EVALUATING YOUR ACP PROGRAM

January 2019

Question Bank for Student-Level Data Collection

*Produced in partnership with the Wisconsin Evaluation Collaborative at the University of Wisconsin–Madison.*

The following Question Bank includes items that can be used in surveys or focus groups with students to gain more information about your school’s or district’s ACP program. Please see the Guidance Document for more information about using these questions effectively.

The questions are divided into different topic areas. Question formats are indicated as follows:

**(S) items** are appropriate for use in surveys and can be answered by indicating yes/no, a scale response, or selecting from a list of answers.

**(OE) items** are open-ended survey items and require a text response, and consequently take more time to answer and to analyze.

**(FG) items** are more appropriate for a focus group.

Many survey (S) items can also be used as “starter” questions in focus groups followed by the relevant (OE/FG) questions which can be used to probe more deeply for additional information.

## Topic area: Awareness

1. What do you think the purpose of (ACP) is? (OE or FG)
2. Who is (ACP) for? Which students does it seem most geared towards? (OE or FG)
3. Brainstorm all the ACP-related activities you can think of. (FG)
4. What does your family know about ACP? (OE or FG)
5. Do you know of any students who don’t do ACP? Y/N (S)
	1. For any students you know who don’t participate in ACP, why not? (check all that apply)
		* They’re not interested in it
		* ACP is not accessible for them (for language or cultural reasons)
		* ACP doesn’t prepare them for the path(s) they’re interested in
		* Any disabilities they may have aren’t properly accommodated
		* They are excluded in some other way/Any other reason for not doing ACP (please specify)\_\_\_\_\_\_\_\_\_\_\_\_

## Participation in In-school ACP Activities

1. What kinds of activities have you done in (MS / HS) that are related to ACP? (OE)
	1. During dedicated “ACP time” (advisory, homeroom, etc.)? (S)
		* Interest inventories
		* Career research
		* College research
		* Financial plans
		* FAFSAs
		* Resumes
	2. Outside of dedicated “ACP time” (homeroom, advisory)? (S)
		* Resume writing
		* Personal statement or essay writing
		* Work-based learning experiences
		* Dual enrollment or dual credit courses
		* College Visits
		* Career Fairs
		* Visiting employers
		* Interviews
		* Taking AP, IB or other courses
2. How often do you have dedicated “ACP Time” (homeroom, advisory, etc.)? (S)
	* Daily
	* 2-4 times a week
	* 1 time a week
	* Every other week
	* Once a month
	* Less often than once a month
	* Other
3. How much of the dedicated “(ACP) Time” (homeroom, advisory) activities do you participate in? (S)
	* All of them
	* Most of them
	* Some of them
	* None of them
4. Do you think the scheduled, dedicated “ACP time” (homeroom, advisory) is sufficient for creating your Academic and Career Plan / planning for your goals / completing the activities assigned? (S)
	* No, there is not enough time
	* Yes, there is just about the right amount of time.
	* There is too much time allotted.
		1. If “No”, how much out-of-school time do you need to finish these activities?
			+ About ½ an hour a week
			+ About an hour a week
			+ More than an hour a week
5. Is the format of (Career Cruising) activities understandable? Y/N (S)
	1. If not, why not?
6. Do you have an assigned advisor or mentor? Y/N (S)
	1. If yes,
	2. Does your advisor/mentor provide useful advice?
	3. Does your advisor/mentor provide trustworthy advice?
	4. Does your advisor/mentor appear familiar with your particular goals, strengths, and interests?
	5. How often do you meet with him/her? (OE or FG)
	6. What do you talk about? (OE or FG)
	7. If no,
		1. who can you talk to if you have questions about your ACP? (OE or FG)
7. Is having a mentor or advisor important to you? (S)
	* Yes, very important
	* Yes, somewhat important
	* No, not very important
	* No, not important at all
8. How much is the principal of your school involved in ACP-related activities? (S)
	* Very involved
	* Somewhat involved
	* Not involved at all
	* Not sure/don’t know
9. In what ways is your principal involved in ACP activities? (OE or FG)
10. Have you taken an interest survey or interest inventory? Y/N (S)
	1. If yes,
		1. Did you learn about possible career paths that you had not previously considered? Y/N (S)
		2. Are you interested in any of the career paths the survey suggested? Y/N (S)
		3. Which of the following additional actions have you taken regarding a suggested career path of interest? (check all that apply) (S)
			* Researched the career further
			* Did a job-shadow or other experience related to the career
			* Researched the preparation necessary for the career
			* Selected high school courses related to the career
			* Enrolled in a dual-credit course, AP course, or other advanced course related to the career
			* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Family involvement in ACP

1. Are your family members (parents, guardians, etc.) involved in your ACP? Y/N (S)
	1. If yes, in what ways? (check all that apply) (S)
		* Attend conferences at school
		* Review my ACP portfolio
		* Talk to me about my academic & career plans
		* Visit a college (including technical college) with me
		* Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. If no, how aware of ACP are they? (S)
		* Very aware of ACP
		* Somewhat aware of ACP
		* Not aware of ACP
		* Don’t know/Not sure
2. Do you think that your family should be involved in your ACP work? Y/N (S)
	1. Why or why not? (OE or FG)
3. What can the school do to better involve your family in ACP? (OE or FG)

