



Wisconsin  
Evaluation  
Collaborative

March 2020

# Academic and Career Planning Survey

*for the* Wisconsin Department of Public Instruction | 2019-20



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# About the Authors

## Grant Sim

Grant Sim is a Researcher at the Wisconsin Evaluation Collaborative, specializing in mixed methods program evaluation of educational initiatives at both the state and district levels. He holds a master's degree in public affairs from the University of Wisconsin–Madison.

## Robin Worth

Robin Worth is a Researcher with the Wisconsin Evaluation Collaborative specializing in qualitative methods of evaluation and focusing on Career Readiness Initiatives. She holds a Ph.D. in Second Language Acquisition from the University of Wisconsin-Madison with an emphasis in foreign language pedagogy and qualitative classroom research.

## Brie Chapa

Brie Chapa is a Data Analyst with the Wisconsin Evaluation Collaborative. She holds a B.S. in Secondary Mathematics Education from the University of Wisconsin- Madison.

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## About the Wisconsin Evaluation Collaborative

The Wisconsin Evaluation Collaborative (WEC) is housed at the Wisconsin Center for Education Research at the University of Wisconsin–Madison. WEC's team of evaluators supports youth-serving organizations and initiatives through culturally responsive and rigorous program evaluation. Learn more at <http://www.wec.wceruw.org>.

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## Contact

GRANT SIM  
GRANT.SIM@WISC.EDU

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# Academic and Career Planning Survey

for the Wisconsin Department of Public Instruction | 2019-20

## Introduction

As part of the Wisconsin Department of Public Instruction’s (DPI) Academic and Career Planning (ACP) evaluation, Wisconsin Evaluation Collaborative (WEC) evaluators within the Wisconsin Center for Education Research 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. Specific areas of interest were ACP infrastructure and engagement, perceptions of ACP awareness and knowledge, ACP component implementation, ACP curriculum, and resource availability for ACP-related activities.

WEC opened the survey on November 20, 2019 and sent it to 1,106 school leaders representing ACP schools in Wisconsin. The survey closed on January 22, 2020. WEC, through the survey instrument, attempted to contact ACP coordinators at each school using information provided by each Cooperative Educational Service Agency (CESA). Where information was not available for a school’s ACP coordinator, the WEC contacted that school’s principal. The total number of respondents was 404, with 334 completing the full survey for a response rate of 37 percent and a completion rate of 83 percent. For reference, each of the tables and figures in this report provides the exact number of respondents to the item(s) displayed. The Appendix contains the survey instrument.

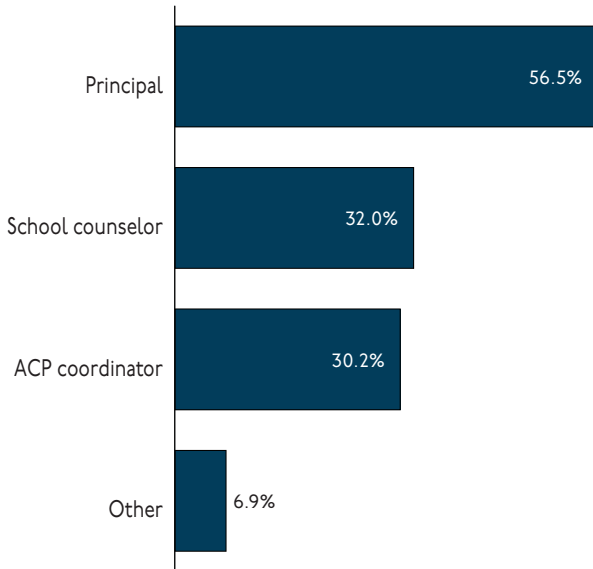
## Table 1

Respondents by CESA Region (N=403)

CESA REGION	NUMBER OF RESPONDENTS	RESPONSE RATE
CESA 1	40	15%
CESA 2	70	43%
CESA 3	23	51%
CESA 4	35	58%
CESA 5	39	42%
CESA 6	34	29%
CESA 7	42	42%
CESA 8	33	62%
CESA 9	14	29%
CESA 10	24	47%
CESA II	37	49%
CESA 12	12	38%

## Figure 1

Role of Respondents (N=391)



Note: Respondents were able to indicate more than one role; the total may be greater than 100 percent.

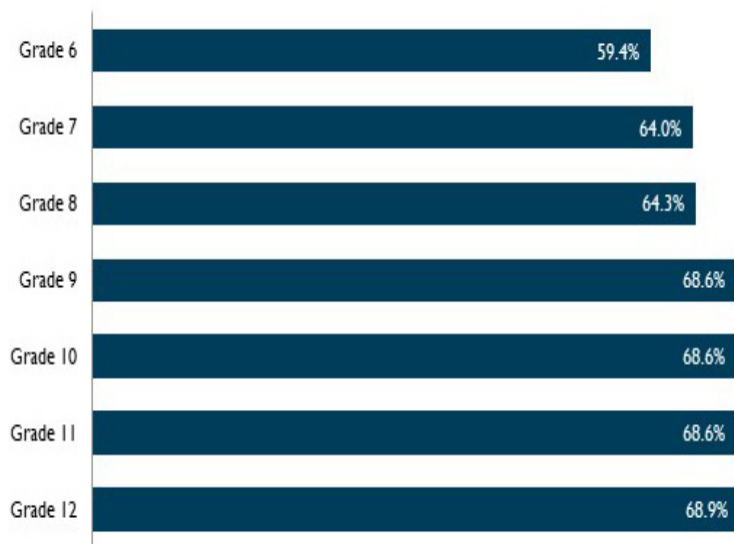
## Respondent Demographics

This section of the report provides information on the respondents to the survey to give context to results. Overall, responses to the survey came from 287 districts across the state. Table I shows counts of respondents and a response rate by CESA region. Figure I provides information on the role of the respondent and shows that a majority of respondents were principals.

To further examine the types of schools respondents worked in, the survey asked respondents which grade levels their school serves. Figure 2 shows the breakdown of responses to this item. Approximately 70 percent worked in a school serving high school grades (9-12) and between 60 and 65 percent worked in a school serving middle school grades (6-8).

## Figure 2

Grades Served in Respondents' Schools (N=392)



Note: Respondents were able to indicate more than one grade; the total may be greater than 100 percent.

