Academic and Career Plan (ACP) Program, Wisconsin Department of Public Instruction (DPI)

Inputs	Activities	Outputs	Outcomes		
			Short-Term (<1 Year)	*Intermediate (2–4 Years)*	*Long-Term (>4 Years)*
DPI-funded staff to lead professional development and provide ongoing support	Mentoring relationships between individual students and school staff (teachers and counselors) for academic and career planning	Students have ongoing interactions with staff to engage in academic and career planning.	Students are more aware of their interests, skills, strengths, and values.	More students keep pace with expected credit attainment and graduate on time.	More students enter college ready for credit-bearing coursework.
School staff, including counselors, teachers, and administrators	Ongoing family communication and engagement, including conferences	Families are engaged in their students' academic and career planning.	Students are more motivated and engaged.	Students are better prepared to enter the workforce or attend college after high school graduation.	More students enter college, persist, and graduate.
State funding for software and professional development	Instruction to build self- and career exploration and awareness, goal setting, and planning skills	Every student has an updated ACP.	Students have better goal-setting skills.		Students have skills that better fit employer needs.
ACP guidance materials	Targeted and personalized academic and career planning, engagement opportunities, and support	Students engage in academic and career exploration activities aligned with their plans.	Students understand the breadth and relevance of high school offerings and opportunities.		Students experience higher employment rates and earnings potential.
Legislation and administrative rules [ACP, Education for Employment, and Standard-(e)]	Creation of an ACP, including a financial plan, for every student	School staff members are well prepared to support ACP services.	Students better understand postsecondary career and education options.		Students make informed postsecondary choices.
Software system (TBD)	Coordination between other student planning services (including IEP teams) and ACP development	The school engages in a cycle of data-based continual improvement for ACP implementation.	Students have better academic and career-planning skills.		
Existing academic and technical standards, including the Wisconsin School Counseling Model	Leveraging relationships with business and industry, community, and higher education partners to strengthen academic and career planning				
Existing partnerships and agreements	Professional development, including training in the use of software and coaching/mentoring				
	Local data collection and improvement planning				

Evaluation measures:					
	1. Percentage of students who have an ACP mentor/coach	1. Staff members' confidence in their own ability to support student academic and career planning (on a number of submeasures, including career, postsecondary education, and financial planning)	1. School attendance*	1. Graduation and dropout rates*	1. College enrollment, persistence, and graduation rates*
	2. Dedicated time for academic and career planning		2. Qualitative assessment of student understanding of postsecondary options, interests, skills, strengths, values, and goal setting (survey)*	2. Student progress toward graduation*	2. Four-year and two-year college remediation rates
	3. Aspects of ACPs being implemented	2. Number of meetings between students and staff	3. Qualitative assessment of school-family communication	3. Number of students entering college or the workforce within six months of graduation*	3. Job satisfaction
	4. Levels of implementation	3. Students' use of ACP software (number using software and frequency and length of website visits)		4. Number of students earning industry-recognized certificates or endorsements*	4. Earnings and employment levels
	5. Use of ACP software			5. Number of students earning dual credit*	5. Loan default rates
	6. Number of significant interactions between schools and families	4. Number of students taking honors, IB, or AP courses		6. Number of students taking honors or AP courses*	
	7. Number of professional development sessions	5. Number of career concentrators		7. Number of students completing honors courses or earning scores of 3 or higher on AP or IB tests*	
	8. Number of conferences and counseling sessions	6. Number of students with completed ACPs			
	9. Number of staff training hours	7. Number of students engaging in state-certified, work-based learning opportunities			
	10. Number of staff receiving ongoing coaching or mentoring				
	11. Career and technical education (CTE), Advanced Placement (AP), and International Baccalaureate (IB) course offerings				
	12. Partnership, alignment, or articulation agreements				

*Include data specific to subpopulations such as students at risk of dropping out, students with disabilities, and students from low-income households.