



Wisconsin
Evaluation
Collaborative

Utilizing ACP Data to Uncover Inequities in Service Delivery

WSCA 2020

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Background: ACP evaluators

- Contracted by DPI to conduct external evaluation of ACP, annually:



Background: ACP evaluation

- Mixed methods study combining:
 - Surveys
 - Interviews
 - Focus groups
 - Case studies
 - Observations
 - Student and school outputs
 - Student outcomes

2018-19 Key Findings

- More evidence underscores the value of “powerful practices”
 - Final projects
 - Job shadowing
 - Mock interviews
 - Resume building
 - One-on-one conferencing/advising

2018-19 Key Findings

- Districts are moving towards more widespread teacher participation and “schoolwide cultures of ACP”
- Initial outputs data showing evidence of gaps in participation

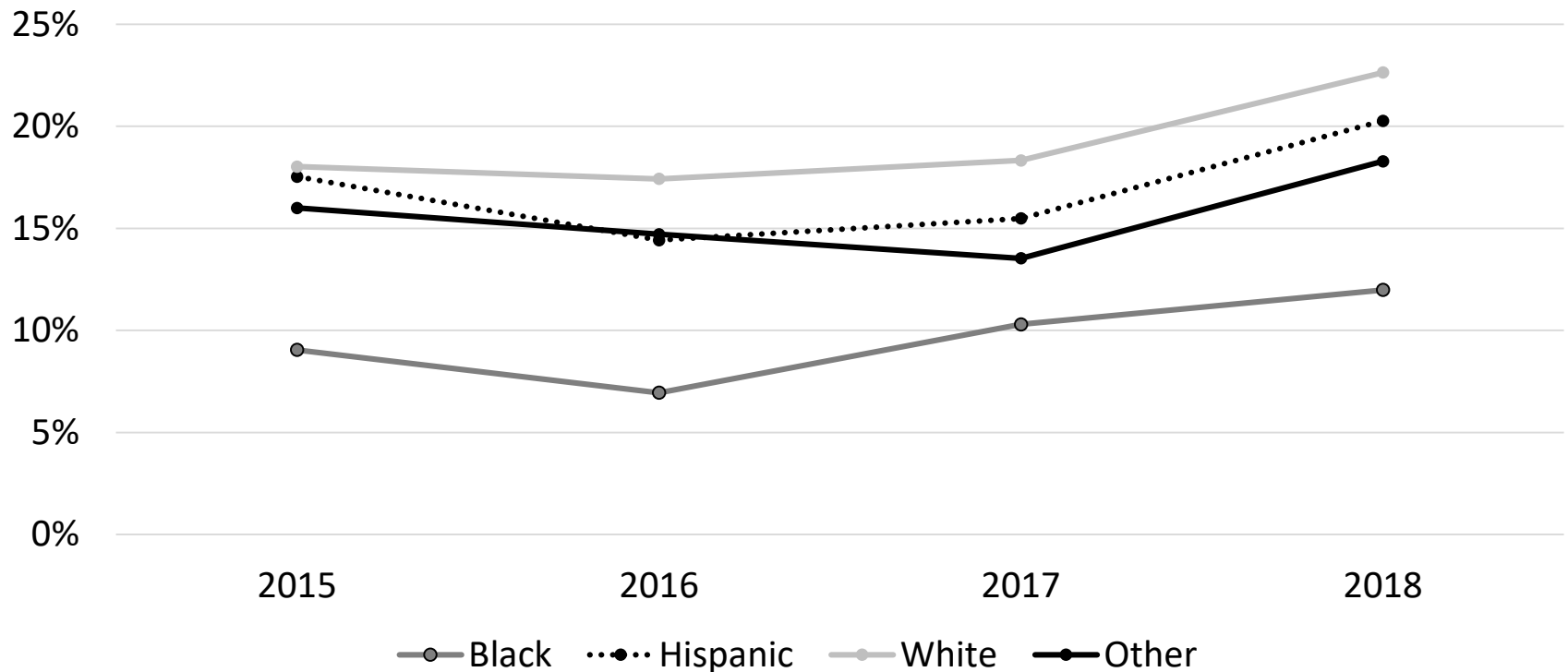


Participation gaps

- 2018-19 evaluation examined gaps across the many activities including:
 - Work-based learning
 - AP or IB course enrollment
 - Dual credit course enrollment

Participation Gaps: Work-Based Learning

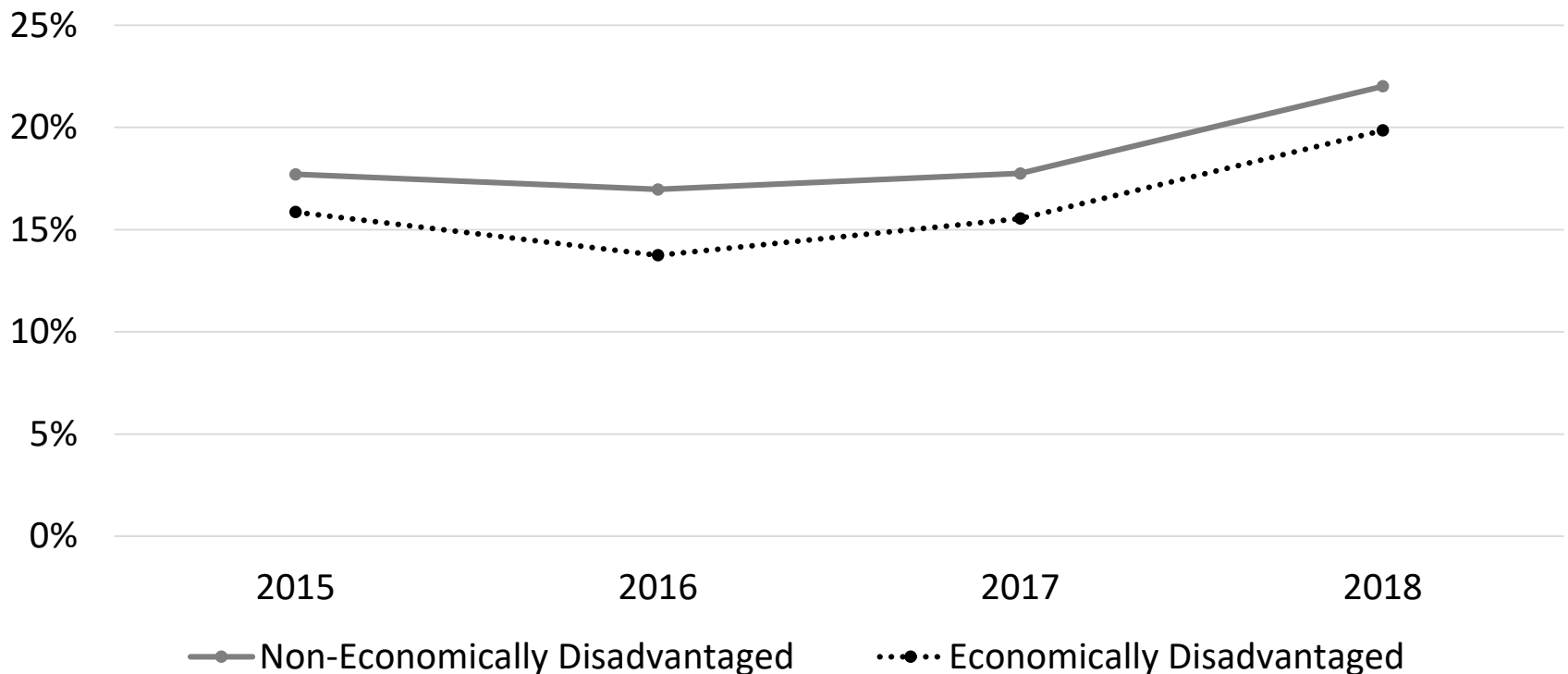
Figure 1: Percentage of CTE Concentrators Participating in at least One Work-Based Learning Methodology by **Race/Ethnicity**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Work-Based Learning