## Table 2

Levels of ACP Engagement and Collaboration with Families and District Partners

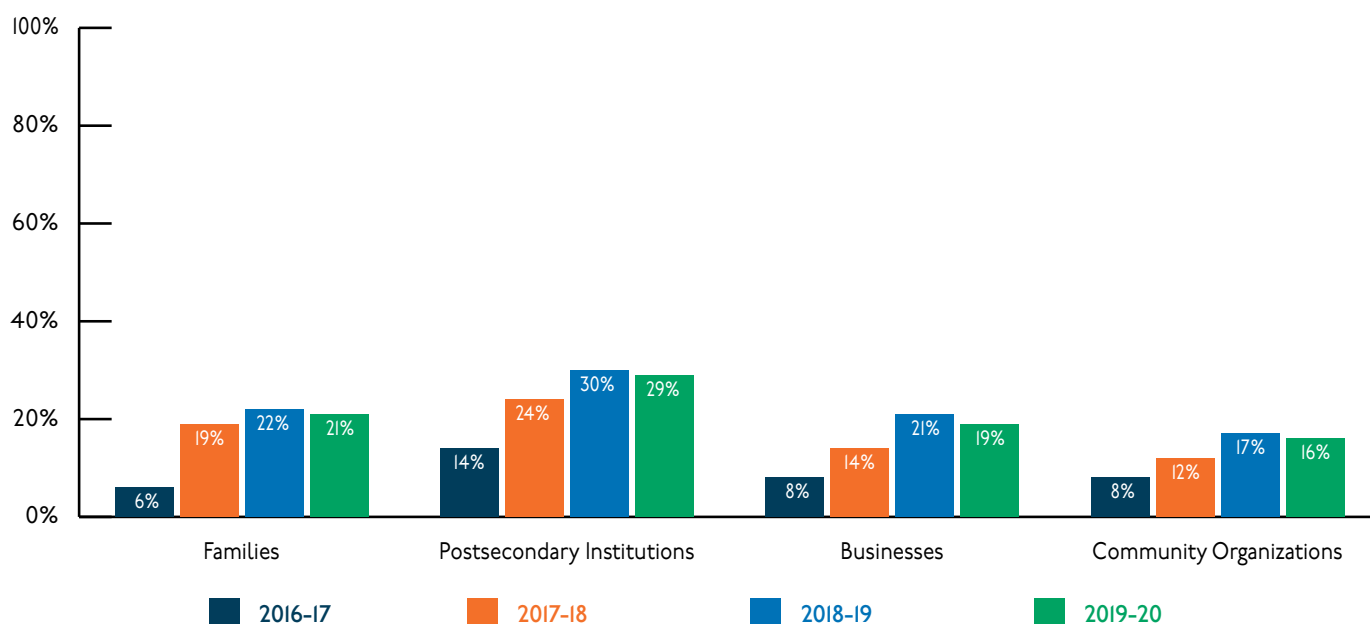
STATEMENT	N	VERY HIGH	SOMEWHAT HIGH	MODERATE	SOMEWHAT LOW	VERY LOW
In general, engagement with families in my school/district is...	369	12.7%	27.1%	36.3%	17.6%	6.2%
Collaboration with local post-secondary institutions near my school/district is...	368	20.9%	40.8%	29.1%	7.6%	1.6%
Collaboration with local businesses near my school/district is...	364	12.6%	36.0%	34.1%	12.9%	4.4%
Collaboration with local community organizations near my school/district is...	361	8.6%	36.6%	34.9%	15.5%	4.4%
Family knowledge of my school/district's ACP implementation is...	364	3.8%	17.6%	42.0%	26.9%	9.6%
Local post-secondary institution knowledge of my school/district's ACP implementation is...	329	5.2%	24.3%	35.3%	22.8%	12.5%
Local community organization knowledge of my school/district's ACP implementation is...	332	1.5%	17.8%	38.3%	30.4%	12.0%
The local business community's knowledge of my school/district's ACP implementation is...	333	1.2%	14.4%	37.5%	33.3%	13.5%

## ACP Infrastructure and Engagement

The first major section of the survey examined perceptions of ACP infrastructure development and ACP engagement with key school and community stakeholders. One key aspect to ACP infrastructure development is engagement and collaboration with families in the district as well as stakeholders within the community such as nearby postsecondary institutions, local businesses, and local community organizations. Table 2 shows the level of engagement and collaboration with these stakeholders as well as the level of knowledge these stakeholders have regarding district ACP efforts. As seen, respondents indicated the highest levels of perceived collaboration with postsecondary institutions (62 percent very high or somewhat high) and the lowest levels of perceived collaboration with families (40 percent very high or somewhat high). In terms of stakeholder knowledge, a majority of respondents indicated that they perceived these stakeholders had moderate or somewhat low knowledge of district ACP implementation.

## Figure 3

Percentage of Responses with Very High or Somewhat High Stakeholder Knowledge of ACP Implementation, 2016-17 through 2019-20



These same items were also asked on the 2016-17, 2017-18, and 2018-19 surveys and while there are some slight improvements in engagement, there are consistently improvements across all stakeholders in knowledge of ACP implementation. These differences are seen in Figure 3, which shows the proportion of respondents indicating very high or somewhat high knowledge of ACP implementation for various stakeholders in 2016-17 through 2019-20.

Due to the similar scaling on the items related to stakeholder collaboration and knowledge, this report also provides stakeholder engagement indices for these two areas. These indices are derived from categorizing responses of “Very high” as a 5 through “Very low” as a 1 and averaging the responses across the relevant items. The resulting indices range from 1 to 5. Across all respondents, the average engagement index for collaboration is 3.4 (somewhat high to moderate), and the average engagement index for stakeholder knowledge is 2.8 (moderate to somewhat low). Since these same items were asked on the previous three annual surveys, this report also provides a comparison of the index scores over time. Figure 4 shows the box plots for the collaboration indices in 2016-17 through 2019-20 while Figure 5 shows the box plots for knowledge indices. Comparing Figure 4 to Figure 5 illustrates that there were higher levels of stakeholder collaboration as compared to stakeholder knowledge. Across time, these measures have generally improved slightly; however, stakeholder collaboration and knowledge have stayed relatively stable since 2017-18.



## BOX-PLOT GUIDE



### Shaded Box

Most of Respondents (between 25th and 75th percentile).

X

X

Average engagement index.

### Horizontal Bar

Median engagement index or 50th percentile of respondents.

### Whiskers

Lowest and highest engagement index within 1.5 times above and below those respondents in the shaded box.

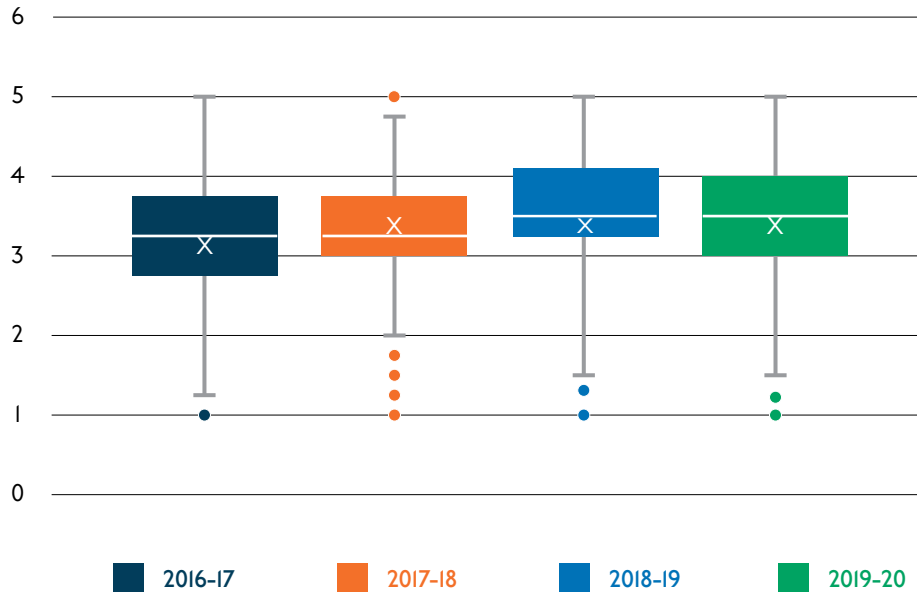


### Dots

Outliers

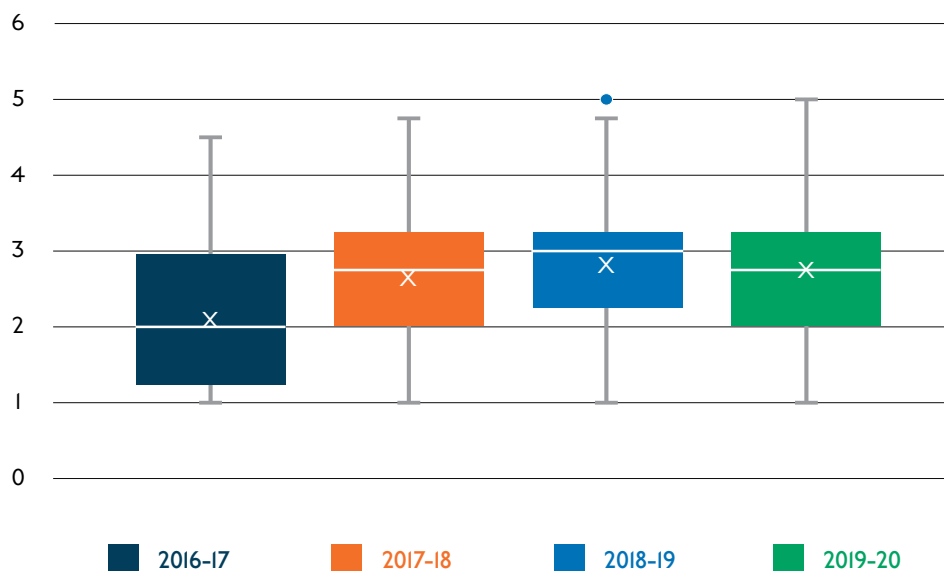
## Figure 4

ACP Engagement Indices for Stakeholder Collaboration, 2016-17 through 2019-20



## Figure 5

ACP Engagement Indices for Stakeholder Knowledge 2016-17 through 2019-20.



