

Academic and Career Planning Survey

for the Wisconsin Department of Public Instruction | 2020-21

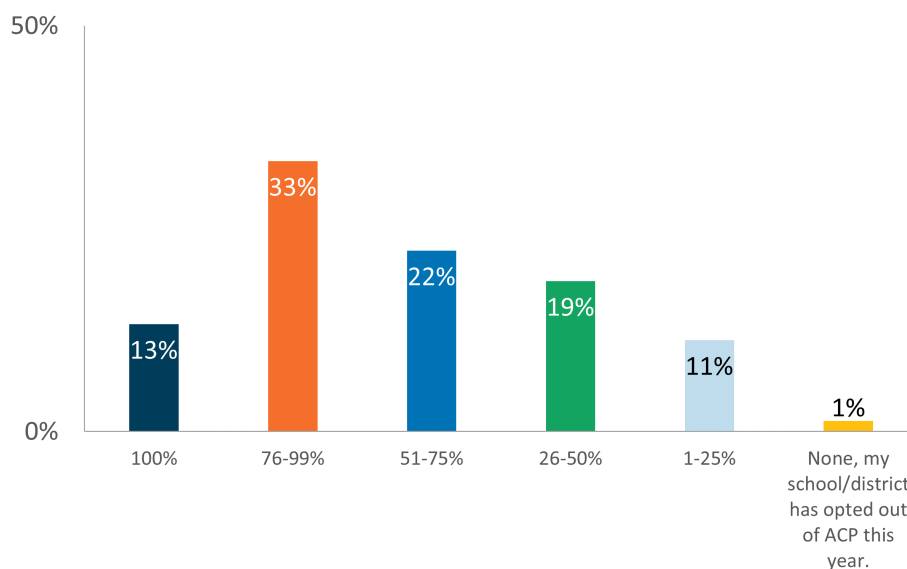
In spite of the COVID-19 pandemic, Wisconsin schools found ways to continue, adapt, and innovate in their ACP program delivery.

As part of the Wisconsin Department of Public Instruction's Academic and Career Planning (ACP) evaluation, Wisconsin Evaluation Collaborative evaluators fielded a survey to ACP coordinators or principals of schools with any of grades 6 through 12. The purpose of the survey was to gather information related to ACP implementation during the fourth year of statewide implementation, which coincided with the COVID-19 pandemic. The survey was fielded in January - March 2021 and sent to 1228 school leaders. The response rate was 40 percent with a completion rate of 73 percent. Full results are reported in Academic and Career Planning Survey, 2020-21 (WEC, June 2021).

ACP and COVID-19

With COVID-19 impacting the 2020-21 school year, many schools made changes to their ACP programming to account for the unique challenges the pandemic posed. Eighty-seven percent of respondents indicated that their school did not implement all of their regular ACP programming this year as a result of COVID-19, with schools either adapting or stopping many ACP practices. Yet many respondents reported new practices or innovations brought on by the pandemic that they hope to continue after a return to more normal instruction. These practices included development and use of virtual ACP activities, virtual parent conferences, implementation of Zoom or Google classroom, and seeking out new or better resources they plan to continue using.

FIGURE I PERCENTAGE OF USUAL ACP PROGRAMMING



Of those respondents reporting that student and family conferences were being conducted virtually, many also noted that participation had increased and they intended to continue this practice post-pandemic.

Investment in ACP

ACP continues to become further embedded in the cultures of many schools. Over 96 percent of schools reported scheduling regular, dedicated ACP time. About half of responding districts are implementing ACP in grades K-5, indicating that schools see value in starting implementation earlier than required. Dedicated ACP time, student engagement, and work-based learning opportunities were cited most frequently as areas of pride. Over 40 percent of schools reported using some sort of evaluation or continuous improvement process to refine their ACP programs, and made numerous and varied changes to the ACP programs as a result.

FIGURE 2 INNOVATIVE ACP PRACTICES CONTINUING IN FUTURE

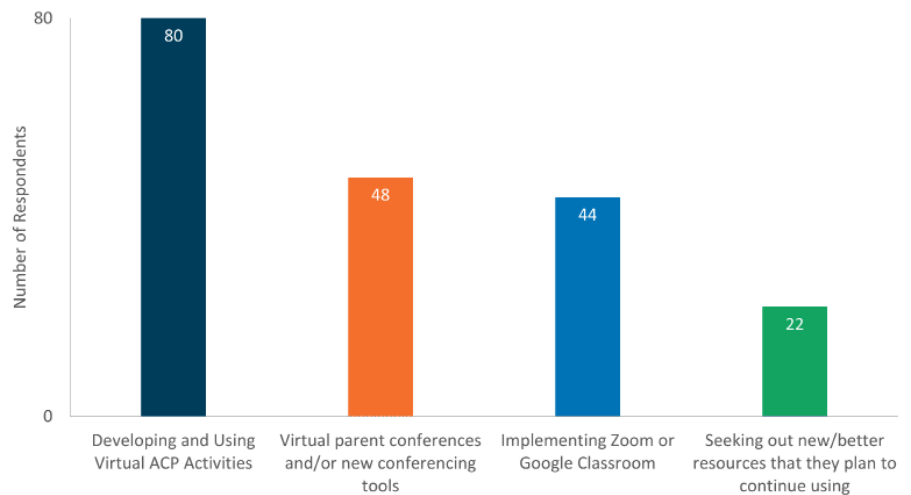
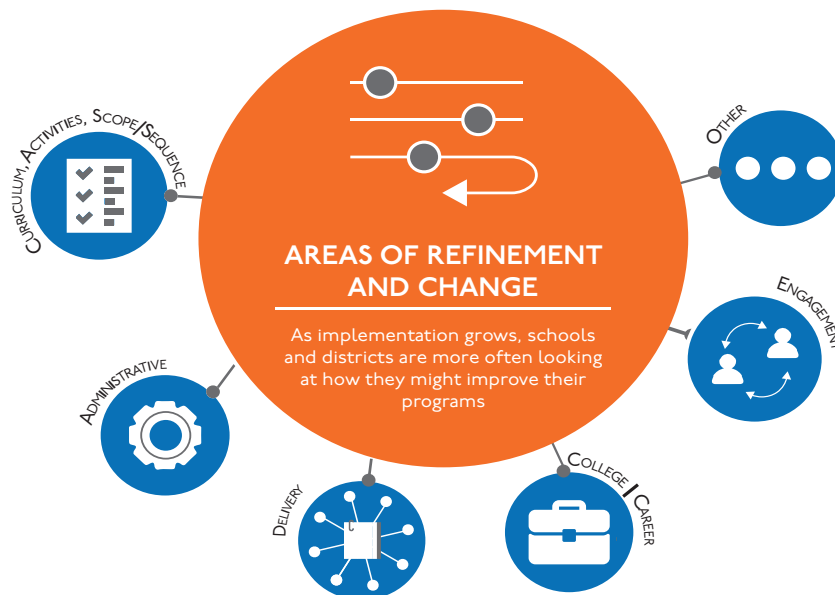


FIGURE 3 AREAS OF REFINEMENT



About the Wisconsin Evaluation Collaborative

The Wisconsin Evaluation Collaborative (WEC) is housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. WEC's team of evaluators supports youth-serving organizations and initiatives through culturally responsive and rigorous program evaluation. Learn more at <http://www.wec.wceruw.org>.