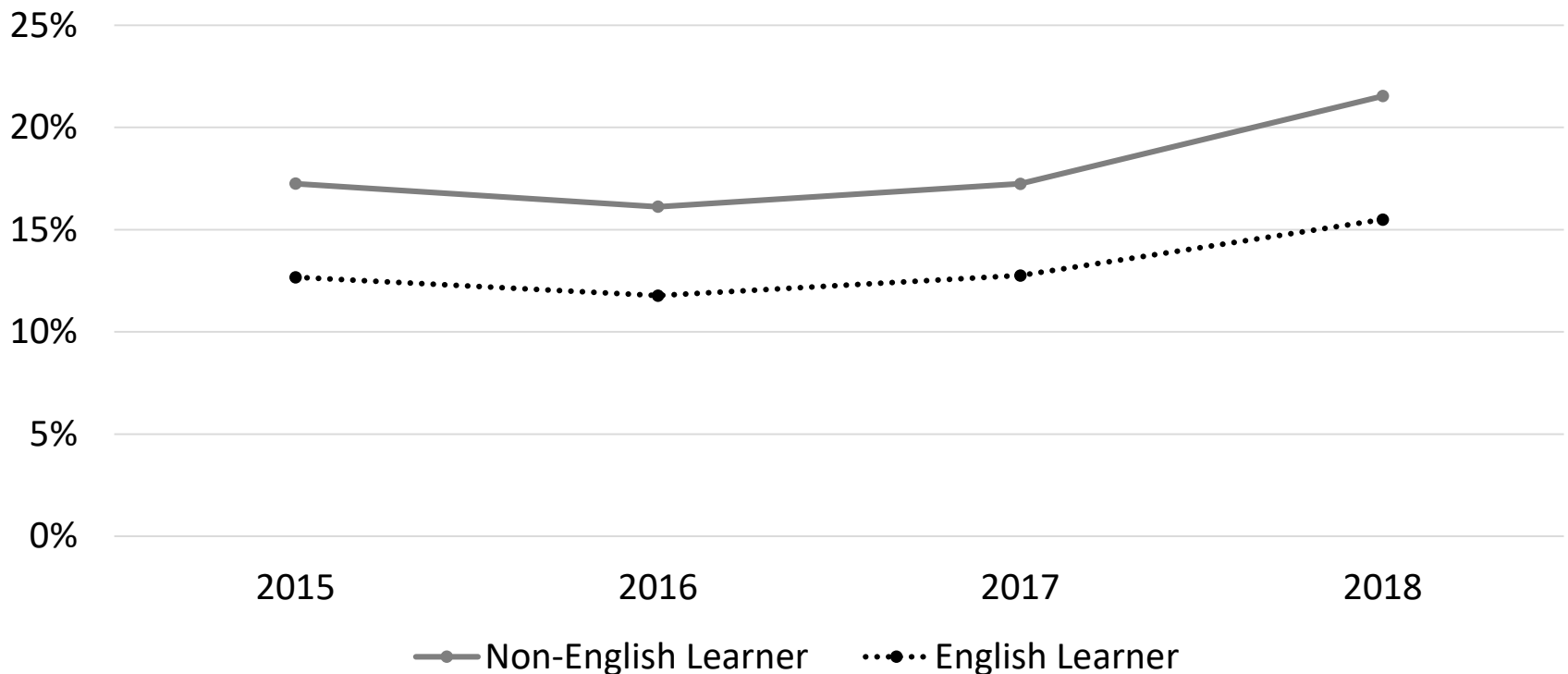
Figure 2: Percentage of CTE Concentrators Participating in at least One Work-Based Learning Methodology by **Economic Status**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Work-Based Learning