## Table 3

Respondent Perceptions of Staff and Student Awareness and Knowledge of ACP

STATEMENT	N	VERY HIGH	SOMEWHAT HIGH	MODERATE	SOMEWHAT LOW	VERY LOW
General ACP awareness among staff is...	364	20.3%	37.6%	31.9%	7.7%	2.5%
Staff knowledge of my school/district's ACP implementation plan is....	365	14.8%	33.2%	37.3%	11.2%	3.6%
Staff knowledge of ACP components is...	362	10.2%	30.4%	40.9%	12.7%	5.8%
Staff knowledge of their role(s) within our school/district's plan for ACP delivery is...	360	15.0%	26.4%	37.2%	14.4%	6.9%
Staff knowledge of how ACP aligns with other school/district initiatives is...	356	9.0%	26.1%	37.6%	18.5%	8.7%
General ACP awareness among students in my school/district is...	364	16.5%	39.0%	33.0%	7.7%	3.8%
Knowledge of ACP components among students in my school/district is...	362	11.3%	31.8%	39.5%	12.2%	5.2%
Student knowledge of their role within ACP in my school/district is...	360	12.8%	31.7%	38.3%	11.7%	5.6%

## ACP Awareness and Knowledge

The second major section of the survey examined perceptions of ACP awareness and knowledge for two categories of school stakeholders: staff and students. Table 3 shows respondent perceptions of school staff awareness and knowledge of ACP. A majority of respondents for each item indicated a perception of somewhat high or moderate knowledge among staff. General ACP awareness had the highest responses with 58 percent of respondents indicating a very high or somewhat high awareness among staff. Respondents indicated that staff knew the least about how ACP aligns with other district initiatives (35 percent very high or somewhat high).

As with staff, respondents reported that students also had generally above moderate levels of knowledge regarding ACP. Table 3 shows respondent perceptions of student ACP awareness and knowledge. The majority of respondents indicated for each item that student knowledge was somewhat high or moderate.

As with previous items, ACP awareness lends itself well to index creation due to the similar items and response categories. The two awareness indices created for this report are student knowledge and staff knowledge. The average index for both staff and student knowledge is the same at 3.4 (somewhat high to moderate). Like stakeholder collaboration and knowledge, staff knowledge and student knowledge indices were also created from the pre-implementation survey results in 2016-17 and the implementation surveys in 2017-18 and 2018-19. Figure 6 shows the box plots for these awareness indices for staff knowledge in 2016-17 through 2019-20 while Figure 7 shows box plots for student knowledge. These results indicate a large increase in knowledge for both staff and students related to ACP between 2016-17 and 2017-18 but relatively little change since 2017-18.

## BOX-PLOT GUIDE



### Shaded Box

Most of Respondents (between 25th and 75th percentile).

X

X

Average awareness index.

### Horizontal Bar

Median awareness index or 50th percentile of respondents.

### Whiskers

Lowest and highest awareness index within 1.5 times above and below those respondents in the shaded box.

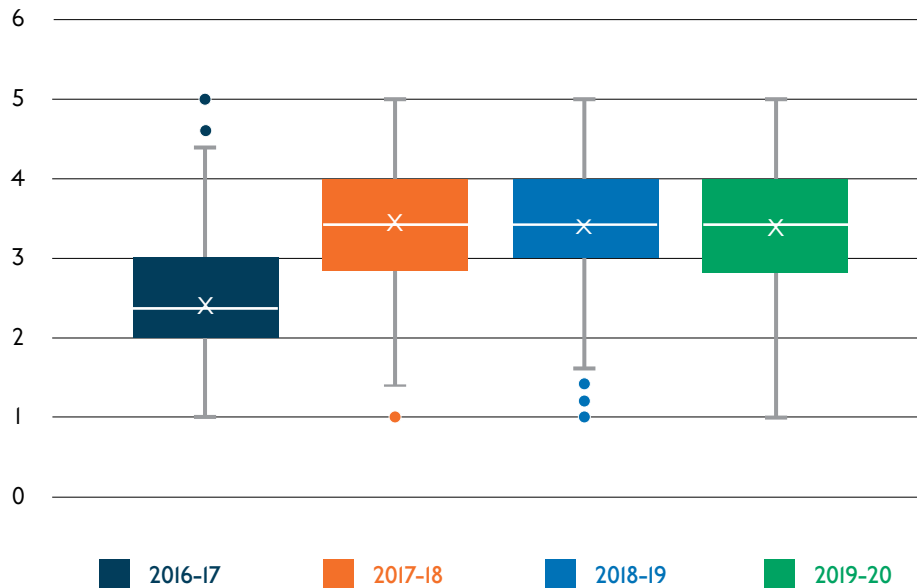
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### Dots

Outliers

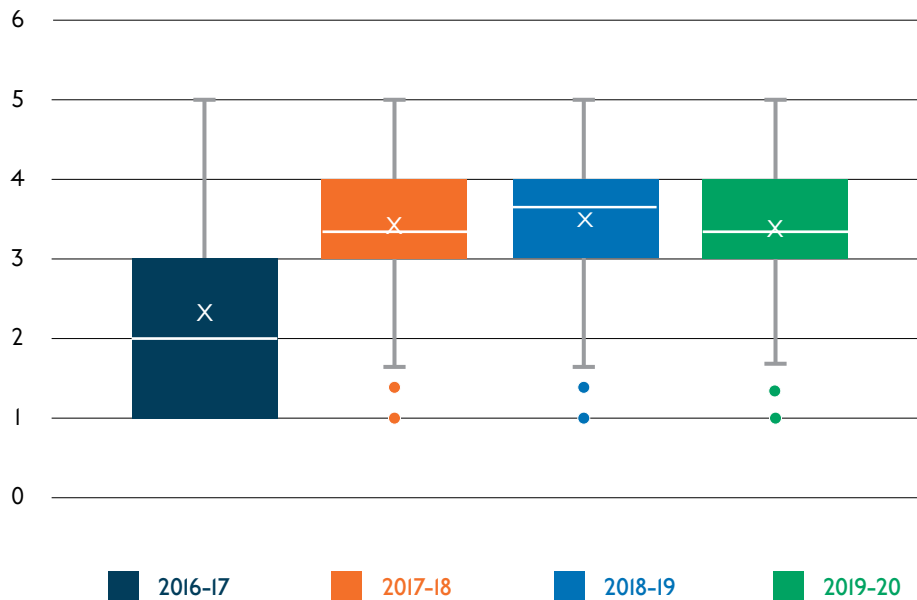
## Figure 6

ACP Engagement Indices for Staff Knowledge  
2016-17 through 2019-20



## Figure 7

ACP Engagement Indices for Student Knowledge,  
2016-17 through 2019-20.



## Table 4

ACP Practices and Level of Implementation, Culture, Structure and Prioritization of ACP

ACP PRACTICE	N	INSTITUTIONALIZED	IMPLEMENTED	INITIATED	NOT YET STARTED
Providing equitable access to ACP for all students in grades 6-12	348	29.3%	48.3%	20.7%	1.7%
Having an inclusive school/district-wide culture around ACP	348	17.2%	42.8%	33.0%	6.9%
Having administrative engagement in ACP	347	26.2%	52.2%	19.9%	1.7%
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%
Making ACP student-focused	344	21.5%	47.7%	27.6%	3.2%
Scheduling regular, dedicated time for ACP activities	345	35.1%	39.4%	21.2%	4.3%

## ACP Implementation

Another area of focus on the survey this year, and similar to surveys since full implementation in 2017-18, was the level of implementation for certain ACP practices. The survey asked about a wide variety of these practices which fell into seven larger categories: culture, structure, and prioritization of ACP; family engagement; student advising and mentoring; curriculum; career-based learning; postsecondary opportunities; and connections to student goals. Table 4 shows the proportion of respondents indicating the level of implementation of ACP practices related to culture, structure, and prioritization: institutionalized, implemented, initiated, or not yet started. All practices showed a slight increase in implementation compared to last year. Areas of high levels of implementation included administrative engagement (78 percent institutionalized or implemented), provision of equitable access (78 percent institutionalized or implemented), and scheduling regular, dedicated time for ACP activities (74 percent institutionalized or implemented). The area with the lowest level of implementation, for the second year in a row, was full staff participation with approximately half responding that this practice was institutionalized or implemented.

