

Education for Employment (E4E) Planning and Programming

School District of Elmbrook



Developed: For 2017-18

School Board Approved:

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Education for Employment (E4E) - Why?

The purpose of Education for Employment (E4E) planning is to capture how the School District of Elmbrook (SDE) has been and plans to support our students with career awareness and exploration and also with career preparation, planning, and decision-making.

The SDE's mission is to educate and inspire every student to think, to learn, and to succeed. Accordingly, the SDE is committed to ensuring every student finds relevance in learning to their personal, academic, social, and career goals. As a critical component of E4E planning and programming, SDE staff are focused on engaging every student in the Academic and Career Planning (ACP) process so that he/she is able to **a)** better understand his/her talents, gifts and strengths, skills, interests, and passions; **b)** explore career areas of interest and make connections to **a)** (above) as well as personal and future goals; and, **c)** also prepare and plan for careers by engaging in purposeful academic, co-curricular, and career- and community-based learning experiences as informed consumers. Academic and career planning is an action related to increasing the relevance of a student's learning experiences. A student's learning has more relevance when connected with his/her plans for the future. Accordingly, the learning experiences must provide insight into and discernment regarding post-secondary pursuits and education/training, and also position each for success in a career area(s) of interest. This includes college/university, technical training, military training, etc.

Further, the purpose of "Education for employment" efforts are embedded into district-level plans, and moreover, are pivotal to help SDE achieve its mission and vision ([SDE Strategy Map](#)).

- Mission: To educate and inspire every student to think, to learn, and to succeed.
 - Every student ready for Life, Career, and College
 - A Great Place to Learn
 - Goal / Outcome: Empower every student to achieve academic, social, and emotional growth
 - Strategic Objectives:
 - Engage students in rigorous, personalized and inclusive learning experiences
 - Offer comprehensive programs that connect learning to life, career, and college
 - Vitals:
 - For context, 2016-17 "Great Place to Learn" Vitals include:

| | |
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| Students competitively college and career ready as measured by ACT Composite Score | Juniors |
| | Seniors |
| Students achieving college and career readiness benchmarks as measured by ACT | Juniors |
| | Seniors |
| Students earning a "B" or higher in Algebra 2 by the end of 10th grade | |
| Students successfully complete one or more extended course opportunities.* | |
| Students are engaged in a learning environment geared to their personal needs as measured by the student survey. | |

To be sure, SDE also values E4E planning because of its interest in helping drive the economic engine of the region, state and beyond, as well as helping individuals become economically self-sufficient.

Chapter PI 26 (Education for Employment Plans and Program) purposes include;

1. Prepare elementary and secondary students for future employment.
2. Ensure technological literacy and to promote lifelong learning.
3. Promote good citizenship.
4. Promote cooperation among business, industry, labor, post-secondary schools and public schools.
5. Establish a role for public schools in the economic development of Wisconsin.

Moreover, as part of PI 26, the stated purpose of academic and career planning services is to assist students with planning and preparing for opportunities after graduating from high school. These opportunities may include post-secondary education and training that leads to careers.

E4E, ACP, and career-based learning efforts, programs, and information, services, and opportunities have been developed with input received from and/or developed by / with parents/guardians, post-secondary institutions, and local/regional/state business and industry professionals, partners, champions, and/or workforce development / economic representatives and organizations.

E4E and ACP Desired Outcomes

Executing plans and delivering programming leads to desired outcomes that can include the following:

- Students and parents who are more well informed consumers of education
- Students more confident in awareness and knowledge of self (e.g., identifying strengths, talents, skills, knowledge, interests and passions)
- With that above knowledge, students then engage in academic, career-based, co-curricular, and other aligned learning experiences

- Students connecting their learning with personally meaningful future goals
- Increased knowledge about the purpose of E4E, career-based learning, and the Academic & Career Planning process
- Students who are more prepared for careers and can reflect and synthesize information for personal career planning, preparation, and decision-making

We want students and/or parent/guardians to know...