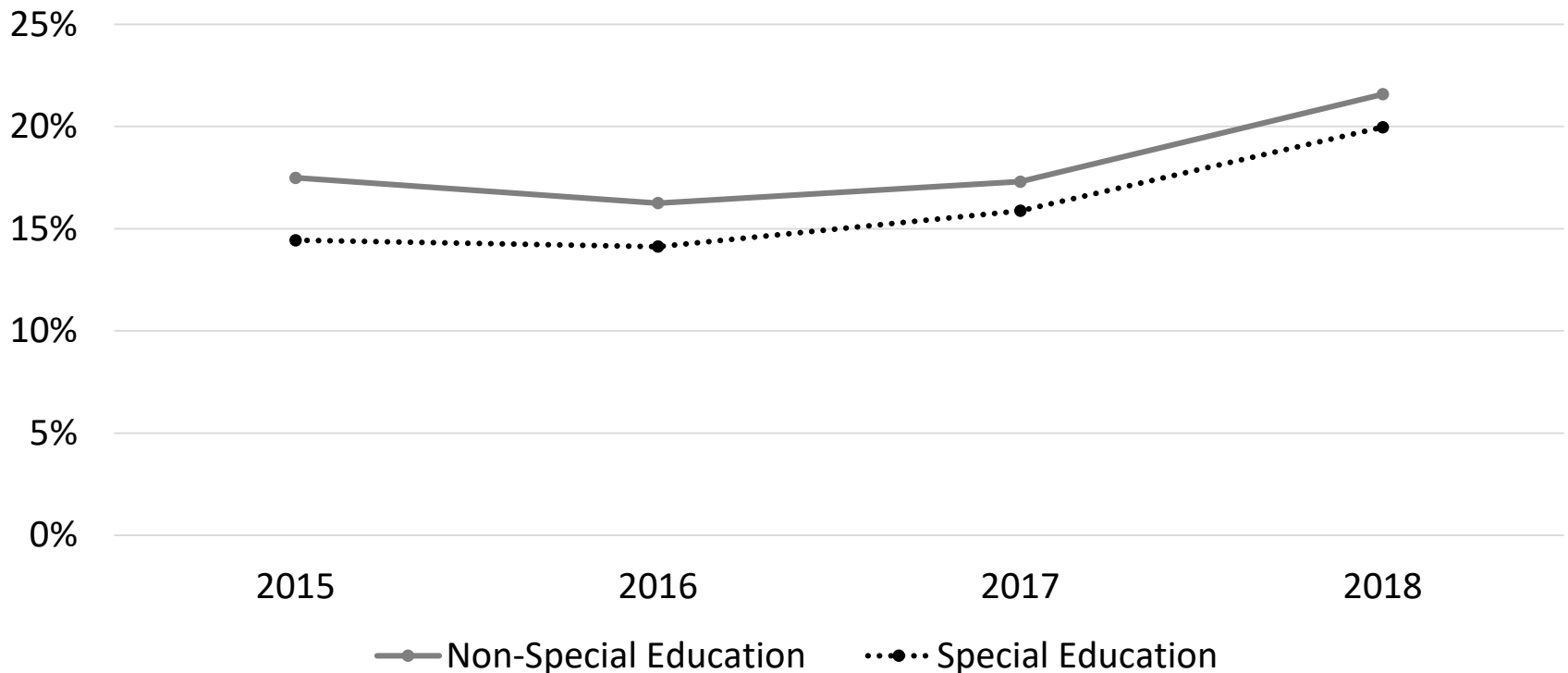
Figure 3: Percentage of CTE Concentrators Participating in at least One Work-Based Learning Methodology by **EL Status**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Work-Based Learning

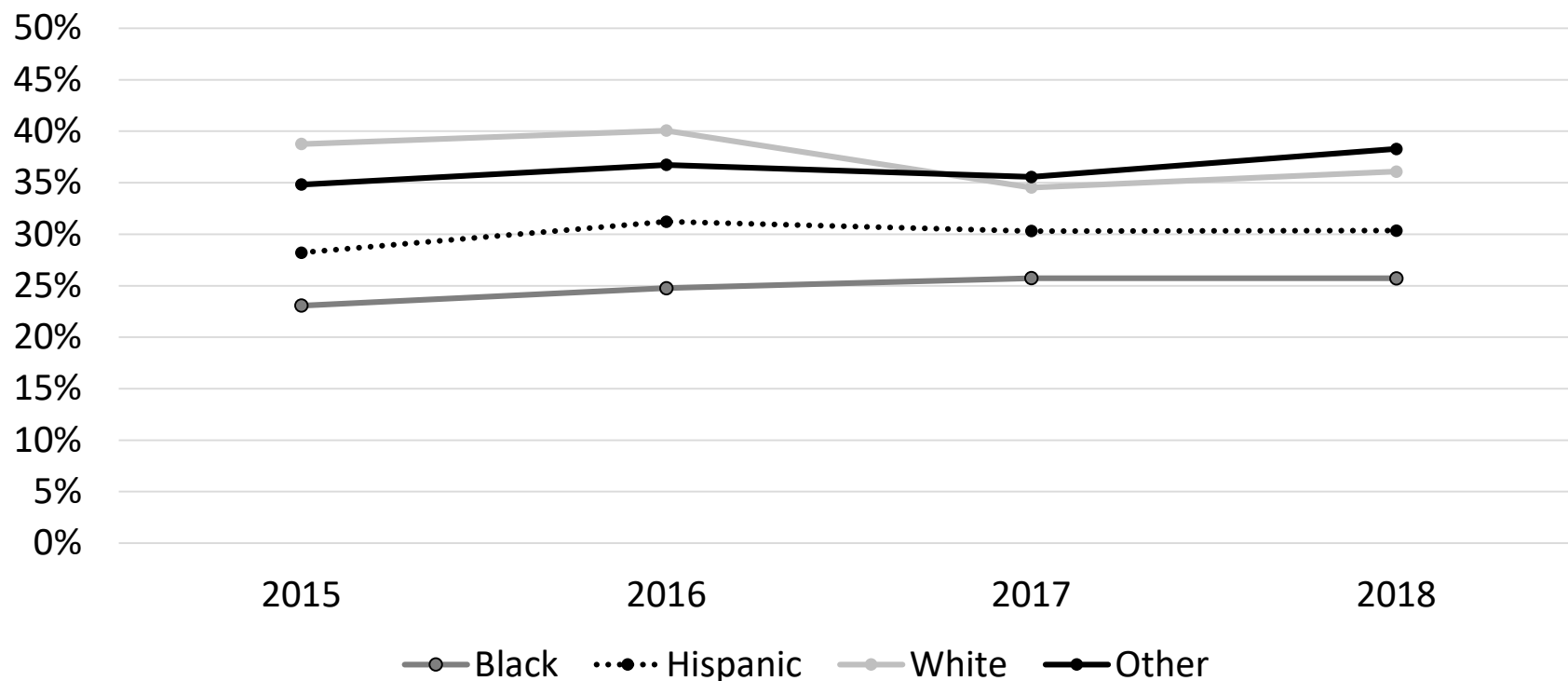
Figure 4: Percentage of CTE Concentrators Participating in at least One Work-Based Learning Methodology by **Special Education Status**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: AP/IB Courses

