



Preliminary findings of ACP Process Pilot

During the 2015-16 school year, Department of Public Instruction selected 25 school districts to pilot the Academic and Career planning process. The Wisconsin Center for Education Research evaluated the results of the pilot and listed below are the preliminary results:

1. All pilot teams planning to train staff on ACP implementation were able to do so, to some extent.
2. Some districts began to deliver ACP services to students and/or build on what was already in place.
3. 5 districts purposely refrained from doing any delivery in the pilot year.
4. 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
 - FROM SURVEY: 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%)
5. Most common challenges and barriers:
 - Time
 - Obtaining buy-in from staff and/or administration
 - FROM SURVEY: Most frequently reported challenges include:
 - Sufficient time (80%)
 - ACP software (47%)
 - Staff buy-in (44%)
6. Major supports needed to reach pilot goals included:
 - Support from administration
 - Teacher buy-in
 - Collaboration with other pilot districts
 - DPI's lessons and support
 - Community and parental support
 - Time
7. 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
 - Better understanding of ACP process, requirements, and rationale
8. From Survey specifically.
- 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

June 2016