



Wisconsin  
Evaluation  
Collaborative

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# Academic and Career Planning Evaluation Implementation Year CESA Survey Results

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## Introduction

As part of the Wisconsin Department of Public Instruction's (DPI) Academic and Career Planning (ACP) evaluation, Wisconsin Center for Education Research (WCER) evaluators distributed the survey (see appendix) to all the ACP coordinators at the state's 12 Cooperative Education Service Agencies (CESAs). The purpose of this survey was to gather information related to ACP implementation during the first full year of statewide implementation. Specific areas of interest were levels of ACP implementation across the state and potentially useful ACP resources for districts and schools. The information collected is to supplement School Survey findings (sent to school administrators) and the school/district website searches, as well as to connect data found through those three sources.

WCER opened the survey on November 29, 2017 and DPI sent it to the ACP coordinators in all 12 CESA regions across the state. The survey closed on December 14, 2017. Of those who were sent the survey, 13 responded. With at least one respondent for each of the 12 CESA (one CESA had two respondents), the response and completion rates were 100 percent. Note that some respondents did not answer all questions; hence, the tables and figures in this report provide the number of respondents by item(s).

## Extent of implementation and barriers

The first main section of the survey inquired about the extent of ACP implementation in the districts of the respondent's CESA region. To situate ACP implementation, respondents had to first report the number of districts in their region, which ranged from 17-76. Next, they had to report the number of districts for which they were aware of the level of implementation, the percentage of which ranged from 33 percent to 100 percent, with a median of 85 percent.

Subsequently, respondents reported on the level of implementation across their CESA regions. Table 1 reports respondents' perceptions of the extent of implementation across their region, with fairly even numbers of respondents reporting that most, about half, or some districts are fully implementing ACP. No one reported that all districts are fully implementing, nor that very few or no districts are fully implementing ACP.

Table 1: Extent of implementation across CESA district (N=13)

Extent	Number of Respondents
All of the districts are fully implementing ACP	0
Most of the districts are fully implementing ACP	4
About half of the districts are fully implementing ACP	4
Some of the districts are fully implementing ACP	5
Very few or none of the districts are implementing ACP	0

Respondents were then asked to predict the level of implementation across their CESA region one year later (Fall 2018). Table 2 shows that almost half (6) of respondents believe that most of their CESA districts will be fully implementing ACP.

Table 2: Estimated extent of implementation across CESA districts in Fall 2018 (N=13)

Extent	Number of Respondents
All of the districts will be fully implementing ACP	3
Most of the districts will be fully implementing ACP	6
About half of the districts will be fully implementing ACP	4
Some of the districts will be fully implementing ACP	0
Very few or none of the districts will be implementing ACP	0

Then, the survey asked whether there were districts in their CESA region that are doing little or nothing in regard to ACP. Table 3 indicates that equal numbers of respondents (5) reported “yes” and “no.”

Table 3: Are there districts in your region that are doing little or nothing in regard to ACP? (N=13)

Response	Number of Respondents
Yes	5
No	5
Not sure	3

As a follow-up, those who responded that there were districts doing little or nothing were asked how many districts were not implementing. Overall, numbers tended to be small. The following are the responses to the open-ended question:

- “Not sure”
- 2
- 6
- 1-5
- “At least one that I’m aware of, but I suspect others, too.”

Respondents to this question were also asked about possible barriers to implementation. Table 4 shows responses, of which “No support from leadership” and “District does not prioritize ACP” were the most common. The respondent who indicated “other” specified “not a priority for parents.”

Table 4: Barriers to implementing ACP (N=5)

Barrier	Number of Responses
District does not prioritize ACP	4
No support from leadership	4
No capacity among staff	3
No support from staff	3
No capacity among leadership	2
Other (please specify)	1

Note: Respondents were able to indicate more than one barrier; therefore, the total is greater than 5.