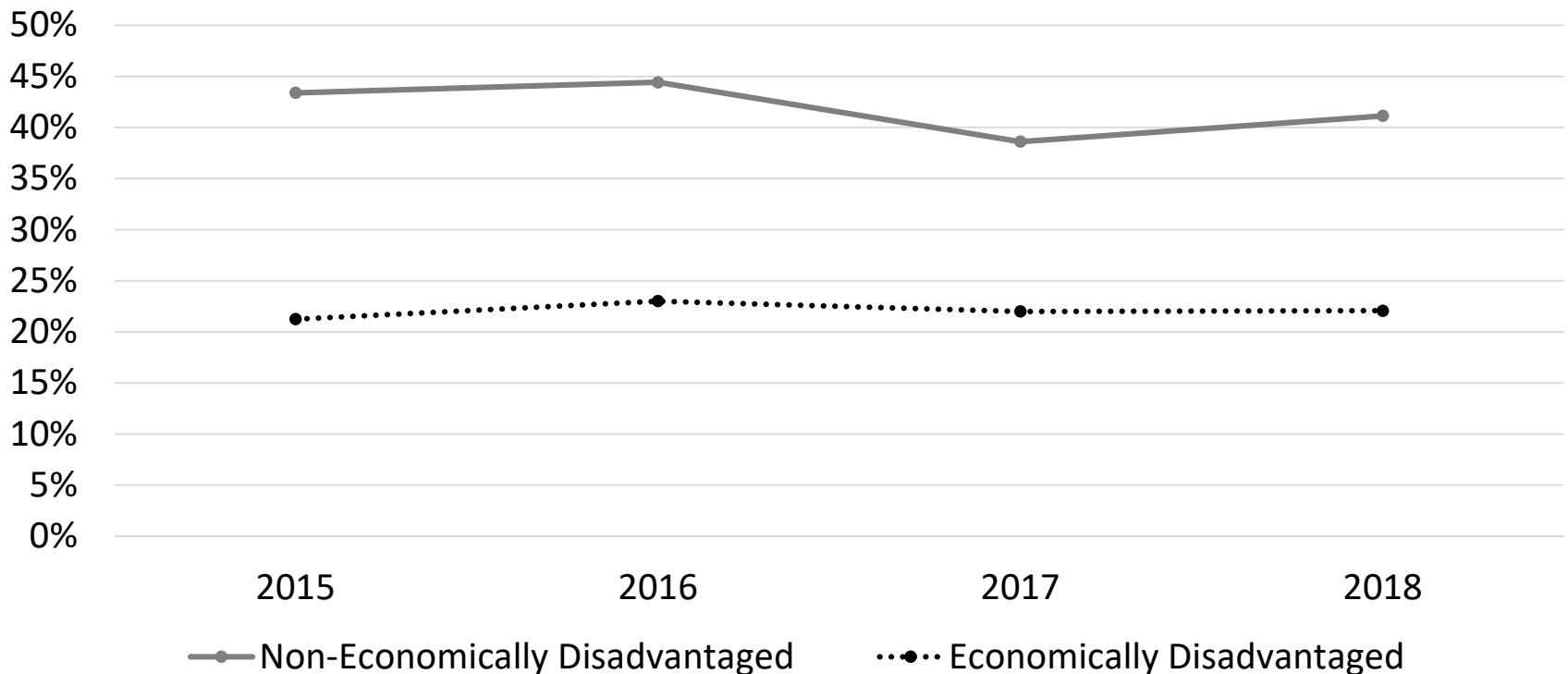
Figure 5: Percentage of 11th and 12th Grade Students Participating in at least One AP or IB Course by **Race/Ethnicity**, 2014-15 through 2017-18



Source: CWCS/Roster

Participation Gaps: AP/IB Courses

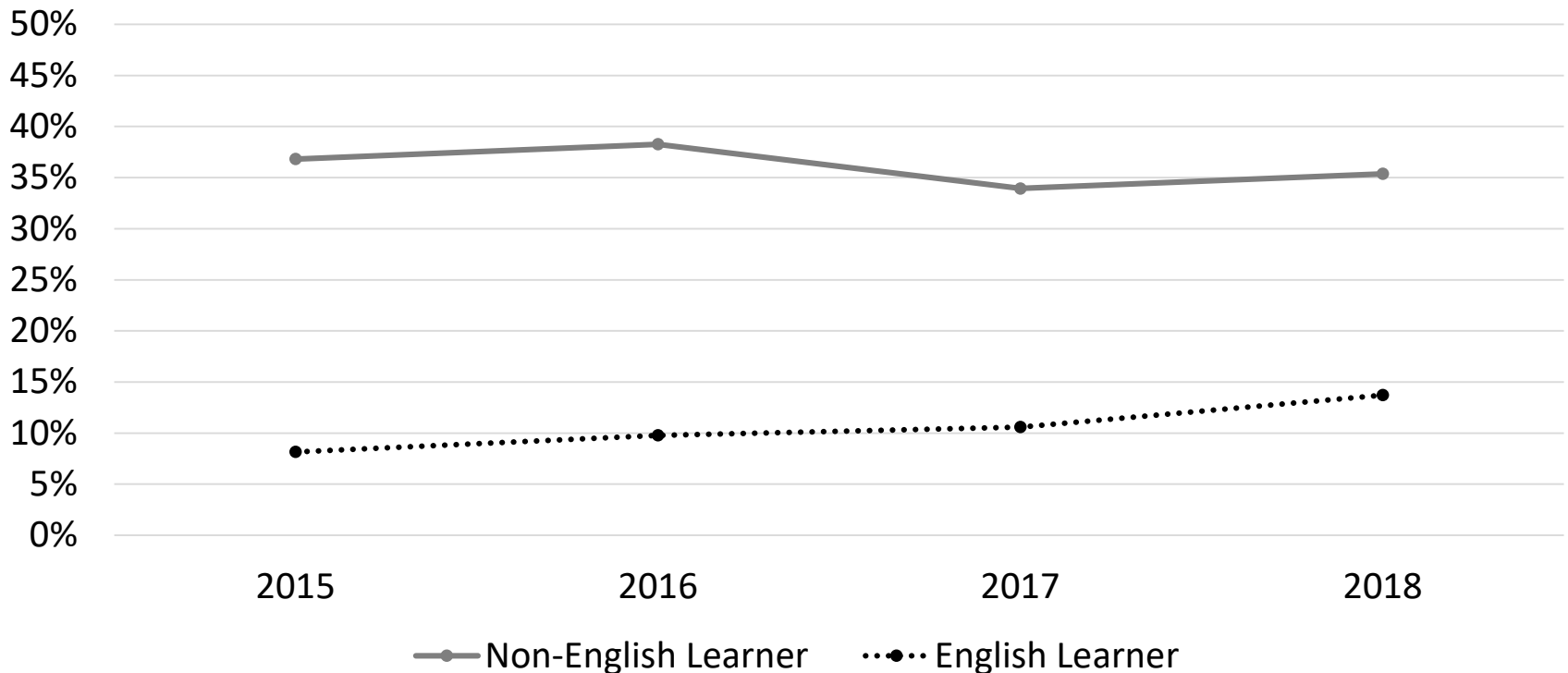
Figure 6: Percentage of 11th and 12th Grade Students Participating in at least One AP or IB Course by **Economic Status**, 2014-15 through 2017-18



