

# Executive Summary

## ACP 2017-18 Evaluation for DPI

### Evaluation Design

#### Evaluation Questions

1. To what extent are school districts and schools implementing ACP infrastructure and activities?
2. What are the varieties of ACP infrastructure and activities across different school and district contexts?
3. What are stakeholder (administrators, school counselors, teachers, students, families) perceptions about ACP infrastructure and activities?

#### Qualitative Data

Mini Case Studies  
Interviews  
Surveys

#### Quantitative Data

Surveys  
Websearch  
Baseline data for output and outcome measures

### 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