## Collaboration between districts

In this section, respondents were asked whether and in what ways districts collaborated with each other on ACP, and/or shared ideas or materials. Table 5 shows their responses, with all respondents reporting some type of collaboration occurring.

Table 5: Ways that districts collaborated with each other on ACP (N=13)

Extent	Number of responses
Yes, they do so during ACP-related trainings at the CESA	13
Yes, they do so outside of CESA events (such as conferences, professional association meetings, or cross-district meetings specifically for collaborating on ACP)	12
Yes, they do so at other events at the CESA (such as school counselor or PAC meetings)	8
No, not that I'm aware of	0
Not sure	0

Note: Respondents were able to indicate more than one type of collaboration; therefore, the total is greater than 13.

## ACP Infrastructure, Engagement, and Student Activities

The next major section of the survey examined perceptions of ACP infrastructure development, student activities, and ACP engagement with key school and community stakeholders. In the first set of questions, respondents were asked to think about the district in their region that was most fully implementing ACP with fidelity. Without having to identify the specific district, respondents were asked to indicate that district's level of implementation for 23 infrastructural, engagement, and student activity elements. Table 6 reports the extent of implementation of these elements, with all 23 elements reported as falling into the "institutionalized" or "implemented" categories in the majority of districts. The most commonly reported elements in the "initiated" stage were "Providing supportive and safe student relationships with adults (mentors, advisors, etc.);" and "Regularly engaging families in their students' ACP." None of the elements were identified as "not yet started."

Table 6: Elements of Infrastructure, Engagement and Student Activities, by Level of Implementation, **Highest Fully Implementing Districts (N=13)**

#	Element	Institutionalized	#	Implemented	#	Initiated	#	Not yet started	#	Total
1	Providing equitable access to ACP for all students in grades 6-12	31%	4	69%	9	0%	0	0%	0	13
2	Having an inclusive school/district-wide culture around ACP	23%	3	54%	7	23%	3	0%	0	13
3	Having administrative engagement in ACP	54%	7	46%	6	0%	0	0%	0	13
4	Prioritizing ACP-related school/district goals	46%	6	54%	7	0%	0	0%	0	13
5	Having full staff participation in ACP	17%	2	75%	9	8%	1	0%	0	12
6	Making ACP student-focused	38%	5	62%	8	0%	0	0%	0	13
7	Regularly informing families of their students' ACP	17%	2	67%	8	17%	2	0%	0	12
8	Regularly engaging families in their students' ACP	17%	2	58%	7	25%	3	0%	0	12
9	Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	31%	4	38%	5	31%	4	0%	0	13
10	Providing informed education and career advising	46%	6	46%	6	8%	1	0%	0	13
11	Providing non-judgmental education and career advising	38%	5	54%	7	8%	1	0%	0	13
12	Scheduling regular, dedicated time for ACP activities	58%	7	25%	3	17%	2	0%	0	12
13	Outlining an ACP activity curriculum (scope and sequence)	15%	2	77%	10	8%	1	0%	0	13
14	Outlining an ACP activity curriculum (scope and sequence) that is scaffolded	8%	1	84%	10	8%	1	0%	0	12

15	Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate	25%	3	67%	8	8%	1	0%	0	12
16	Creating district Programs of Study connected to career pathways	15%	2	69%	9	15%	2	0%	0	13
17	Identifying work-based learning opportunities for students	54%	7	23%	3	23%	3	0%	0	13
18	Encouraging work-based learning opportunities for students	46%	6	39%	5	15%	2	0%	0	13
19	Informing/encouraging students about dual credit opportunities	77%	10	15%	2	8%	1	0%	0	13
20	Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	84%	11	8%	1	8%	1	0%	0	13
21	Informing/engaging students about college-level industry certification courses	62%	8	31%	4	8%	1	0%	0	13
22	Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals	46%	6	31%	4	23%	3	0%	0	13
23	Supporting students to choose Career and Tech Ed and academic courses applicable to their ACP/career goals	62%	8	23%	3	15%	2	0%	0	13

Next, respondents were asked to think about the district in their region doing the least work around ACP, and to indicate the level of implementation for the same list of 23 elements. Table 7 reports the results of this set of questions. Respondents indicated that very few elements were at the “institutionalized” level in these districts, while a majority thought these districts were at the “initiated” or “not yet started” levels for all of these elements.