Source: CWCS/Roster

Participation Gaps: AP/IB Courses

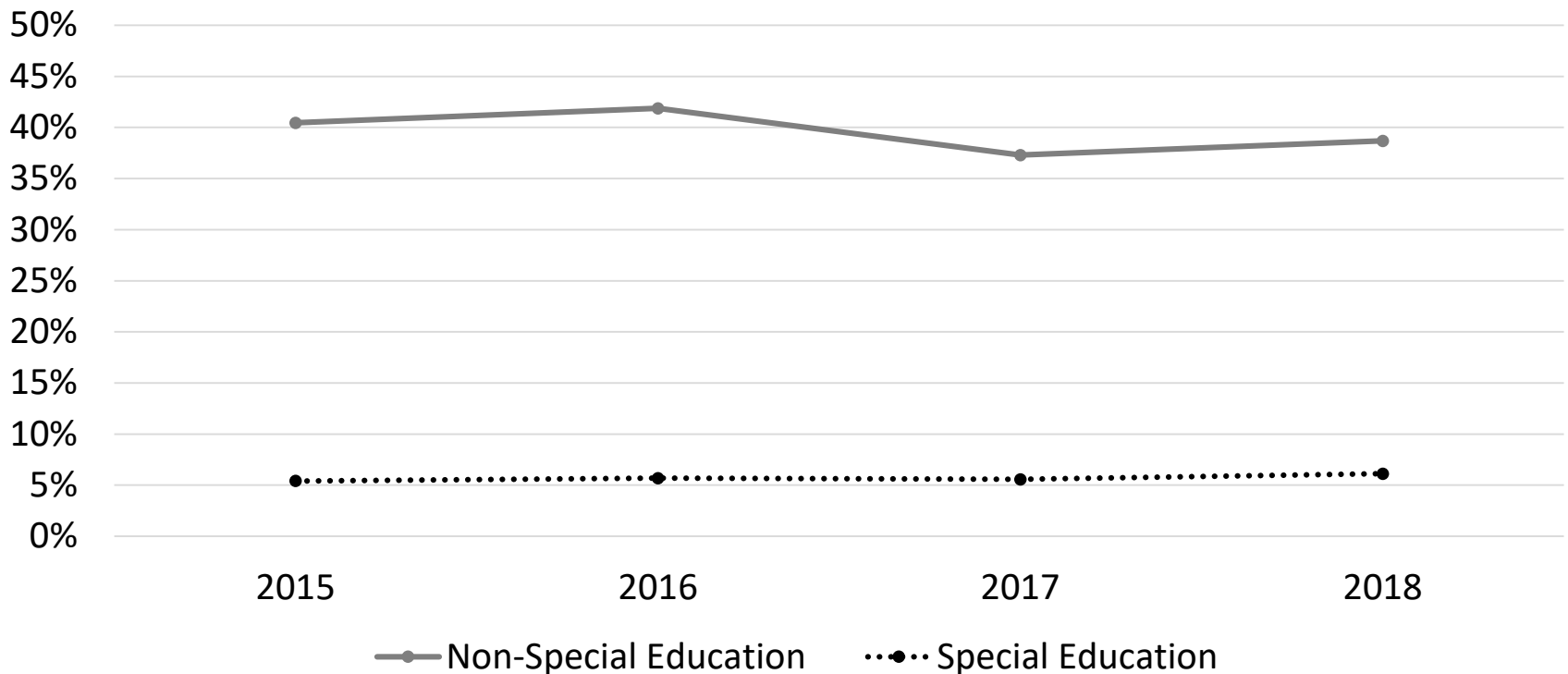
Figure 7: Percentage of 11th and 12th Grade Students Participating in at least One AP or IB Course by **EL Status**, 2014-15 through 2017-18



