# DPI logoEVALUATING YOUR ACP PROGRAM

January 2019

Question Bank for Teacher/Staff Data Collection

*Produced in partnership with the Wisconsin Evaluation Collaborative at the University of Wisconsin–Madison.*

The following Question Bank includes items that can be used in surveys or focus groups with teachers and staff to gain more information about your school’s or district’s ACP program. Please see the Guidance Document for more information about using these questions effectively.

The questions are divided into different topic areas. Question formats are indicated as follows:

**(S) items** are appropriate for use in surveys and can be answered by indicating yes/no, a scale response, or selecting from a list of answers.

**(OE) items** are open-ended survey items and require a text response, and consequently take more time to answer and to analyze.

**(FG) items** are more appropriate for a focus group.

Many survey (S) items can also be used as “starter” questions in focus groups followed by the relevant (OE/FG) questions which can be used to probe more deeply for additional information.

**Background Information / Roles**

1. Is there an ACP team, an ACP coordinator, or other personnel “in charge” of ACP in your school? Y/N (S)
2. Who primarily directs ACP in your building? What is/are their role(s) otherwise? (check all that apply)
   * 1. School counselor
     2. Principal
     3. AP
     4. CTE Coordinator or teacher
     5. Teacher other than CTE
     6. Other building admin
     7. Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Whom do you go to *first* with questions about ACP? (S)
   1. ACP coordinator
   2. Principal
   3. AP

Questions 3 and 4 are similar but have different aims.

Question 3 might help you identify the person in the building who teachers are most comfortable approaching with ACP questions, while question 4 might help you get a better sense of the range of ACP-related expertise.

* 1. Counselor(s)
  2. CTE teacher
  3. Building admin
  4. Other teacher
  5. No one
  6. Other (please specify role)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Whom do you go to with questions about ACP? (check all that apply) (S)
   1. ACP coordinator
   2. Principal
   3. AP
   4. Counselor(s)
   5. CTE teacher
   6. Building admin
   7. other teacher
   8. no one
   9. Other (please specify role)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is your primary role within your school?
   1. Career & Tech Education
   2. Core Content (math, science, English, Social Studies)
   3. Special education
   4. School counselor
   5. Other teaching role
   6. Other non-teaching role
3. What is your role in ACP? (S)
   1. Advisor/mentor/counselor
   2. Deliver ACP curriculum during “ACP time”
   3. Deliver ACP-related activities during regular class time
   4. Involved in work-based learning (i.e., identify opportunities, help students apply, coordinate, supervise, etc.)
   5. Other responsibilities (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. I have no direct role in ACP
4. How comfortable do you feel in your ACP role(s)? (S)
   1. Very comfortable
   2. Somewhat comfortable
   3. Not very comfortable
   4. Not at all comfortable
5. How prepared do you feel in your ACP role(s)? (S)
   1. Very prepared
   2. Somewhat prepared
   3. Not very prepared
   4. Not at all prepared
6. What do you believe is your role in ACP? Who else is involved? (OE or FG)

## Equity

Question 11 is phrased in a way that may help identify gaps and/or create an opportunity for unanticipated responses.

1. Do you feel that the ACP program is supporting the needs of your students? Y/N (S)
2. If not, are there particular areas in which you don’t feel your students’ needs are supported? (awareness, involvement, communication, etc.) (OE or FG)
3. Do you think ACP is being delivered equitably to all students? Y/N (S)

12.a. If not, please explain. (OE or FG)

1. In what ways is ACP NOT being delivered fairly/equitably to students? (OE or FG)
2. What specific actions can be taken to address any inequities? (S)
   1. Help with transportation to work-based learning or other opportunities.
   2. Additional opportunities for one-on-one counseling, advising, mentoring
   3. More support and information around college access, financial aid, etc.
   4. Increased communication about ACP-related opportunities and events
   5. Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Is there reliable access to technology (Wifi, Internet connections, online access to college and career websites and tools, desktops, laptops, tablets, etc. to support ACP activities? Y/N (S)
4. Please indicate the availability of the following elements related to work-based learning activities for students: (S)
   1. Sufficient number of available business placements? (y/n)
   2. Student awareness of work-based learning opportunities (y/n)
   3. Promotion of work-based learning opportunities (y/n)
   4. Restrictions on participating in work-based learning (y/n)

## Impact

1. Who ***most*** benefits from your school’s ACP program? (S)
   1. Four-year college-bound students
   2. Students planning to go straight into the workplace
   3. Students intending to go to technical or two-year colleges

Questions 17 and 18 are very similar but might help you answer two different questions.