## Table 5

ACP Practices and Level of Implementation, Family Engagement, Student advising and Mentoring, and Curriculum

ACP PRACTICE	N	INSTITUTIONALIZED	IMPLEMENTED	INITIATED	NOT YET STARTED
<b>FAMILY ENGAGEMENT</b>					
Regularly informing families about their students' ACP	347	9.5%	31.1%	44.4%	15.0%
Regularly engaging families in their students' ACP	347	8.6%	25.9%	47.0%	18.4%
<b>STUDENT ADVISING AND MENTORING</b>					
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	347	24.2%	49.6%	22.5%	3.7%
Providing informed education and career advising	346	33.2%	46.5%	18.5%	1.7%
Providing non-judgmental education and career advising	347	32.0%	46.1%	19.6%	2.3%
<b>CURRICULUM</b>					
Outlining an ACP activity curriculum (scope and sequence)	348	20.1%	46.3%	29.3%	4.3%
Outlining an ACP activity curriculum (scope and sequence) that is scaffolded	348	17.0%	40.5%	34.8%	7.8%
Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate	347	19.0%	46.1%	30.8%	4.0%

Table 5 shows the results from the implementation items related to family engagement, student advising and mentoring, and ACP curriculum. Unlike ACP culture and structure, a plurality of respondents indicated that ACP practices around family engagement were at the initiated level. Although there was slightly increased implementation of family engagement compared to last year, of all of the implementation items, this area still has the lowest levels of implementation and could be a focus of many districts and schools to further strengthen their ACP programs.

Student advising and mentoring practices were reported to have high levels of implementation with more than 70 percent of respondents indicating that these practices were either institutionalized or implemented, similar to last year's reported implementation levels.

Also shown in Table 5, a large majority of respondents described that ACP curriculum practices were implemented or initiated. Perceptions of the implementation of curriculum practices are approximately the same as last year.

**Table 6**

ACP Practices and Level of Implementation, Career-Based Learning, Postsecondary Opportunities and Connections to Student Goals

ACP PRACTICE	N	INSTITUTIONALIZED	IMPLEMENTED	INITIATED	NOT YET STARTED
<b>CAREER-BASED LEARNING</b>					
Informing students about regional or locally created career pathways	348	14.7%	47.4%	31.0%	6.9%
Identifying career-based learning opportunities for students	346	19.7%	49.7%	25.7%	4.9%
Encouraging career-based learning opportunities for students	346	22.3%	50.9%	22.3%	4.6%
<b>POSTSECONDARY OPPORTUNITIES</b>					
Informing/encouraging students about dual credit opportunities	345	43.5%	35.7%	14.8%	6.1%
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	347	42.9%	37.8%	12.4%	6.9%
Informing/encouraging students about industry recognized credential programs	347	22.5%	44.4%	24.5%	8.6%
<b>CONNECTIONS TO STUDENT GOALS</b>					
Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals	346	21.4%	49.7%	26.0%	2.9%
Supporting students to choose Career & Tech Ed and academic courses applicable to their ACP/career goals	347	32.3%	46.7%	17.3%	3.7%

Table 6 presents the results from the implementation items related to career-based learning and pathways. Over two-thirds of respondents indicate that identifying and encouraging career-based learning opportunities are implemented or institutionalized, while about 62 percent say the same for informing students about career pathways. These results are similar to or slightly higher than last year.

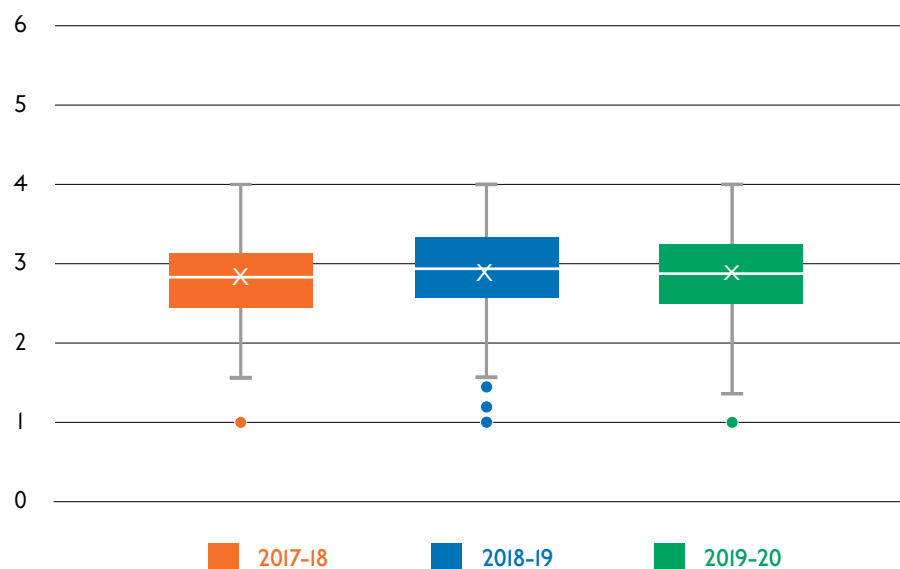
Table 6 also shows the implementation items related to opportunities to engage in postsecondary level instruction and connections to student goals. Postsecondary opportunity practices had generally high levels of implementation with close to 80 percent or above of respondents indicating either institutionalized or implemented practices in informing/encouraging students about dual credit and AP and/or International

Baccalaureate opportunities. These levels have been similar since the start of ACP implementation. Approximately two-thirds of respondents indicated institutionalized or implemented levels of informing or encouraging students about industry recognized credential programs, a slight decrease from last year.

Practices related to student ACP career and education goals had similar levels of implementation as many of the previous practices with at least 70 percent of respondents indicating institutionalized or implemented, approximately the same as last year.

## Figure 8

Implementation Indices, 2017-18 through 2019-20



Since all of the implementation items in this section had the same scale, this report provides a final index related to overall implementation. Unlike the previous indices which have scales from 1 to 5, this index has a scale from 1 (not yet started) to 4 (institutionalized). As Figure 8 shows, the average of this implementation index is 2.85 (implemented). This average index score is similar to the previous two years of implementation.

The survey also included items intended to catalogue and quantify “dosage” of dedicated ACP time in schools and districts. Those respondents who indicated that their school or district had initiated, implemented or institutionalized “scheduling regular, dedicated time for ACP activities” (see Table 4 above) were asked to indicate how frequently and for what length of time “dedicated ACP time” was scheduled, by grade. Tables 7—10 provide results from these items. Specifically, Table 7 provides information on the percentage of schools that meet for dedicated ACP time more than once per month.

## Table 7

Percentage of Schools Meeting for Dedicated ACP Time More than Once per Month

GRADE LEVEL	N	PERCENTAGE
Grade 6	182	56.0%
Grade 7	201	59.7%
Grade 8	202	65.3%
Grade 9	229	69.0%
Grade 10	230	69.6%
Grade 11	231	69.3%
Grade 12	231	67.5%

## Table 8

Duration of Year of ACP Time

GRADE LEVEL	N	FULL SCHOOL YEAR	3 QUARTERS	2 TRIMESTERS	1 SEMESTER	1 TRIMESTER	1 QUARTER	OTHER
Grade 6	166	42.2%	6.6%	2.4%	9.0%	1.8%	19.3%	18.7%
Grade 7	185	44.9%	7.0%	1.6%	9.7%	2.7%	18.4%	15.7%
Grade 8	187	46.0%	7.5%	1.6%	11.2%	2.7%	18.7%	12.3%
Grade 9	213	60.6%	8.5%	0.5%	9.4%	0.9%	9.4%	10.8%
Grade 10	217	59.9%	8.3%	0.5%	8.8%	0.9%	11.1%	10.6%
Grade 11	216	60.2%	8.8%	0.5%	8.8%	1.4%	10.6%	9.7%
Grade 12	213	60.1%	10.3%	0.5%	7.0%	0.5%	10.8%	10.8%

Of the schools indicating that they meet more than once per month, Table 8 provides information on when throughout the year these times occur and Table 9 provides information on the average duration and monthly frequency of these dedicated ACP times. With all of this information, Table 10 then provides an average number of hours per year that students meet for dedicated ACP time. As seen from this table, students meet for dedicated ACP time approximately 25 hours per year with more time in the middle school grades and more time in the upper grades of high school.