## Participation in Out-of-School ACP activities

1. Have you done any of the following work-based learning? (check all that apply) (S)
	* Internship
	* Youth apprenticeship
	* Co-op
	* Job shadow
	* Other work-based learning (please specify)\_\_\_\_\_\_\_\_\_
2. If yes to any of the above,
	* What did you learn from the work-based learning? (OE)
	* Was it valuable? Y/N (S)
	* Did it change your plans for your future? Y/N (S)
	* Would you recommend this opportunity to others? Y/N (S)
3. If no to any in question 19, why not? (check all that apply): (S)
	* There are no work-based learning opportunities available to me.
	* I am not interested in doing work-based learning.
	* I am not able to do work-based learning due to other time commitments.
	* I do not have transportation to a work-based learning experience.
	* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Have you visited a college or university? Y/N (S)
	1. If yes,
		1. Was this a useful activity? Y/N (S)
		2. How did visiting influence your plans for the future (check all that apply) (S)
			* It made me interested in applying to/attending this particular college
			* It made me not interested in this college
			* It made me interested in some other college
			* It made me not interested in any college
	2. If no,
		1. Are you interested in visiting a college or university? Y/N (S)
		2. Have there been opportunities for you to visit a college or university? (S)
			* No, there have not been any opportunities
			* Yes, but I wasn’t interested
			* Yes, but I was unable to participate
	3. What prevented you from participating? (S)
		* I didn’t know about the opportunity until it was too late
		* It didn’t work in my schedule (school, work, homework, other)
		* Cost issues
		* Transportation issues
		* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Have you attended a job fair or trade fair? Y/N (S)
	1. If yes,
		1. Was this a useful activity? Y/N (S)
		2. How did the job or trade fair influence your plans for the future? (check all that apply) (S)
			* Introduced me to a career I was unaware of
			* Helped me understand the preparation needed for a particular career
			* Allowed me to talk to someone involved in a career of interest
			* Showed me that I wasn’t interested in a particular career
			* Changed my plans for what high school course(s) to take
			* Changed my plans for what to do after high school.
	2. If no, what prevented you from attending? (select all that apply) (S)
		* I didn’t know about the job fair/trade fair until it was too late.
		* It didn’t work in my schedule (school, work, homework, extracurricular activities like sports or music, or other)
		* Cost issues
		* Transportation issues
		* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Have you participated in any volunteer activities or community service? Y/N (S)
	1. If yes,
		1. How valuable was your experience? (S)
			* Very valuable
			* Somewhat valuable
			* Not valuable
		2. To what extent was your volunteer activity connected to a goal (educational, career, personal)? (S)
			* Very connected to a goal
			* Somewhat connected to a goal
			* Not really connected to a goal
		3. How did you hear about/connect to this activity? (OE/FG)
		4. Did you participate in this opportunity to fulfill a requirement? Y/N (S)

## Equity

1. Do you feel that the ACP program is supporting your needs? Y/N (S)
	1. If not, are there particular areas in which you feel your needs are not being supported? (awareness, involvement, communication, etc.) (OE or FG)
2. Do you think ACP is being delivered equitably to all students? Y/N (S)
	1. If not, please explain. (OE or FG)
3. In what ways is ACP NOT being delivered fairly/equitably to all students? (OE or FG)

(This question in phrased in a way that may help identify gaps and/or create an opportunity to gather unanticipated responses)

1. What specific actions can be taken to address any inequities? (check all that apply) (S)
	* Help with transportation to work-based learning or other opportunities
	* Additional opportunities for one-one-one counseling, advising, mentoring
	* More support around college access, financial aid, etc.
	* Increased communication about ACP-related opportunities and events
	* Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Is there reliable access to up-to-date technology (Wifi, internet connections, online access to college and career websites and tools, desktops, laptops, tablets, etc.) to support ACP activities? Y/N (S)
3. Are there sufficient opportunities for activities like work-based learning (job shadows, internships, apprenticeships, etc.)? Y/N (S)
4. Are there sufficient supports for ACP, such as tutoring, family supports, etc.? Y/N (S)

## Impact of ACP

1. Does (ACP) seem targeted to your needs? Y/N (S)
	1. If no, why not? (OE)
2. Would you recommend (ACP) to others? Y/N (S)
	1. Why or why not? (OE)
3. Have (ACP) activities taught you anything new? Y/N (S)
	1. How would you apply this in “real world scenarios”? (OE or FG)
4. Which of the following actions or steps have you taken because of (ACP)? (select all that apply) (S)
	* Enrolled in one or more specific high school courses that you had not otherwise planned to take
	* Taken a dual-credit course (a class that gives you both high school and college credit)
	* Taken an AP course or AP exam
	* Did an internship or apprenticeship
	* Did a job shadow
	* Changed your mind about a career plan
	* Changed your mind about college attendance (including technical college)
	* Considered/researched a particular college or university (including a technical college)
	* Visited a college or university (including a technical college)
	* Considered attending a college or university (including a technical college)
	* Applied to a college or university you weren’t otherwise considering (including a technical college)
	* Learned about a career you weren’t otherwise aware of
	* Considered joining the military
	* Other (please describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Do you have any siblings who are/were involved in (ACP)? (FG)
	1. If so, what were their experiences with (ACP)?
	2. Did it change their career or after high school plans? Y/N