Table 7: Elements of Infrastructure, Engagement and Student Activities, by Level of Implementation, **Least Fully Implementing Districts (N=10)**

#	Element	Institutionalized	#	Implemented	#	Initiated	#	Not yet started	#	Total
1	Providing equitable access to ACP for all students in grades 6-12	0%	0	0%	0	60%	6	40%	4	10
2	Having an inclusive school/district-wide culture around ACP	0%	0	10%	1	30%	3	60%	6	10
3	Having administrative engagement in ACP	10%	1	20%	2	40%	4	30%	3	10
4	Prioritizing ACP-related school/district goals	10%	1	0%	0	30%	3	60%	6	10
5	Having full staff participation in ACP	0%	0	10%	1	10%	1	80%	8	10
6	Making ACP student-focused	0%	0	0%	0	80%	8	20%	2	10
7	Regularly informing families of their students' ACP	0%	0	0%	0	44%	4	56%	5	9
8	Regularly engaging families in their students' ACP	0%	0	0%	0	44%	4	56%	5	9
9	Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	0%	0	10%	1	50%	5	40%	4	10
10	Providing informed education and career advising	0%	0	10%	1	80%	8	10%	1	10
11	Providing non-judgmental education and career advising	0%	0	10%	1	80%	8	10%	1	10
12	Scheduling regular, dedicated time for ACP activities	0%	0	11%	1	22%	2	67%	6	9
13	Outlining an ACP activity curriculum (scope and sequence)	0%	0	0%	0	56%	5	44%	4	9
14	Outlining an ACP activity curriculum (scope and sequence) that is scaffolded	0%	0	0%	0	33%	3	67%	6	9
15	Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate	0%	0	0%	0	33%	3	67%	6	9

16	Creating district Programs of Study connected to career pathways	0%	0	20%	2	50%	5	30%	3	10
17	Identifying work-based learning opportunities for students	0%	0	10%	1	80%	8	10%	1	10
18	Encouraging work-based learning opportunities for students	0%	0	10%	1	60%	6	30%	3	10
19	Informing/encouraging students about dual credit opportunities	0%	0	30%	3	70%	7	0%	0	10
20	Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	30%	3	30%	3	40%	4	0%	0	10
21	Informing/engaging students about college-level industry certification courses	10%	1	20%	2	60%	6	10%	1	10
22	Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals	0%	0	10%	1	50%	5	40%	4	10
23	Supporting students to choose Career and Tech Ed and academic courses applicable to their ACP/career goals	0%	0	30%	3	50%	5	20%	2	10

Finally, respondents were asked to think of the average district in their region in terms of ACP implementation. With this district in mind, respondents were again asked to report the level of implementation of the 23 infrastructural, engagement and student activity elements. Table 8 reports these levels of implementation. Two of the elements showing the highest levels of implementation (“Informing/ encouraging students about Advanced Placement and/or International Baccalaureate opportunities” and “Informing/encouraging students about dual credit opportunities”) are elements that previous evaluation efforts showed were often already happening in schools before ACP implementation began. Engaging stakeholders, such as families, all staff participation, and “having an inclusive, school/district-wide culture around ACP” were the elements that tended to lag behind the others.