Similar to last year, respondents indicating a higher level of dedicated ACP time also tended to indicate higher levels of ACP implementation overall. The correlation between dedicated ACP time and implementation index score at the middle school level was 0.28 and the correlation at the high school level was 0.15. Both of these values indicate a weak, but positive relationship between dedicated ACP time and overall implementation.



## Table 9

Duration and Frequency of ACP Period

GRADE LEVEL	N	AVERAGE	STD. DEV.	MINIMUM	MAXIMUM
<b>DURATION (IN MINUTES)</b>					
Grade 6	99	40.9	20.9	9	120
Grade 7	116	42.1	23.4	10	120
Grade 8	128	43.3	24.5	7	120
Grade 9	156	38.6	19.3	5	120
Grade 10	158	38.5	18.5	9	120
Grade 11	158	39.0	18.4	9	120
Grade 12	153	39.4	18.9	10	120
<b>FREQUENCY (IN DAYS PER MONTH)</b>					
Grade 6	99	5.2	5.0	1	20
Grade 7	116	5.4	4.9	1	20
Grade 8	129	6.2	5.6	1	20
Grade 9	155	4.6	4.3	1	20
Grade 10	157	4.8	4.7	1	20
Grade 11	157	4.7	4.6	1	20
Grade 12	152	4.9	4.8	1	20

## Table 10

Amount of Dedicated ACP Time (in Hours per Year)

GRADE LEVEL	N	AVERAGE
Grade 6	86	24.0
Grade 7	103	25.5
Grade 8	117	27.3
Grade 9	146	23.0
Grade 10	149	23.6
Grade 11	150	24.0
Grade 12	144	26.3

## Table II

Organization of Dedicated ACP Time (N=231)

ORGANIZATION	PERCENTAGE
Single grade groupings (all students in the same grade)	85.3%
Mixed grade groupings (students are in different grades)	22.5%
Similar career interest or career clusters groupings	14.7%
Random groupings	11.7%
Alphabetical groupings (students are assigned based on last name)	9.1%
Some other strategy for grouping or sorting	5.6%

Note: Respondents were able to indicate more than one organization; the total may be greater than 100 percent.

New to this year's survey were items related to how schools utilize their dedicated ACP time. Table II provides results from an item that asked how schools organized their dedicated ACP time. As seen, a vast majority (85 percent) used a grouping of a single grade of students. Slightly less than a quarter of respondents indicated using multi-grade groupings.

Eleven respondents described "other" grouping or sorting strategies, of which three reported that ACP activities took place during core required classes, two reported that students were grouped by post-high school plans, and two reported that students were grouped with a teacher with whom they already had a relationship. In one of these cases, teachers selected which students they would mentor in 9th and 10th grades. Other practices mentioned included students working independently in a virtual school, scheduling based on enrollment in Band, and ACP done through individual conferencing with parents and students.

## Table I2

Characteristics of Dedicated ACP Time

CHARACTERISTIC	N	PERCENTAGE
ACP time required for all students, regardless of ability	227	90.3%
Students typically have the same ACP (advisory, homeroom) teacher all years of high school	227	70.9%
Students earn credit for ACP time	228	14.9%
Students earn a grade for ACP time	227	12.8%

Note: Respondents were able to indicate more than one characteristic; the total may be greater than 100 percent.

The survey also asked respondents to indicate some other characteristics of their dedicated ACP time. Table I2 shows that majority of respondents indicated that their ACP time was required for all students regardless of ability (90 percent) and that students typically had the same ACP teacher all years of school (71 percent).

## Table 13

Content Courses Delivering ACP - Related Curriculum

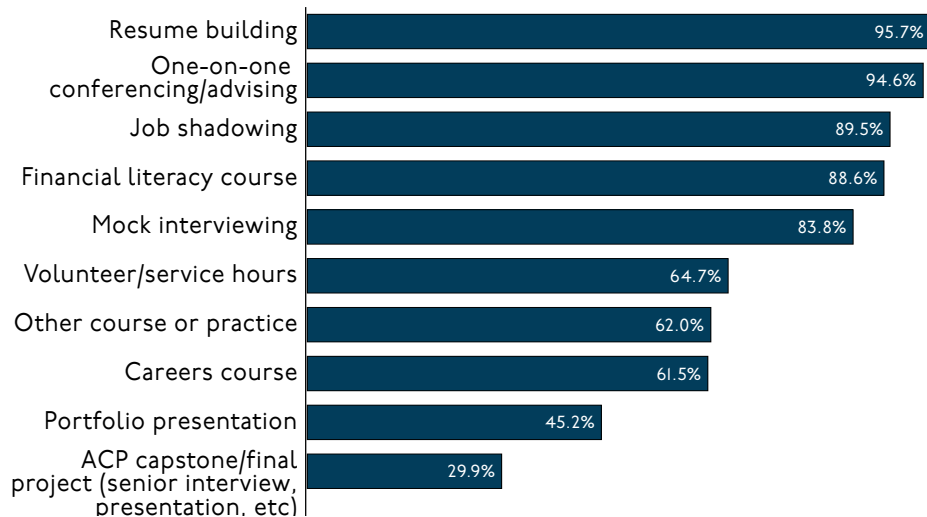
COURSE	N	PERCENTAGE
Required English course	264	57.2%
Elective English course	231	25.1%
Required social studies course	243	40.7%
Elective social studies course	229	22.3%
Required science course	244	32.8%
Elective science course	224	22.3%
Required math course	232	29.7%
Elective math course	226	20.8%
Required business course	250	48.0%
Elective business course	247	49.8%
Other required course(s)	236	60.6%
Other elective course(s)	236	55.5%

## ACP Curriculum

Also new to this year's survey were questions related to how schools deliver their ACP-related curriculum and/or scope and sequence. The first of these items examined which content courses schools used to deliver their ACP-related curriculum. Table 13 shows the results from this item. Courses with the highest percentage of respondents indicating they included ACP-related curriculum included required English courses, elective business courses, and required business courses. Less than a quarter of respondents indicated that schools deliver ACP-related curriculum in elective math, elective science, and elective social studies courses.

## Figure 9

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



Another item related to ACP curriculum/scope and sequence asked respondents which ACP practices were supported in their high school. Figure 9 displays the results from this item, showing that over three-quarters of respondents indicated that their school supported resume building, one-on-one conferencing or advising, job shadowing, a financial literacy course, or mock interviews. Less than a third of respondents indicated their high school supported an ACP capstone or final project. To follow up, for respondents indicating their school supported these practices, the survey also asked about characteristics of these practices. As seen from Table 14, a majority of respondents indicated that several of these practices are graded for credit or required for graduation, including financial literacy courses, careers courses, and ACP final projects.

## Table 14

Characteristics of ACP - Related High School Practices

PRACTICE	N	REQUIRED FOR GRADUATION	GRADED AND/OR FOR CREDIT	NEITHER
Job shadowing	208	7%	20%	75%
Mock interviewing	195	8%	33%	60%
Portfolio presentation	95	28%	26%	46%
Resume building	221	14%	40%	49%
One-on-one conferencing/advising	223	9%	6%	85%
ACP capstone/final project (senior interview, presentation, etc.)	64	56%	22%	28%
Volunteer/service hours	148	31%	10%	61%
Financial literacy course	208	70%	38%	13%
Careers course	133	25%	53%	31%
Other course or practice	116	15%	37%	53%

## Table 15

ACP Opportunities and Level of Provision to Interested Students

ACP OPPORTUNITY	N	TO ALL STUDENTS	TO MOST STUDENTS	TO ABOUT HALF OF STUDENTS	TO LESS THAN HALF OF STUDENTS	TO NO STUDENTS
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	341	67.2%	24.6%	4.4%	3.2%	0.6%
Providing informed, non-judgmental education and career advising	341	75.1%	18.5%	3.8%	2.3%	0.3%
Informing students about regional or school/district career pathways	341	61.0%	22.0%	10.9%	3.8%	2.3%
Identifying/encouraging career-based learning opportunities for students	341	58.1%	27.9%	7.6%	4.4%	2.1%
Informing/encouraging students about dual credit opportunities	340	66.8%	21.2%	5.0%	2.1%	5.0%
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	341	67.4%	19.9%	4.7%	2.1%	5.9%
Informing/encouraging students about industry recognized credential programs	341	50.4%	29.6%	9.1%	4.7%	6.2%

## Availability of ACP Opportunities and Funding

Continuing from last year's survey were items intended to address the availability of key ACP activities and opportunities, to determine the possible reasons for limited opportunities to students for those activities, and how decisions were made in situations of limited opportunities. These items are intended to shed light on issues of the equitable provision of opportunities to students.