Source: CWCS/Roster

Participation Gaps: AP/IB Courses

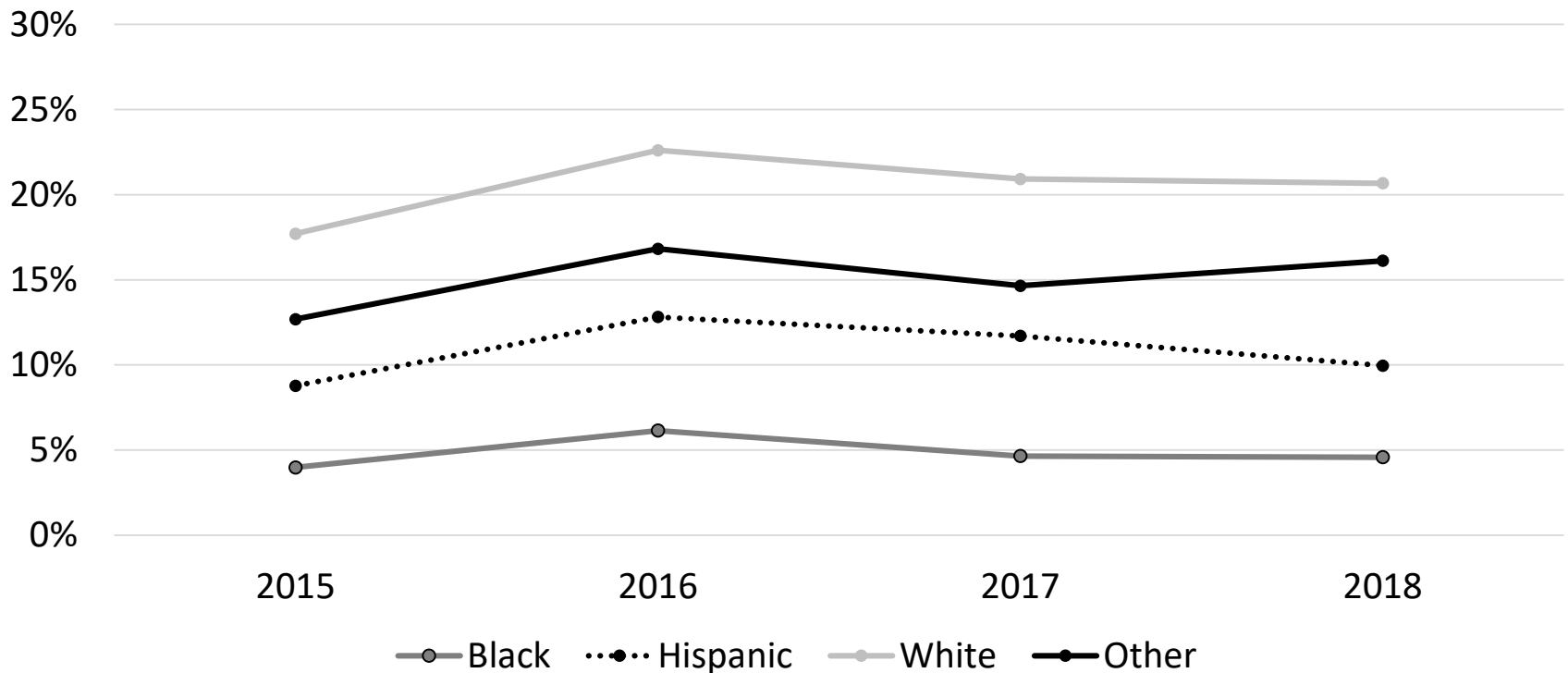
Figure 8: Percentage of 11th and 12th Grade Students Participating in at least One AP or IB Course by **Special Education Status**, 2014-15 through 2017-18



Source: CWCS/Roster

Participation Gaps: Dual Credit

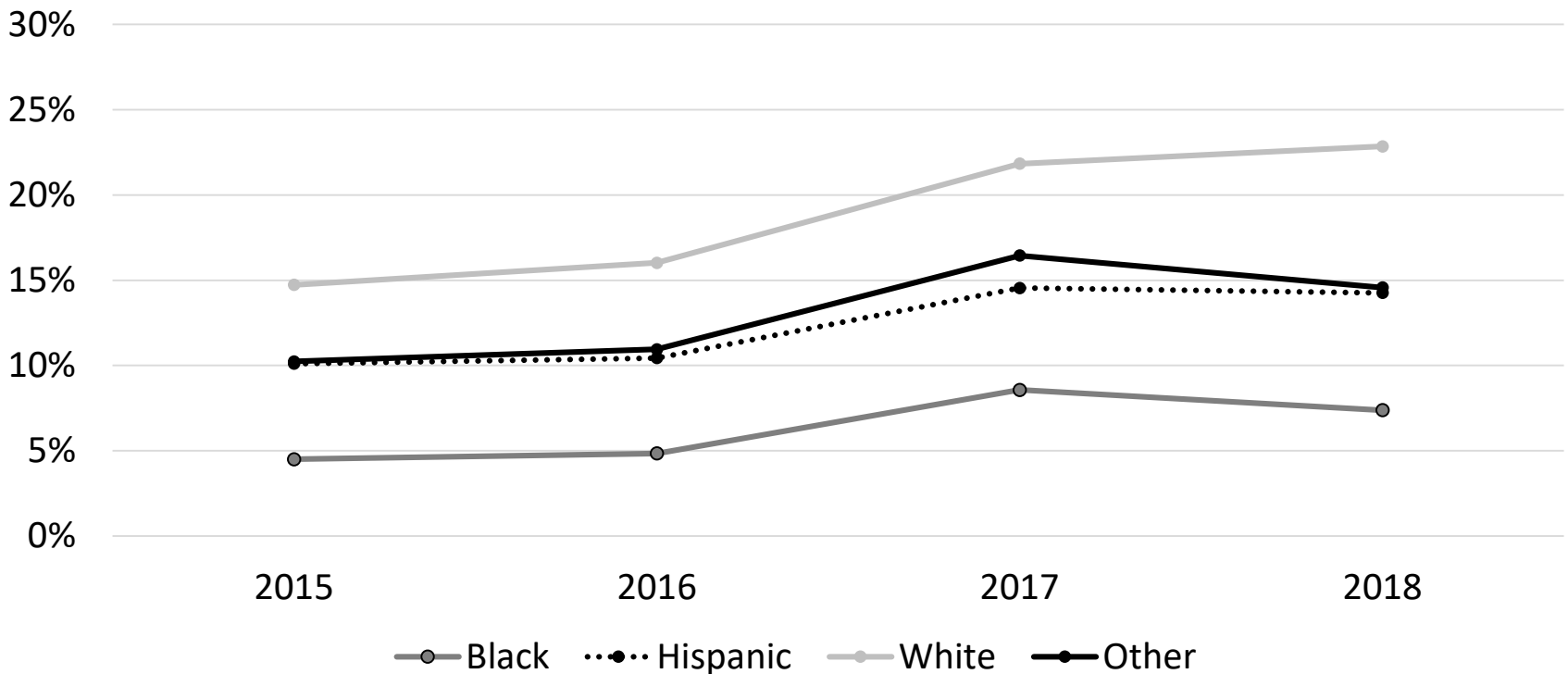
Figure 9: Percentage of 11th and 12th Grade Students Participating in **University** Dual Credit Courses by **Race/Ethnicity**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Dual Credit

