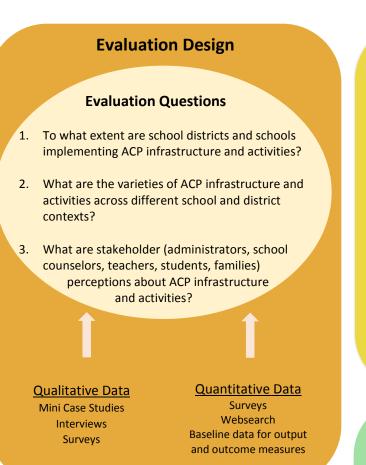
Executive Summary

ACP 2017-18 Evaluation for DPI



Key Findings

- 1. ACP Implementation in Wisconsin is growing.
- 2. Students do not always recognize the entirety of ACP.
- 3. Certain Powerful Practices surfaced frequently in high-implementation schools.
- 4. Equitable access and equitable implementation are unclear.
- 5. Students sometimes misunderstand Interest Inventories, leading to loss of trust in ACP overall.
- 6. Staff buy-in is growing; professional development is still needed.
- 7. Wide variation exists in dedicated ACP time.
- 8. Missed communication opportunities are occurring in many districts.

Infrastructural Elements

- 1. Inclusive culture with engagement, goals, and participation
- 2. Engagement of families
- 3. Student relationships with adults (advisors, mentors, etc.)
- 4. Education and career advising
- 5. Equitable access to all ACP opportunities
- 6. Dedicated time for ACP activities
- 7. ACP curriculum (scope and sequence)
- 8. Programs of Study

Student Activity Components

- 1. Work-based learning
- 2. Dual-credit, AP, IB, and college-level industry certification courses
- 3. Students set, modify and update goals
- 4. Students choose courses applicable to their ACP/career goals

Recommendations

- Support family engagement efforts with resources.
- Conduct further research into how much family engagement is desirable or "appropriate."
- Communicate the "big picture" of ACP.
- Promote the Powerful Practices.
- Investigate decision-making practices around financially constrained choices.
- Develop and disseminate talking points/PD around student reactions to Interest Inventory career suggestions.
- Further investigate the construct of "schoolwide culture" of ACP.
- Provide accessible, targeted PD for teachers and message leadership to promote buy-in and participation.
- Conduct evaluation and research around ACP "dosage."
- Provide additional guidance around district ACP communication plans