To inquire about the provision of ACP opportunities, the survey asked respondents to rate their level of providing sufficient opportunities to interested students in different areas. Table 15 shows that in all areas, at least 80 percent of respondents reported that they provide sufficient opportunities to most or all interested students with the highest reporting areas being informed, non-judgmental education and career advising (94 percent), and supportive and safe student relationships with adults (92 percent).

## Table 16

Reasons for Not Providing ACP Opportunities

ACP OPPORTUNITY	N	INSUFFICIENT FUNDING	AVAILABILITY OF ACTIVITY IN YOUR AREA	INSUFFICIENT STAFF CAPACITY	NOT APPLICABLE TO AGE GROUP	OTHER
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	105	12.4%	41.0%	59.0%	8.6%	4.8%
Providing informed, non-judgmental education and career advising	79	6.3%	24.1%	60.8%	7.6%	7.6%
Informing students about regional or school/district career pathways	125	5.6%	37.6%	43.2%	13.6%	14.4%
Identifying/encouraging career-based learning opportunities for students	132	6.8%	48.5%	35.6%	17.4%	9.1%
Informing/encouraging students about dual credit opportunities	108	6.5%	25.9%	34.3%	35.2%	8.3%
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	103	2.9%	20.4%	31.1%	35.0%	13.6%
Informing/encouraging students about industry recognized credential programs	161	8.1%	37.9%	32.9%	24.2%	8.1%

Note: Respondents were able to indicate more than one reason; the total may be greater than 100 percent.

However, the cases in which not all interested students are able to access opportunities may signal a potential cause for concern. The survey followed up with these respondents to ask for reasons they were unable to provide all students with opportunities. Table 16 shows the breakdown of responses for each activity. The two most frequently indicated reasons were insufficient staff capacity to support the activity and the availability of the activity in their area.

Responses specifying “Other” reasons for not providing ACP opportunities varied by activity.

- For providing *safe relationships* and *education and career counseling*, “judgmental staff” and “bias” were reported, as well as time and lack of a district-wide ACP vision or plan.
- Informing students about *career pathways* had the most responses (n=16), most of which related to the newness of the initiative and relative lack of awareness, but also insufficient capacity or time.
- Relative to encouraging *career-based learning*, insufficient time/capacity again was reported, as was lack of awareness and issues connected to remote locations such as distance, gas money, availability of a vehicle, license or other transportation needs.
- Informing students about *dual credit opportunities* had only six responses, of which half reported that it was not relevant to middle school; however, two respondents mentioned a failure to communicate these opportunities universally.
- Barriers to *Advanced Placement and International Baccalaureate (IB)* classes included insufficient capacity and staffing, lack of awareness of IB, and lack of student interest.
- Other reasons for not informing students of *industry-recognized credential* programs included failure to communicate these universally, time, lack of administrative support, and lack of teacher motivation to change the curriculum.

The final question in this area asked respondents to report the mechanisms by which funding allocations and decisions were made when demand exceeded available opportunity. Respondents were able to indicate more than one mechanism for determining allocations and results are in Table 17. As seen, the most frequently indicated allocation mechanism was recommendations, followed by course history and first come, first served.

“Other” determinants for the allocation of ACP opportunities again varied by activity.

- For providing *safe and supportive relationships*, three respondents reported doing this through ACP lessons/advisory, perhaps implying that all students received this opportunity. Other decision-making factors included determining those “most at risk/need” (2), through student survey/data (2), “provid[ing] to as many as possible,” and “no specific process.” Two respondents reported that their schools were building capacity in this area.
- Relative to providing *advising*, two respondents reported that this service was done during ACP lessons/advisory, and one reported that “data” was used as a decision-making factor.
- For *career pathways*, decision-making factors were reported as “student interest” (2), available staffing (2), and “student data” (1).
- In terms of *career-based learning*, determinants reported were student interest (3), resource availability (3), available staffing (2), student survey data (2), and student awareness (1).
- Responses relative to *dual credit opportunities* were identical to those for career-based learning except that three respondents reported determining these needs through counseling meetings and conferences.
- Informing students about *AP and IB courses* was reported as determined by student survey/data (3), meeting one-on-one with students (1), and dependent on courses students are taking (1).
- Relative to *industry-recognized certifications*, determinants reported were student interest and resource availability (7), student data (1), counseling (1), and working with tech colleges to build awareness (1). Two respondents reported staffing limitations, two reported communicating these during ACP lessons, and one reported the lack of industry in their area.

## Table 17

Determinants of Allocation of ACP Opportunities

ACP OPPORTUNITY	N	RECOMMENDATIONS	FIRST COME	COURSE HISTORY	ATTENDANCE	DISCIPLINE	GPA	CLASS STANDING	LOTTERY	OTHER
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	95	64.2%	29.5%	22.1%	27.4%	25.3%	9.5%	6.3%	2.1%	17.9%
Providing informed, non-judgmental education and career advising	67	49.3%	40.3%	28.4%	10.4%	6.0%	9.0%	10.4%	0.0%	16.4%
Informing students about regional or school/district career pathways	106	51.9%	39.6%	35.8%	8.5%	4.7%	6.6%	7.5%	1.9%	19.8%
Identifying/encouraging career-based learning opportunities for students	115	59.1%	38.3%	37.4%	12.2%	7.8%	10.4%	11.3%	1.7%	19.1%
Informing/encouraging students about dual credit opportunities	83	50.6%	33.7%	45.8%	8.4%	2.4%	14.5%	12.0%	1.2%	24.1%
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	80	48.8%	23.8%	40.0%	10.0%	2.5%	25.0%	12.5%	1.3%	23.8%
Informing/encouraging students about industry recognized credential programs	129	56.6%	37.2%	34.9%	9.3%	3.9%	7.0%	5.4%	1.6%	23.3%

Note: Respondents were able to indicate more than one outcome measure; the total may be greater than 100 percent.



## Table 18

Continuous Improvement Efforts and Familiarity with Regional Career Pathways

ITEM	N	YES	NO	NOT SURE
Does your school/district ACP effort include a program evaluation, continuous improvement process, or other refinement component?	317	42.0%	34.7%	23.3%
Are you familiar with Wisconsin's State Endorsed Regional Career Pathways (SERCPs)?	324	48.8%	37.3%	13.9%
Have you ever seen one of Wisconsin's State Endorsed Regional Career Pathways maps?	324	37.7%	49.4%	13.0%

## Continuous Improvement and Regional Pathways

The final section of the survey asked one item related to school efforts to include ACP program evaluation, continuous improvement, or refinement and two items related to familiarity with Wisconsin's State Endorsed Regional Career Pathways. Table 18 provides the results from these items.

Of the 133 respondents who answered "yes" to the item inquiring about an evaluation program or refinement component, 115 provided further information about these processes and resulting change. A number of respondents reported stimuli or causes for making change to their ACP programs, including the switch to Xello, stakeholder feedback, DPI requirements, CESA professional development and input, and their own processes of reflection. The types of data used in evaluation or continuous improvement processes were many: student and teacher surveys, parent and family feedback, community member feedback, school ACP team reflection, student data, program evaluations after career courses, review through the Danielson Framework, feedback from the district ACP team, the student services team, PLC time, the ACP database, and the creation of an action plan aligned to College and Career Readiness standards.