Question 17 might help you better understand the student group that is most benefitting from the program—in other words, perceptions of whether your program is skewed or biased towards a particular type of outcome or group of students.

Question 18 might help you identify students groups that are being left out. You may add, delete or rename student groups depending on local needs and context.

* 1. Honors students
  2. College-based learning programs (AVID, People, etc.)
  3. Advanced learners/Gifted and Talented students
  4. Majority population students
  5. Minority population students
  6. Lower socio-economic status students
  7. English Language Learners
  8. Middle class students
  9. Special education students
  10. Other (please specify)\_\_\_\_\_\_\_\_\_\_\_

1. Who is supported by your school’s ACP program? (check all that apply) (S)
   1. Four-year college-bound students
   2. Students planning to go straight into the workplace
   3. Students intending to go to technical or two-year colleges
   4. Honors students
   5. College-based learning programs (AVID, People, etc.)
   6. Advanced learners/Gifted and Talented students
   7. Majority population students
   8. Minority population students
   9. Lower socio-economic status students
   10. English Language Learners
   11. Middle class students
   12. Special education students
   13. Other (please specify)\_\_\_\_\_\_\_\_\_\_\_
2. Are there students who are left out of ACP? Y/N (S)
   1. If yes, who? list from above or (OE/FG)

## Preparation for Participation in ACP

1. Have you participated in ACP related professional development? Y/N (S)
   1. If yes,
      1. Who provided the PD? (check all that apply) (S)
         1. In school by colleagues
         2. In school by district personnel
         3. District wide
         4. In a CESA
         5. At an ACP conference or other external event
         6. Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Did you find the PD helpful? Y/N (S)
      3. Are there ACP-related areas in which you would like more training/resources/support? Y/N (S)
         1. If yes, please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Perceptions about ACP

1. To what extent do you think students are better prepared for career/college because of ACP related experiences at your school? (S)
   1. Much better prepared
   2. Somewhat more prepared
   3. Neither more or less prepared
   4. Less prepared
2. Do you think your school has a “school-wide culture of ACP?” Y/N (S)
   1. If yes, which practices contribute to the “school-wide culture of ACP?” (select all that apply) (S)
      1. Dedicated ACP time
      2. Staff attitudes towards ACP,
      3. School/district ACP-related goals, priorities
      4. School morale
      5. Student engagement in ACP
      6. Other (please specify)\_\_\_\_\_\_\_\_\_\_
   2. If no, what are the obstacles? (S)
      1. Insufficient PD
      2. Effort is not recognized
      3. Scope and sequence
      4. Distribution of responsibilities
      5. Lack of teacher buy-in
      6. Lack of student buy-in
      7. Lack of leadership buy-in
      8. Lack of leadership support
      9. Other (please specify) \_\_\_\_\_\_\_\_\_\_
3. How comfortable do you feel in your ACP role(s)? (S)
   1. Very comfortable
   2. Somewhat comfortable
   3. Neither comfortable nor uncomfortable
   4. Somewhat uncomfortable
   5. Very uncomfortable
4. How prepared do you feel in your ACP role(s)? (S)
   1. Very prepared
   2. Somewhat prepared
   3. Neither prepared nor unprepared
   4. Somewhat unprepared
   5. Very unprepared
5. What do you understand to be the rationale for your school’s ACP program? (OE or FG)
6. What do you believe is your role in ACP? Who else is involved? (OE or FG)
7. What connections do you or your department have with local businesses or community organizations? (OE or FG)
8. Do students ask you questions related to their ACP plans? Y/N (S)
   1. If so, what do they ask? (OE or FG)
9. Is the time allotted for ACP activities sufficient? (S)
   1. No, there is too much time allotted
   2. No, there is not enough time allotted
   3. Yes, the time allotted is just about right
10. What else would you like to tell us about ACP at your school? (OE or FG)
11. Feedback on individual student activities (S)