Table 8: Elements of Infrastructure, Engagement and Student Activities, by Level of Implementation, **Average Districts (N=11)**

#	Element	Institutionalized	#	Implemented	#	Initiated	#	Not yet started	#	Total
1	Providing equitable access to ACP for all students in grades 6-12	0%	0	55%	6	36%	4	9%	1	11
2	Having an inclusive school/district-wide culture around ACP	0%	0	0%	0	100%	11	0%	0	11
3	Having administrative engagement in ACP	9%	1	36%	4	55%	6	0%	0	11
4	Prioritizing ACP-related school/district goals	0%	0	9%	1	91%	10	0%	0	11
5	Having full staff participation in ACP	0%	0	0%	0	91%	10	9%	1	11
6	Making ACP student-focused	0%	0	45%	5	55%	6	0%	0	11
7	Regularly informing families of their students' ACP	0%	0	9%	1	82%	9	9%	1	11
8	Regularly engaging families in their students' ACP	0%	0	0%	0	91%	10	9%	1	11
9	Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	0%	0	27%	3	73%	8	0%	0	11
10	Providing informed education and career advising	18%	2	55%	6	27%	3	0%	0	11
11	Providing non-judgmental education and career advising	18%	2	45%	5	27%	3	9%	1	11
12	Scheduling regular, dedicated time for ACP activities	0%	0	45%	5	55%	6	0%	0	11
13	Outlining an ACP activity curriculum (scope and sequence)	0%	0	55%	6	45%	5	0%	0	11
14	Outlining an ACP activity curriculum (scope and sequence) that is scaffolded	0%	0	27%	3	64%	7	9%	1	11
15	Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate	0%	0	36%	4	64%	7	0%	0	11

<b>16</b>	Creating district Programs of Study connected to career pathways	0%	0	55%	6	45%	5	0%	0	11
<b>17</b>	Identifying work-based learning opportunities for students	9%	1	45%	5	45%	5	0%	0	11
<b>18</b>	Encouraging work-based learning opportunities for students	0%	0	55%	6	45%	5	0%	0	11
<b>19</b>	Informing/encouraging students about dual credit opportunities	27%	3	55%	6	18%	2	0%	0	11
<b>20</b>	Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	45%	5	27%	3	27%	3	0%	0	11
<b>21</b>	Informing/engaging students about college-level industry certification courses	18%	2	36%	4	45%	5	0%	0	11
<b>22</b>	Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals	9%	1	27%	3	55%	6	9%	1	11
<b>23</b>	Supporting students to choose Career and Tech Ed and academic courses applicable to their ACP/career goals	18%	2	45%	5	36%	4	0%	0	11

## Student Social-Emotional Learning Measurement

The next section of the survey looked at the extent to which districts measured students' social-emotional learning (SEL). The majority of respondents (9) were not sure whether their districts were measuring SEL. Table 9 reports the results of the question "Are there schools/districts in your region that measure student social-emotional learning?"

Table 9: Do Schools/Districts Measure Student Social-Emotional Learning (N=13)

Response	Number of Respondents
Yes	3
No	1
Not sure	9

As a follow-up question, respondents who indicated that some schools or districts measured SEL were asked to indicate how it was measured. Table 10 reports the various means and the number of mentions. The respondent who indicated "other" specified "Citizenship Rubric." Note that the survey did not ask respondents to report the number of districts using such measures, so the extent of use is not known. However, relatively few respondents to the School Survey reported both that their schools or districts measured SEL (less than 20 percent) and that this aspect was measured by methods roughly proportionate to those found in the CESA survey.

Table 10: Methods of Measuring Student Social-Emotional Learning (N=3)

Measurement	Number of Mentions
Student surveys	2
Teacher surveys	1
Assessments	2
Report cards	0
Other (please specify)	1

Note: Some respondents mentioned more than one method; therefore, the total is greater than 3.

## Local Evaluation Needs

The next section of the survey asked about perceptions of tools and resources that schools and districts would find helpful for their local ACP evaluation efforts (Table 11). Respondents unanimously indicated that family surveys would be helpful, and nearly all respondents (12) indicated that teacher and student surveys would be helpful. The respondent who indicated "other" specified "Resource sharing. If they are doing something positive, share."