## Perceptions about ACP

1. How much do you enjoy (ACP) activities overall? (S)
	* A lot
	* A little
	* Not much
	* Not at all
2. Do you think you will benefit from (ACP) in the future? (S)
	* Yes, a lot
	* Yes, a little
	* No, not much
	* No, not at all
3. Do you feel (ACP) programming is welcoming and open to your needs? (OE or FG)
4. How do you feel (ACP) aids you in pursuing your career goals or plans? (OE or FG)
5. Which (ACP)-related activities did you find the most enjoyable? (OE or FG)
	1. What made them enjoyable? (FG)
6. Which (ACP)-related activities did you find most valuable? (OE or FG)
	1. What made them valuable? (FG)
7. Which activities did you find less valuable? (OE or FG)
	1. What made them less valuable? (FG)
8. What is the best part of (ACP)? The worst part of (ACP)? (OE or FG)

(These questions differ from the questions about the value or enjoyment of activities—answers might include information about timing, delivery, scope and sequence, access, etc.)

1. Should (ACP) activities begin before 6th grade? Y/N (S)
	1. Why or why not (OE, FG)
2. Do you think (ACP) is benefitting you? Y/N (S)
	1. How/why not? (OE or FG)
3. If you had the choice, would you participate in (ACP)? Y/N (S)
	1. Why or why not (OE or FG)
4. What is missing from the (ACP) activities? (OE or FG) Further probes: what has it not prepared you for? How could (ACP) be improved? (FG)
5. What other opinions do you have about (ACP)? (OE or FG)
6. Major infrastructural elements and student activities: (S)

(These items can be based on one or more “question stems,” and can be formatted as individual items, or in a “matrix” (see examples below). Specific items can be added/deleted based on local needs, practices, etc.)

* 1. Possible question stems:
		1. How aware are you of the following (ACP) elements in your school? (very aware, somewhat aware, not aware, not sure)
		2. How valuable do you think the following (ACP) elements are? (very valuable, somewhat valuable, not valuable, not sure)
		3. Please indicate the 3 most valuable aspects of (ACP) from the following list:
	2. Possible Items:
		+ Inclusive school-wide culture of ACP
		+ Full staff participation in ACP
		+ ACP is student-focused
		+ Families are regularly informed about ACP
		+ Families are regularly included in ACP
		+ Supportive and safe student relationships with adults (teachers, counselors, mentors, etc.)
		+ Non-judgmental, comprehensive education advising
		+ Non-judgmental, comprehensive career advising
		+ Equitable access to all ACP opportunities
		+ Regular, ongoing and dedicated time for ACP activities
		+ Clearly outlined ACP activity plan (curriculum) for each grade
		+ Programs of Study
		+ Opportunities for work-based learning (internships, co-ops, apprenticeships, job shadows, etc.)
		+ Opportunities for taking dual credit courses with technical college
		+ Opportunities for taking dual credit courses with 2- or 4-year college or university
		+ Opportunities for taking AP courses
		+ Opportunities for taking IB courses
		+ Opportunities for taking college level industry certification courses
		+ Setting and modifying personal goals (for career, education, etc.) based on ACP activities
		+ Opportunity to choose courses applicable to your ACP/career goals

### Examples

#### Individual item format

How valuable do you find the following?

**Inclusive school-wide culture of ACP**

◯ Very valuable ◯ Somewhat valuable ◯ Not valuable ◯ Not sure

**Full staff participation in ACP**

◯ Very valuable ◯ Somewhat valuable ◯ Not valuable ◯ Not sure

**ACP is student-focused**

 ◯ Very valuable ◯ Somewhat valuable ◯ Not valuable ◯ Not sure

#### Matrix format

Please indicate how valuable you think the following items related to ACP are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACP element** | **Very valuable** | **Somewhat valuable** | **Not valuable** | **Not sure** |
| 1. Inclusive school-wide culture of ACP | ◯  | ◯ | ◯ | ◯ |
| 2. Full staff participation in ACP | ◯ | ◯ | ◯ | ◯ |
| 3. ACP is student-focused | ◯ | ◯ | ◯ | ◯ |
| 4. Families are regularly informed about ACP | ◯ | ◯ | ◯ | ◯ |

## Feedback on this Toolkit

If you have utilized any of the questions or the guidance to collect information from your stakeholder groups about ACP, how did it go? Please consider sharing feedback so that these tools can continue to be refined and improved for future use. Feedback can be shared viathis brief online survey: [https://uwmadison.co1.qualtrics.com/jfe/form/ SV\_2rUsQ5yXFYP3mct](https://uwmadison.co1.qualtrics.com/jfe/form/SV_2rUsQ5yXFYP3mct)



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