*These items can be based on one or more “question stems,” and can be formatted as individual items, or in a “matrix” (see examples below). Specific Items can be added/deleted based on local needs, practices, etc.*

* 1. Possible question stems:
     1. How valuable do you think the following activities are? (very valuable, somewhat, not valuable at all, not sure)
     2. As a teacher, how engaged are you in the following activities? (very engaged, somewhat engaged, not engaged, not sure)
     3. As a teacher, how comfortable are you in facilitating the following activities? (very comfortable, somewhat comfortable, not comfortable, not sure)
  2. Possible items:
     1. Interest inventories
     2. Resume building
     3. Mock interviews
     4. Dual credit or dual enrollment
     5. Goal setting of educational, career or personal goals
     6. Career exploration
     7. College research
     8. Financial literacy
     9. ACP portfolio creation
     10. Work-based learning (job shadows, internships, co-ops, apprenticeships, etc.)
     11. Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Major infrastructural elements (S)

These items can be based on one or more “question stems,” and can be formatted as individual items, or in a “matrix” (see examples below). Specific Items can be added/deleted based on local needs, practices, etc.

* 1. Possible question stems:
     1. How aware are you of the following (ACP) elements in your school? (very aware, somewhat aware, not aware, not sure)
     2. How valuable do you think the following (ACP) elements are? (very valuable, somewhat valuable, not valuable, not sure)
     3. Please indicate the 3 most valuable aspects of (ACP) from the following list:
  2. Possible Items:
     1. Inclusive school-wide culture of ACP
     2. Full staff participation in ACP
     3. ACP is student-focused
     4. Families are regularly informed about ACP
     5. Families are regularly included in ACP
     6. Supportive and safe student relationships with adults (teachers, counselors, mentors, etc.)
     7. Non-judgmental, comprehensive education advising
     8. Non-judgmental, comprehensive career advising
     9. Equitable access to all ACP opportunities
     10. Regular, ongoing and dedicated time for ACP activities
     11. Clearly outlined ACP activity plan (curriculum) for each grade
     12. Programs of Study
     13. Opportunities for work-based learning (internships, co-ops, apprenticeships, job shadows, etc.)
     14. Opportunities for taking dual credit courses with technical college
     15. Opportunities for taking dual credit courses with 2- or 4-year college or university
     16. Opportunities for taking Advanced Placement (AP) courses
     17. Opportunities for taking International Baccalaureate (IB) courses
     18. Opportunities for taking college level industry certification courses
     19. Setting and modifying personal goals (for career, education, etc.) based on ACP activities
     20. Opportunity for students to choose courses applicable to their ACP/career goals

### Examples

#### Individual item format

How valuable do you find the following?

**Inclusive school-wide culture of ACP**

◯ Very valuable ◯ Somewhat valuable ◯ Not valuable ◯ Not sure

**Full staff participation in ACP**

◯ Very valuable ◯ Somewhat valuable ◯ Not valuable ◯ Not sure

**ACP is student-focused**

◯ Very valuable ◯ Somewhat valuable ◯ Not valuable ◯ Not sure

#### Matrix format

Please indicate how valuable you think the following items related to ACP are:

| ACP element | Very valuable | Somewhat valuable | Not valuable | Not sure |
| --- | --- | --- | --- | --- |
| 1. Inclusive school-wide culture of ACP | ◯ | ◯ | ◯ | ◯ |
| 2. Full staff participation in ACP | ◯ | ◯ | ◯ | ◯ |
| 3. ACP is student-focused | ◯ | ◯ | ◯ | ◯ |
| 4. Families are regularly informed about ACP | ◯ | ◯ | ◯ | ◯ |



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