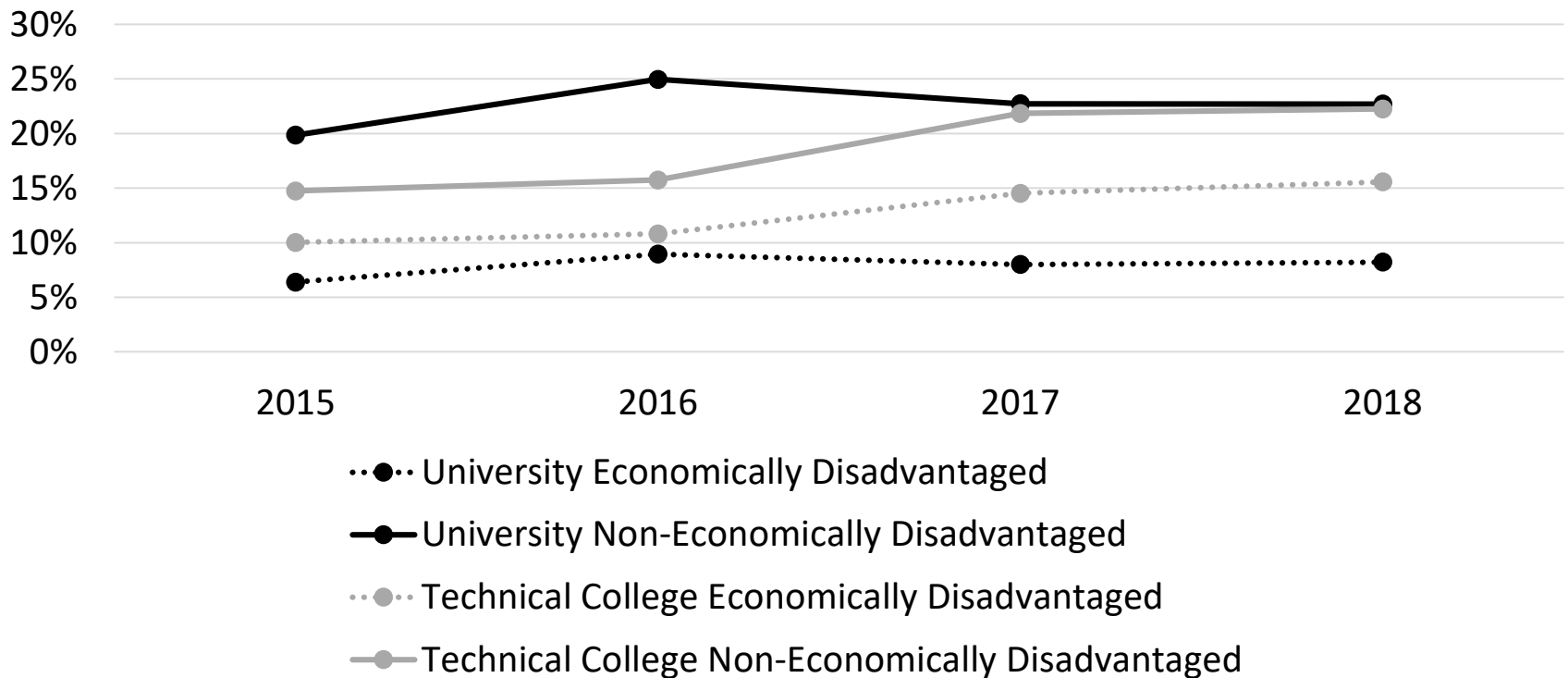
Figure 10: Percentage of 11th and 12th Grade Students Participating in **Technical College** Dual Credit Courses by **Race/Ethnicity**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Dual Credit

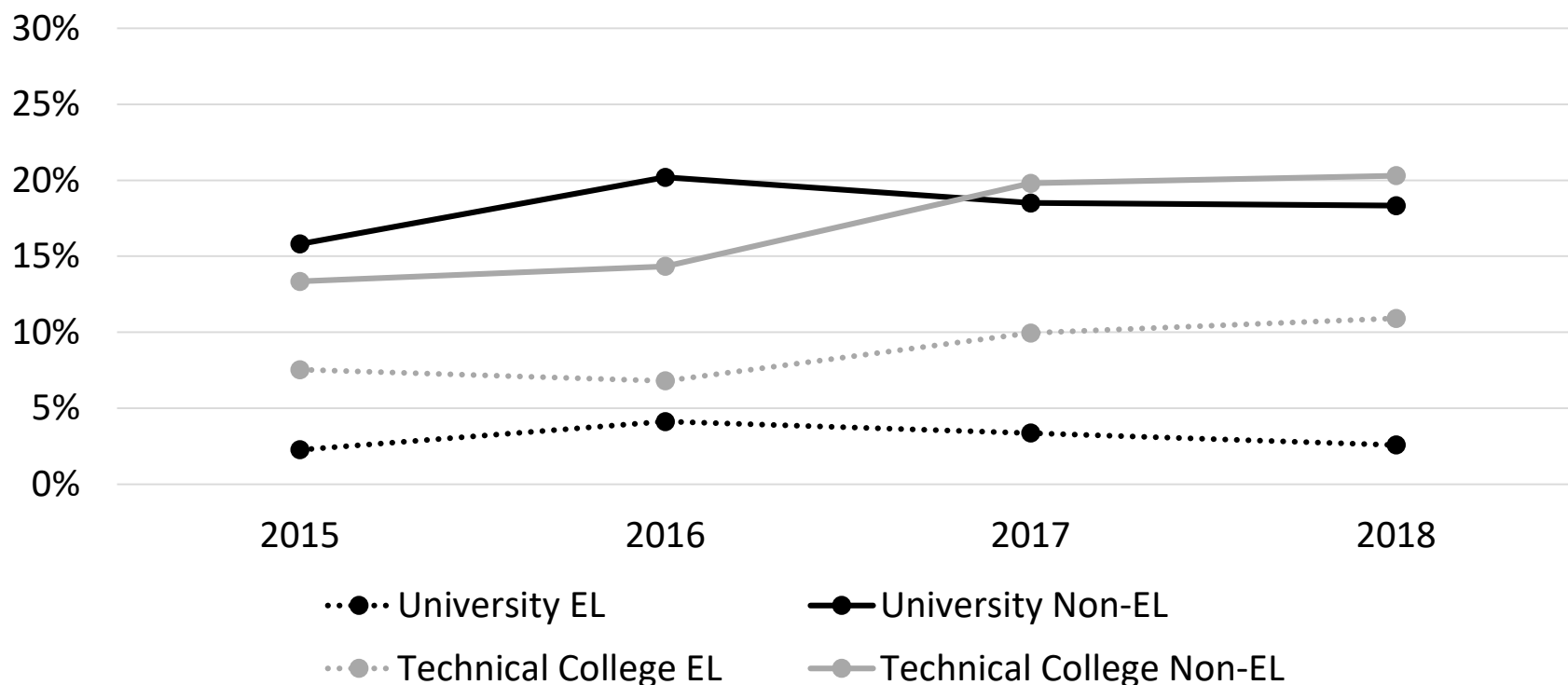
Figure 11: Percentage of 11th and 12th Grade Students Participating in Dual Credit Courses by **Economic Status**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Dual Credit