Reported types of changes made to ACP programming as a result of evaluation or refinement processes included the following:

- Scope and sequence
  - » Updating the scope and sequence
  - » Creation of a district-wide scope and sequence
  - » Differentiating ACP lessons by grade level
  - » Including more education on career clusters
  - » Implementing STEM into the ACP curriculum
  - » Increasing alignment to standards or the district plan
- Context and infrastructure
  - » Obtaining more administrative involvement
  - » Involving more staff in the ACP committee to spread awareness and/or involvement
  - » Adding staff, changing staff duties
  - » Updating the ACP plan
  - » Creating/refining ACP goals
  - » Moving from a counselor-only delivery model to an all-teacher format
  - » Providing ACP in-service for all staff
  - » Providing google classroom for all teachers
  - » Creating grade-level checklists of requirements
  - » Changing conference structures – more ACP-focused, more student-led
  - » Refining information sharing between middle school and high school
  - » Adding an advisory committee for the CTE program
- ACP delivery
  - » Moving ACP to a dedicated time period
  - » increasing allotted ACP time
  - » Decreasing ACP time
  - » Moving ACP from dedicated time to integration in classes
  - » Increasing ACP content in required courses
  - » Changing homeroom/advisory grouping/assignment strategies
  - » Creating a Career Cluster Academy
- ACP related activities
  - » Adding or refining final projects
  - » Creating career pathways, adding career pathways to the district handbook
  - » Adding new activities – community business tours, personal finance and other courses, more Xello assignments, ACP conferences, portfolios, Careers courses, Youth Apprenticeship program, presentations from outsiders, transcribed credit with the technical college, career days at post-secondary institutions, ACP Day, volunteer/service learning opportunities, senior early-release for work-based learning
- Accountability
  - » Increasing ACP-related requirements (8th grade careers course, Middle School and High School personal finance courses, job shadows, mock/exit interviews, presentations, job fairs)
  - » Creation of a district-developed CCR report card
  - » Adding a pass/fail grade and ¼ credit to advisory periods
- Equity and inclusion
  - » Focusing on equity
  - » Making ACP more inclusive for ELLs
- Engagement
  - » Improving communication
  - » Involving families more
  - » Working with local businesses, community outreach, building relationships between community and students

Finally, respondents were invited to share any other ACP-related feedback. Fifty respondents provided additional information, including contextual factors, positive developments, requests, and challenges/frustrations.

Key contextual themes included:

- District does not prioritize ACP so it is hard to implement
- In virtual schools, ACP looks different, is harder to implement
- Staff turnover, rural/remote districts make implementation difficult
- School is newly implementing ACP/new person in charge/ACP is a work in progress

Key themes about positive aspects and growth included:

- Students like Xello better than Career Cruising
- Schools began to implement dedicated ACP time
- Most/all teachers are incorporating ACP into their courses
- Districts are systematizing ACP, holding schools accountable
- Implementing/requiring work-based learning, career days, business field trips
- Reviewing course offerings with I5 essential state graduation requirements/ career pathways in mind
- Will be incorporating Social-Emotional Learning into ACP curriculum
- Working on ways to increase buy-in from high school students

Requests included:

- Requests for more ACP-related professional development
- Specific requests for support, information (information and the suggestions of consulting with their CESA were sent to each of these respondents)

Key themes related to challenges and frustrations included:

- Effort needs to be whole-school, not counselor implemented
- Xello changeover was problematic, delayed ACP program implementation
- Experiencing apathy, barriers, time, resistance to ACP
- ACP is overwhelming, initiative fatigue, opposition to ACP

Finally, a number of respondents provided particularly compelling testimonials about their work and ACP:

“We host a Career Day which has really been a positive step for all students. Our local businesses and area businesses have really stepped up to make this an important event in our ACP plan. ACP has become the driving force in our CTE program as well.” (Middle/High School ACP Coordinator)

“Administration, the business community and the school board support have been exceptional in enhancing our ACP programming. In my opinion, student opportunities continue to grow due to ACP activities and student/staff relationships are strengthened due to caring conversations surrounding ACP topics.” (High School Counselor)

“CTE teachers are your experts in this and I have seen too many districts not using their CTE resources. Our district’s ACP committee is headed by our CTE department head. Non CTE staff are insecure of creating the content but are more than happy to administer something our CTE department creates and offers guidance for. Please encourage districts to use their CTE staff to guide and support the school’s compliance. It has been my experience, at a variety of schools, that counselors are not as familiar with the curriculum of CTE nor the contribution they can provide for ACP implementation.” (Middle/High School ACP Coordinator)

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**“I feel that ACP has helped our students think about career choices and learn how their abilities and interests may potentially align to their choices.”**

Middle School Principal

## Summary

Overall, in comparison to previous year's surveys, it appears that slight progress continues to be made in terms of stakeholder engagement in and collaboration with ACP activities. Respondents' 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. Continuing with this year's survey were questions about "dosage" of ACP, with respondents reporting that students received an average of approximately 25 hours of regularly scheduled, dedicated ACP time per year.

Findings from this year's survey also suggest that there is continued room for improvement in the ACP activity opportunities offered to students. 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. 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.

New to this year's survey were items related to how schools deliver their ACP-related curriculum and/or scope and sequence. While implementation results show that over 95 percent of schools reported scheduling regular, dedicated ACP time, ACP curriculum is also being delivered in other courses. Results suggest that schools typically make use of English courses and business courses to deliver some of this content. Other activities used to support ACP include resume building, one-on-one conferencing, and job shadowing. Results also suggest that some of these activities are also tied to accountability for students as some activities are either required for graduation or are graded. Finally, over 40 percent of schools reported using some sort of evaluation or continuous improvement process to refine their ACP programs, and made numerous and varied changes to their ACP programs as a result.

## Appendix

### ACP Implementation Survey 2019-20

As a part of the evaluation of Academic and Career Planning (ACP), the Wisconsin Center for Education Research at the University of Wisconsin-Madison is asking for your assistance in reporting your school's experiences implementing ACP. The goal of this survey is to gather feedback from ACP coordinators regarding experiences and perceptions of ACP implementation in 2019-20 when working with any of grades 6-12. Aggregated feedback will be shared with DPI so their ACP team can better support districts in this work. Please keep in mind that your individual responses, identities, and school and district names will be kept confidential at all times. This survey should take about 10 minutes to complete. Please answer questions as they pertain to any of grades 6-12, as relevant to your position. Thank you for your participation in this important process. If you have questions about this survey or the ACP evaluation, please email the Principal Investigator, Robin Worth, at [robin.worth@wisc.edu](mailto:robin.worth@wisc.edu)

Which of these grades does your school serve? (Select all that apply)

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- None of the above

What is your role in your school? (please select all that apply)

- Principal
- ACP coordinator
- School counselor
- Other

Please rate the following statements about engagement and collaboration with families and school/district partners related to ACP.

	VERY HIGH	SOMEWHAT HIGH	MODERATE	SOMEWHAT LOW	VERY LOW	DON'T KNOW
In general, engagement with families in my school/district is...						
Collaboration with local post-secondary institutions near my school/district is...						
Collaboration with local businesses near my school/district is...						
Collaboration with local community organizations near my school/district is...						
Family knowledge of my school/district's ACP implementation is...						
Local post-secondary institution knowledge of my school/district's ACP implementation is...						
The local business community's knowledge of my school/district's ACP implementation is...						
Local community organization knowledge of my school/district's ACP implementation is...						

Please rate the following statements about school staff knowledge of ACP.

	VERY HIGH	SOMEWHAT HIGH	MODERATE	SOMEWHAT LOW	VERY LOW	DON'T KNOW
General ACP awareness among staff is...						
Staff knowledge of my school/district's ACP implementation plan is...						
Staff knowledge of ACP components is...						
Staff knowledge of their role(s) within our school/district's plan for ACP delivery is...						
Staff knowledge of how ACP aligns with other school/district initiatives is...						

Please rate the following statements about student knowledge of ACP.

	VERY HIGH	SOMEWHAT HIGH	MODERATE	SOMEWHAT LOW	VERY LOW	DON'T KNOW
General ACP awareness among students in my school is...						
Knowledge of ACP components among students in my school is...						
Student knowledge of their role within ACP in my school is...						

## ACP INFRASTRUCTURE AND ACTIVITY IMPLEMENTATION

At what level is your school/district implementing the following practices related to ACP?

