or principals of schools with any of grades 6 through 12. The purpose of this survey was to gather information related to ACP implementation during the third year of statewide implementation. The survey was fielded in November - December 2019 and sent to 1,106 school leaders representing ACP schools in Wisconsin. Full results are reported in *Academic and Career Planning Survey, 2019-20* (WEC, forthcoming).

FIGURE I
Supported ACP-Related High School Practices (N=200-240)



Implementation

Overall, in comparison to previous year's surveys, progress continues to be made in terms of stakeholder engagement in and collaboration with ACP activities. Perceptions of the levels of engagement with stakeholders and stakeholder knowledge slightly increased across all external groups (families, postsecondary institutions, businesses and community organizations). Perception of implementation levels remained similar across all categories compared to last year.



404
Total Respondents



12
CESA Regions Responding



37%
Response Rate



83%
Completion Rate

TABLE 1

ACP Practices and Level of Implementation

ACP PRACTICE	N	INSTITUTIONALIZED	IMPLEMENTED	INITIATED	NOT YET STARTED
Prioritizing ACP-related school/district goals	345	16.2%	47.2%	30.7%	5.8%
Having full staff participation in ACP	347	13.3%	36.3%	38.3%	12.1%
Regularly engaging families in their students' ACP	347	8.6%	25.9%	47.0%	18.4%
Identifying career-based learning opportunities for students	346	19.7%	49.7%	25.7%	4.9%
Informing/encouraging students about dual credit opportunities	345	43.5%	35.7%	14.8%	6.1%

Over 95 percent of schools reported scheduling regular, dedicated ACP time. In terms of ACP time or “dosage,” students were reported to receive an average of about 25 hours of regularly scheduled, dedicated ACP time per year.

The survey asked which high-leverage activities were supported by high schools, including those known as Powerful Practices.

Accountability measures for these practices, such as being required for graduation, or being completed for credit and/or a grade were reported. The most commonly required practices were a financial literacy course, ACP capstone project, volunteer/service hours, and a careers course. In many cases, these activities were graded and/or taken for credit.

Activity opportunities and equity

Findings suggest that there is continued room for improvement in the ACP activity opportunities offered to students, such as dual credit, work-based learning, and Advance Placement courses. When schools could not offer opportunities for all of their students, reasons included insufficient staff capacity and a limited availability of that activity within their area. Consequently, decisions likely must be made to select students to receive those opportunities. A wide range of decision mechanisms were reported with recommendations, course history, and first come, first served being the most frequent. However, other mechanisms reported included attendance, discipline, GPA and class standing. **It seems likely that in at least**

some cases, these decision-making processes may be vulnerable to creating inequitable opportunity gaps, and continued further research should be undertaken to better understand these factors and address them, perhaps with guidance, professional development, or other supports.

TABLE 2

Characteristics of ACP - Related High School Practices

PRACTICE	N	REQUIRED FOR GRADUATION	GRADED AND/OR FOR CREDIT
Financial literacy course	208	70%	38%
ACP capstone/ final project (senior interview, presentation, etc.)	64	56%	22%
Volunteer/service hours	148	31%	10%
Portfolio presentation	95	28%	26%
Careers course	133	25%	53%
Other course or practice	116	15%	37%
Resume building	221	14%	40%
One-on-one conferencing/ advising	223	9%	6%
Mock interviewing	195	8%	33%
Job shadowing	208	7%	20%