Table 11: Helpful Tools and Resources for Local ACP Evaluation Efforts (N=13)

Theme	Number of Mentions
Family surveys for ACP feedback and perceptions	13
Teacher surveys for ACP feedback and perceptions	12
Student surveys for ACP feedback and perceptions	12

Student ACP outcomes data tracking	11
Career Cruising metrics	9
Teacher focus group protocols for ACP feedback and perceptions	7
Student focus group protocols for ACP feedback and perceptions	7
Family focus group protocols for ACP feedback and perceptions	4
Other (please specify)	1

Note: Some respondents mentioned more than one tool/resource; therefore, the total is greater than 13.

### Successes and Challenges, Additional Feedback

Finally, respondents were asked whether they had additional “outstanding successes or challenges related to ACP” that they would like to share. Five respondents left comments, which have been edited slightly for length and clarity:

- [Specific district] has leaped to the forefront of the elements you are measuring. It is challenging to get a majority of districts to plan in depth for ACP implementation, develop scope and sequence, and measure of ACP implementation.
- Folks are excited about ACP and express that it has been a positive push within the district. Our workforce development partners are supportive of the goals. The challenges at this time seem to be staff collaboration time, organizing and coordinating with employers (being able to identify the specific "ask"), communication and outreach. This costs money for schools to hire someone or have staff dedicated to communicating in a consistent manner. Most districts feel confident in their ACP services and will continue to build and evolve. There are few questions that come in regarding implementation. The question regarding social-emotional learning is tied to the ASCA standards. Our schools need to understand how these standards connect with ACP since they are already delivering services through the counseling office.
- The counselors in the area own ACP...we need to help all educators understand and teach ACP.
- If there is no administrative support, it's difficult for a school district to attend ACP trainings provided by DPI, CESA or an outside source. The concentration around school report cards unfortunately puts the ACP process on a backburner which really should be the opposite. Once a kid is more engaged due to career interest, you would think test scores would improve.
- Most of our districts are at some phase of initiating or implementing. They are anxious for the DPI to know that it is an initiative they are working on this year!

## APPENDIX: ACP 2017-18 CESA coordinator survey

Q1 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 CESA region's district/school experiences implementing ACP. The goal of this survey is to gather feedback from CESA ACP coordinators regarding experiences and perceptions during the first year of statewide implementation (2017-18). Aggregated feedback will be shared with DPI so their ACP team can better support CESAs and districts in this work. **Please keep in mind that your individual responses, identities, and CESAs will be kept confidential at all times.** This survey should take about 15 minutes to complete. Thank you for your participation in this important process.

Q2 How many districts are in your CESA region? (*text box*)

Q3 For how many of these districts are you aware of the level of ACP implementation? (*text box*)

Q4 What do you think the level of implementation of ACP is across your CESA region **right now**?

- All districts are fully implementing ACP
- Most of the districts are fully implementing ACP
- About half of the districts are fully implementing ACP
- Some of the districts are fully implementing ACP
- Very few or none of the districts are fully implementing ACP

Q5 What do you think the level of implementation of ACP will be across your CESA region **a year from now (Fall 2018)**?

- All of the districts will be fully implementing ACP
- Most of the districts will be fully implementing ACP
- About half of the districts will be fully implementing ACP
- Some of the districts will be fully implementing ACP
- Very few or none of the districts will be fully implementing ACP

Q6 Are there districts in your region that are doing little or nothing in regard to ACP?