	INSTITUTIONALIZED	IMPLEMENTED	INITIATED	NOT YET STARTED
Providing equitable access to ACP for all students in grades 6-12				
Having an inclusive school/district-wide culture around ACP				
Having administrative engagement in ACP				
Prioritizing ACP-related school/district goals				
Having full staff participation in ACP				
Making ACP student-focused				
Regularly informing families about their students' ACP				
Regularly engaging families in their students' ACP				
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)				
Providing informed education and career advising				
Providing non-judgmental education and career advising				
Scheduling regular, dedicated time for ACP activities				
Outlining an ACP activity curriculum (scope and sequence)				
Outlining an ACP activity curriculum (scope and sequence) that is scaffolded				
Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate				
Informing students about regional or locally created career pathways				
Identifying career-based learning opportunities for students				
Encouraging career-based learning opportunities for students				
Informing/encouraging students about dual credit opportunities				
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities				
Informing/encouraging students about industry recognized credential programs				
Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals				
Supporting students to choose Career & Tech Ed and academic courses applicable to their ACP/career goals				



At what level is your school/district able to provide opportunities to students in the following areas:

	TO ALL STUDENTS INTERESTED	TO MOST STUDENTS INTERESTED	TO ABOUT HALF OF STUDENTS INTERESTED	TO LESS THAN HALF OF STUDENTS INTERESTED	TO NO STUDENTS
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)					
Providing informed, non-judgmental education and career advising					
Informing students about regional or school/district career pathways					
Identifying/encouraging career-based learning opportunities for students					
Informing/encouraging students about dual credit opportunities					
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities					
Informing/encouraging students about industry recognized credential programs					

For the following items, for which reasons are you unable to provide all students with opportunities? (select all that apply)

	INSUFFICIENT FUNDING	AVAILABILITY OF ACTIVITIES IN YOUR AREA	INSUFFICIENT STAFF CAPACITY TO SUPPORT ACTIVITIES	NOT APPLICABLE TO THIS AGE GROUP	OTHER
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)					
Providing informed, non-judgmental education and career advising					
Informing students about regional or school/district career pathways					
Identifying/encouraging career-based learning opportunities for students					
Informing/encouraging students about dual credit opportunities					
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities					
Informing/encouraging students about industry recognized credential programs					

\*You indicated "Other" in the question above for the following items. Please describe other reason(s) for not being able to provide students with opportunities:

**OTHER REASONS FOR BEING UNABLE TO PROVIDE STUDENTS WITH OPPORTUNITIES**

Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	
Providing informed, non-judgmental education and career advising	
Informing students about regional or school/district career pathways	
Identifying/encouraging career-based learning opportunities for students	
Informing/encouraging students about dual credit opportunities	
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	
Informing/encouraging students about industry recognized credential programs	

How does your school/district determine the allocation of student opportunities when unable to meet all demand? (select all that apply)

	RECOMMEN- DATIONS	FIRST COME, FIRST SERVED	COURSE HISTORY	ATTEN- DANCE HISTORY	DISCI- PLINARY HISTORY	GPA	CLASS STANDING	LOT- TERY	OTHER *
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)									
Providing informed, non-judgmental education and career advising									
Informing students about regional or school/district career pathways									
Identifying/encouraging career-based learning opportunities for students									
Informing/encouraging students about dual credit opportunities									
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities									
Informing/encouraging students about industry recognized credential programs									

\*You indicated "Other" for the following items. Please describe the other decision-making factor(s):

	DECISION-MAKING FACTOR
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	
Providing informed, non-judgmental education and career advising	
Informing students about regional or school/district career pathways	
Identifying/encouraging career-based learning opportunities for students	
Informing/encouraging students about dual credit opportunities	
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	
Informing/encouraging students about industry recognized credential programs	

### DEDICATED ACP TIME

For these questions, "dedicated ACP time" refers to time in the school schedule dedicated all or in part to ACP-related activities, such as homeroom, advisory periods, or other times that all students participate in ACP.

Does your school's regular, dedicated time for ACP activities meet more than 1 time per month?

	YES	NO	NOT APPLICABLE
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
None of the above			

Using the slider bar, please indicate the duration of one period of your school's regular, dedicated ACP time, by grade, in minutes:

	0	10	20	30	40	50	60	70	80	90	100	110	120
Grade 6													
Grade 7													
Grade 8													
Grade 9													
Grade 10													
Grade 11													
Grade 12													
None of the above													

Using the slider bar, please indicate the frequency of your school's regular, dedicated ACP time, by grade, in meetings per month, when 1 month = 20 days:

	0	5	10	15	20
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
None of the above					

Please indicate how much of the school year a student in your school/district attends a regular, dedicated ACP time, by grade (e.g., a weekly advisory that lasts all year would be a "full school year"):

	FULL SCHOOL YEAR	3 QUARTERS	2 TRIMESTERS	1 SEMESTER / 2 QUARTERS	1 TRIMESTER	1 QUARTER	OTHER	NOT APPLICABLE
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
None of the above								

Please indicate the qualities of your school's dedicated ACP time in grades 9-12, as applicable. Again, this may occur in a homeroom, advisory period, or some other course or meeting dedicated fully or in part to ACP activities.

Is your school's dedicated ACP time organized by...(select all that apply)

- Single grade groupings? (all students in the same grade)
- Mixed grade groupings? (students are in different grades)
- Similar career interest or career clusters groupings?
- Alphabetical groupings? (students are assigned based on last name)
- Random groupings?
- Some other strategy for grouping or sorting?

Please describe the other grouping or sorting strategy:

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In your school...

	YES	NO	NOT SURE
Do students typically have the same ACP (advisory, homeroom) teacher all years of high school?			
Do students earn credit for ACP time?			
Do students earn a grade for ACP time?			
Is ACP time required for all students, regardless of ability?			

### ACP CURRICULUM

In which, if any, content course(s) does your school deliver any of your ACP-related curriculum / scope and sequence?

	YES	NO	NOT SURE
Required English course			
Elective English course			
Required social studies course			
Elective social studies course			
Required science course			
Elective science course			
Required math course			
Elective math course			
Required business course			
Elective business course			
Other required course(s)			
Other elective course(s)			

Which of the following ACP-related practices or activities does your high school implement/support?

	YES	NO
Job shadowing		
Mock interviewing		
Portfolio presentation		
Resume building		
One-on-one conferencing/advising		
ACP capstone/final project (senior interview, presentation, etc.)		
Volunteer/service hours		
Financial literacy course		
Careers course		
Other course or practice		

Please indicate whether the following practices or activities are graded or required for graduation:

	REQUIRED FOR GRADUATION	GRADED AND/OR FOR CREDIT	NEITHER GRADED/ FOR CREDIT NOR REQUIRED FOR GRADUATION
Job shadowing			
Mock interviewing			
Portfolio presentation			
Resume building			
One-on-one conferencing/advising			
ACP capstone/final project (senior interview, presentation, etc.)			
Volunteer/service hours			
Financial literacy course			
Careers course			
Other course or practice			

## ADDITIONAL ACP COMPONENTS AND INFORMATION

Does your school/district ACP effort include a program evaluation, continuous improvement process, or other refinement component?

- Yes
- No
- Not Sure

You indicated that your school/district evaluates or otherwise refines their ACP effort. Please describe what you have changed in your program in the past 1-2 years, and why?

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Are you familiar with Wisconsin's State Endorsed Regional Career Pathways (SERCPs)?

- Yes
- No
- Not Sure

Have you ever seen one of Wisconsin's State Endorsed Regional Career Pathways maps?

- Yes
- No
- Not Sure

Please use this space to record anything else you'd like to share about ACP, your school's / district's experiences with ACP, or other information related to ACP.

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## CONTEXT

Finally, please answer the following questions about where you work so that we may better understand your responses. Please remember that your individual responses to this survey are confidential and will not be shared with or seen by anyone but the Wisconsin Center for Education Research staff.

Which CESA region is your school/district located in?

Please select the district and school you work in.

- District Name
- School Name

Are you willing to let Wisconsin Center for Education Research staff visit your school/district to gain a deeper understanding of your ACP work?



If your school/district volunteers and is selected to be a case study site, in return, WCER evaluators will prepare a separate, private report for you about ACP implementation and stakeholder perceptions specific to your school/district at no charge. Your school/district's participation will remain confidential and will not be identified in the overall statewide evaluation report.

- Yes, my school/district would be interested in learning more about participating as a case study school/district.
- No, we're not interested in participating in a case study at this time.

Thank you for your interest in potentially participating as a case study district. Please provide your contact information below:

- Name: \_\_\_\_\_
- Email: \_\_\_\_\_

# WEC

*Supporting* PreK-12