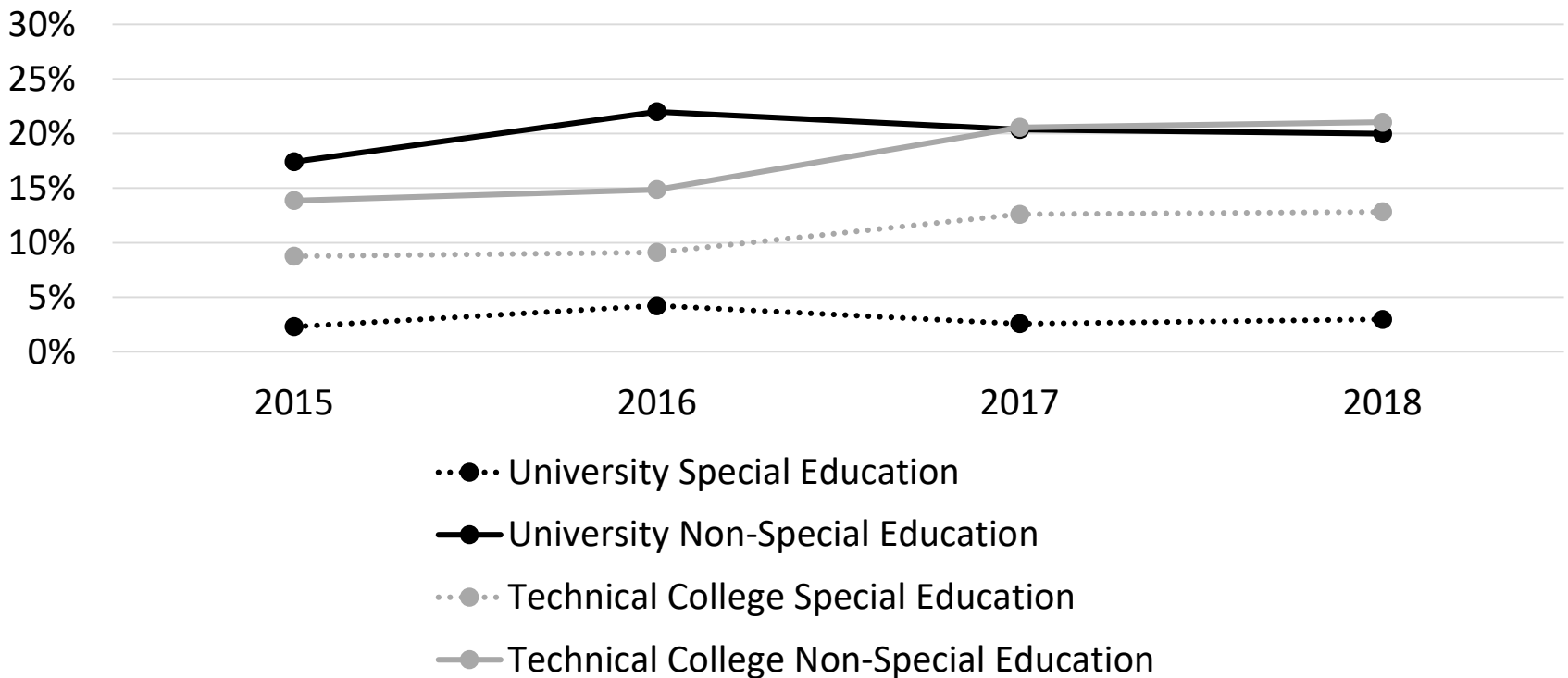
Figure 12: Percentage of 11th and 12th Grade Students Participating in Dual Credit Courses by **EL Status**, 2014-15 through 2017-18



Source: CTEERS

Participation Gaps: Dual Credit

Figure 13: Percentage of 11th and 12th Grade Students Participating in Dual Credit Courses by **Special Education Status**, 2014-15 through 2017-18



Source: CTEERS

Turn and talk / reflect

- Consider your own ACP program.
- Do you think there are participation gaps?
- How would you know?
- What evidence do you have or could you collect/consult?

Investigating Equity: Data Sources

Local data already collected

- Student demographics
- Student assessment
- Course participation
- Career education reporting
- Attendance
- Graduation rates
- Discipline
- Other

Additional Data

- Surveys
- Interviews
- Focus groups
- Student exit tickets
- Observations
- Other

Data Resources

- [ACP evaluation toolkit](#)
 - Local evaluation planning
 - WISEdash and WISEdash Secure
 - Sample survey items
 - Sample focus group items
- DPI Resource Inequity data tool

Digging deeper into equity

- [Examine distribution of resources](#) (staffing, funding, course offerings, instructional materials, and engagement with families);
- Compare school, district, and state data to see where your school and district stand relative to others;
- Ask some key questions to find patterns in the data; and
- Consider action steps to better align your resources with your goals.

Turn and talk / reflect

- What questions would you ask if you were doing an evaluation or analysis of your local ACP program?

Barriers – known and otherwise

- Awareness
- Family support
- Transportation
- Funding
- Entrance requirements
- Others you're aware of?

Future research

- This year's (2019-20) ACP evaluation case studies are focusing on equity.
- Focus groups and interviews further investigating barriers to participation

Questions or comments?

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- <http://wec.wceruw.org/>