- Yes
- No
- Not sure

Q7 About how many districts in your region are doing little or nothing in regard to ACP? *(text box)*

Q8 What are the barriers for this/these district(s) to implementing ACP? *(select all that apply)*

- No capacity among leadership
- No support from leadership
- No capacity among staff
- No support from staff
- District does not prioritize ACP
- Other *(please specify)* \_\_\_\_\_

Q9 Do districts in your region collaborate on ACP and/or share ideas, materials, etc.? *(select all that apply)*

- Yes, they do so during ACP-related trainings at the CESA (1)
- Yes, they do so at other events at the CESA (such as school counselor or PAC meetings) (2)
- Yes, they do so outside of CESA events (such as conferences, professional association meetings, or cross-district meetings specifically for collaborating on ACP) (3)
- No, not that I'm aware of (4)
- Not sure (5)

*(Q10-Q12 use the same battery of practices)*

Q10 For the following question, think about the district in your region which **is most fully implementing ACP with fidelity**:

At what level is this district implementing the following practices related to ACP?

Q11 For the following question, think about the district in your region which **doing the least work around ACP**:

At what level is this district implementing the following practices related to ACP?

Q12 For the following question, think about the **average district** in your region in terms of work around ACP:

At what level is this district implementing the following practices related to ACP?

Q10-Q12	Institutionalized	Implemented	Initiated	Not yet started	Don't know
Providing <b>equitable</b> access to ACP for <b><i>all</i></b> students in grades 6-12	<input type="radio"/>				
Having an inclusive school/district-wide culture around ACP	<input type="radio"/>				
Having administrative engagement in ACP	<input type="radio"/>				
Prioritizing ACP-related school/district goals	<input type="radio"/>				
Having full staff participation in ACP	<input type="radio"/>				
Making ACP student-focused	<input type="radio"/>				
Regularly informing families of their students' ACP	<input type="radio"/>				
Regularly engaging families in their students' ACP	<input type="radio"/>				
Providing supportive and safe student relationships with adults (mentors, advisors, etc.)	<input type="radio"/>				
Providing informed education and career advising	<input type="radio"/>				
Providing non-judgmental education and career advising	<input type="radio"/>				
Scheduling regular, dedicated time for ACP activities	<input type="radio"/>				
Outlining an ACP activity curriculum (scope and sequence)	<input type="radio"/>				
Outlining an ACP activity curriculum (scope and sequence) that is scaffolded	<input type="radio"/>				

Outlining an ACP activity curriculum (scope and sequence) that is developmentally appropriate	<input type="radio"/>				
Creating district Programs of Study connected to career pathways	<input type="radio"/>				
Identifying work-based learning opportunities for students	<input type="radio"/>				
Encouraging work-based learning opportunities for students	<input type="radio"/>				
Informing/encouraging students about dual credit opportunities	<input type="radio"/>				
Informing/encouraging students about Advanced Placement and/or International Baccalaureate opportunities	<input type="radio"/>				
Informing/engaging students about college-level industry certification courses	<input type="radio"/>				
Supporting students to utilize knowledge and skills gained through ACP activities to set/modify/update education/career goals	<input type="radio"/>				
Supporting students to choose Career and Tech Ed and academic courses applicable to their ACP/career goals	<input type="radio"/>				

Q17 Are there any other outstanding successes or challenges related to ACP that you would like to share? *(text box)*

Q13 Are there schools/districts in your region that measure student social-emotional learning?

- Yes
- No
- Not sure

Q14 How do these districts/schools measure social-emotional learning? *(select all that apply)*

- Student surveys
- Teacher surveys
- Assessments
- Report cards
- Other *(please specify)* \_\_\_\_\_

Q15 Which of the following would be helpful tools and resources for local ACP evaluation efforts? *(select all that apply)*

- Teacher surveys for ACP feedback and perceptions
- Teacher focus group protocols for ACP feedback and perceptions
- Student surveys for ACP feedback and perceptions
- Student focus group protocols for ACP feedback and perceptions
- Family surveys for ACP feedback and perceptions
- Family focus group protocols for ACP feedback and perceptions
- Student ACP outcomes data tracking
- Career Cruising metrics
- Other *(please specify)* \_\_\_\_\_

Q16 Which CESA district are you in?

▼ CESA 1 ... CESA 12
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