



Wisconsin
Evaluation
Collaborative

Academic and Career Planning Pilot Year Evaluation Brief Summary

Academic and Career Planning (ACP) is a process intended to provide academic and career planning services to students in grades 6-12 in public schools across the state. The Wisconsin Department of Public Instruction (DPI) contracted with the Wisconsin Evaluation Collaborative (WEC) at the Wisconsin Center for Education Research (WCER) to conduct a three-year evaluation of the pilot and roll-out of ACP. This report contains the findings from the 2015-16 pilot year evaluation and WEC's recommendations based on those findings. The evaluation included three major components of data collection and analysis: telephone interviews with pilot team coordinators, surveys of all pilot team members, and mini-case studies of four pilot districts.

The evaluation addressed the following over-arching questions:

- *How have pilot districts engaged in ACP pilot activities?*
- *How have pilot districts and participating schools prepared stakeholders for initial ACP implementation?*
- *What successes and challenges have characterized pilot district implementation efforts?*
- *Based on pilot district experiences, what forms of support will districts and their educators need going forward?*

Key recommendations from WCER based on ACP Pilot School Implementation.

- Success in planning and implementing a comprehensive ACP process is dependent upon having a strong ACP team with wide representation and members who can reach consensus.
- Conducting a gap analysis or needs assessment to catalogue ACP work already being done in a school/district was highly valued by all pilot district teams.
- Buy-in among all stakeholders is vital for successful planning and implementation of ACP, but may be more difficult and/or take longer to obtain among some stakeholders.
- Communication and stakeholder engagement efforts around ACP need to begin early, and be continuous, credible, and strategic.
- The most effective way to deliver comprehensive, systematic ACP services to all students is to have regularly occurring ACP time dedicated in the school schedule at every grade level.

- High quality ACP implementation requires a slow and deliberate process beyond fall 2017.

Forms of support that will be needed going forward:

- Collaboration with other districts
- Resources, materials, examples of components and templates
- Administrator support
- Teacher support and buy-in
- Sufficient time for PD and training
- Software training
- Sufficient time to manage process and implement

Other findings indicate:

- Most commonly reported types of successes:
 - Gaining buy-in from staff
 - Establishing various forms of infrastructure
 - Increased teamwork/collaboration/communication
 - Cataloguing all ACP-related activities already being done in district/school(s) to lead to creation of scope and sequence for ACP
- Most frequently reported successes include:
 - ACP communication (84%)
 - Increasing administration buy-in (82%)
 - ACP collaboration (82%)
 - Getting School Board support (73%)
 - Increasing staff buy-in (70%)
- Most frequently reported challenges include:
 - Sufficient time (80%)
 - ACP software (47%)
 - Staff buy-in (44%)
- Other results: At the end of the Pilot Year...
 - ACP awareness is high, especially for counselors and administrators.
 - Counselors know their role in ACP extremely well, administrators very well, and teachers moderately/slightly well.
 - Most staff believe ACP has value.
 - Most students received ACP services during the pilot year; More in high school than middle school.
 - Services did not decrease for specific populations of students such as at risk students, students with disabilities, economically disadvantaged students, English language learners, and gifted and talented students
- Outcomes foreseen as a result of full ACP implementation:
 - Better student preparation for post-secondary life
 - More student input in goal setting, planning, and course selection
 - Greater student awareness of post-secondary options
 - Greater student self-awareness of strengths and weaknesses