- The academic and career planning process and about career preparation.
- Labor market data and to connect it to career planning and preparation.
- What role they play and what can they do within their own family to support their student when it comes to career preparation, planning, and decision-making.
- That students can plan and make decisions; this process can and should start at a younger age.

Also noteworthy, career development experts have recommended that the following areas be targeted: formation of a career identity as an iterative process; establish career decision-making using a narrative approach to connect students with the world of work; and, develop an internal process that leads to career adaptability over time.

Implementing E4E and academic and career planning allows for capitalizing on five (5) key career choice strategies to support students on their life, career, and college readiness journey:

1. Individualized Interpretations and Feedback

- Individually tailored feedback from staff to the student regarding career issues and development
- Individual or group counseling, or classroom setting
 - Provide...
 - Testing interpretation
 - Individual attention on written career plans
 - Individualized feedback on career decision-making strategies

2. Written Exercises

- Activities for students to record goals, reflections, thoughts or feelings regarding career development (e.g., journals, logs, etc.)
- Two important written exercise themes:
 - Establishing work and life goals plan for implementation
 - Gaining accurate, non-stereotypical occupational information

3. Information about the World-of-Work

- Practical information from staff and resources on earnings, opportunities, outlook, work activities, advancement and training requirements for various occupations

4. Modeling

- Involves exposing students to effective role models who have attained success in the processes of career exploration, decision-making, and career implementation
 - Examples: guest speakers and facilitators who are willing to share their stories (e.g., disclose work history, personal career development), and/or video or film presentations
- Community champions and partnerships are particularly important

5. Attention to Building Support

- Helping students learn how to and build supportive networks to facilitate career development and choice
 - Parents and significant others (e.g., peers, other family, school) have been found to be important as well as facilitators who are familiar with and informed about students' specific contexts
 - Staff are critical in this process - must learn about a variety of career and employment paths

Education for Employment (E4E) Program - PLAN

| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
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| <p>1. What does the job market look like in our area?</p> <p>2. What does that mean for the preparation of our students?</p> | <p>Applicable Law:</p> <ul style="list-style-type: none"> ● PI 26.01 ● PI 26.03.1.a ● PI 26.03.1.c.2 | <p>Provide access to critical Labor Market Information (LMI) to help ensure customers and stakeholders are informed consumers and knowledgeable about industries, careers, workforce projections, and skills/training</p> | <p>The School District of Elmbrook extends sincere appreciation to Mrs. Kathy Eidsmoe, Career and Technical Education Coordinator and Educational Consultant, CESA #1, for addressing this requirement by capturing, crafting and sharing the below document with area school districts and for also providing a “Resources / Links” area in various sections of the plan.</p> <p>Labor Market Information and Preparation for Students</p> | <p>Share and utilize LMI when deploying Academic & Career Planning with students and parents/guardians and connect it to career planning, preparation, and decision-making</p> <p>Use LMI to guide the development / refinement of</p> |

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| | | | | extended learning opportunities and career-based learning experiences for students |
| Resources / Links: | <ul style="list-style-type: none"> ● BLS Long Term Economic Projections ● National Student Clearinghouse Data - WI High School and Post Sec "Success" ● Wisconsin Hot Jobs ● Wisconsin County Profiles ● Wisconsin Long Term Industry Projections ● Wisconsin Long Term Occupation Projections ● Hot Jobs by Region ● WorkNet Youth Resources ● WorkNet Major Employer by County and City ● County-to-County Worker Flow in Wisconsin ● Wisconsin Common CTE Standards ● WI CTE Content & Professional Standards ● Career Cluster by Salary/Educational Level ● Career Cluster by Degree Level ● Wisconsin Labor Market "Buffet" ● WorkNet County Summary ● BLS Labor Market Tables ● Hard Times Report ● Skills Gap Infographic ● Redefining Readiness ● Employability Infographic ● Weaving Educational Initiatives Together Chart | | | |
| Other | <ul style="list-style-type: none"> ● Workforce / Labor Projections Links/Resources ● Wisconsin Technical College System: Registered Apprenticeship Completion - Employment and Salary Data (2014-15) | | | |

| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
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| <p>3. How will you inform and involve families throughout students' academic and career planning processes?</p> | <ul style="list-style-type: none"> PI 26.03.1.b | <p>Actively inform and involve the family of each student in the student's academic and career planning process</p> | <p>The School District of Elmbrook uses the Academic and Career Planning process and various tools to ensure every student engage and support students with career planning, preparation, and decision-making.</p> <p>The following documents provide information to parents/guardians about the ACP process (e.g., curriculum, lessons, and/or activities).</p> <ul style="list-style-type: none"> • 6th, 7th, and 8th grade UbDs • 6th Grade ACP Lesson Plans • 7th Grade ACP Lesson Plans • 8th Grade ACP Lesson Plans • HS Academic and Career Planning UBD • 6-12 crosswalk of ACP software activities/inventories • HS: Scope & Sequence, Components, and Tasks • Individual conferencing / communications • Access to the ACP software tool <p>Currently, plans to involve and engage parents/guardians in the ACP process include:</p> <ul style="list-style-type: none"> • Communicating about ACP small group conferences and offering parents/guardians with opportunities to attend an individual conference with their student (high school) • Introducing parents/guardians to the ACP software • Providing resources and information so that parents/guardians and their student can | <p>Continue to explore and develop/refine ACP lessons and activities and opportunities to engage parents/guardians in the academic and career planning process</p> <p>Communicate with parents/guardians regarding the various ways and opportunities they can participate in the process.</p> <p>Provide students and parents / guardians with post-secondary training/education options and trends</p> <p>Introduce ACP software to</p> |

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| | | | <p>participate in / explore things such as virtual college/university tours.</p> <ul style="list-style-type: none"> ● Sharing ACP tasks/activities that can be accomplished together outside of school (e.g., job shadow experience, FAFSA, etc.) ● Encouraging and inviting parents/guardians to connect and have conversation his/her student about the ACP inventories, assessments, etc. that the student has completed <p>To help inform parents/guardians about the implementation of the ACP process and resources, the district will capitalize on events and opportunities such as parent nights, financial aid night, freshmen transition night, parent-teacher conferences, and utilize the school website, email blasts, and other social media outlets. At middle school, parent night/open house and sixth grade transition nights will be leveraged. Additionally, communications will be shared via each school's website.</p> <p>The ACP curriculum is critical to help students and parents become more effective and informed consumers of education. Other significant strategies include;</p> <ul style="list-style-type: none"> ● Creating and engaging students in learning experiences that help them grow and develop professional skills, attitudes, and dispositions ● Utilizing each student's Learner Profile (LP) ● Individual goal-setting ● Building awareness regarding career clusters and pathways and learning opportunities within ● Sharing pertinent resources and information at parent/student events (e.g., financial aid night, conferences) ● Providing learning opportunities during individual and small group counseling and planning sessions | <p>parents/guardians</p> <p>Per PI 26, ensure a process to engage parents/guardians in ACP process is clearly articulated / communicated: 1) Inform parents each school year about the ACP services that their child receives; 2) Provide multiple opportunities during each school year to participate in their child's academic and career planning; and 3) Update them throughout the school year on the progress of their child's planning</p> <p>Consider how to strategically loop K-5 into the academic and career planning process. For example, possibly use the National</p> |
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| | | | <ul style="list-style-type: none"> Ensuring students are afforded many opportunities in every classroom to learn and develop skills such as critical reading and thinking, independent research, communication, and resourcefulness <p>Again, students know a lot about themselves - passions, interests, strengths - as well as ways they like to access learning, understand things, and grow. Supporting students and helping them connect self-knowledge to career clusters and pathways is a critical step in the college and career readiness journey. While choosing a career isn't always appropriate for an adolescent, helping each student better understand how he/she likes to work within the context of daily work activities is important. And, then, it is significant to start reviewing career clusters/pathways for ideas concerning post-secondary ideas/options and potential careers.</p> <p>Because we are focused on preparing students for careers (and not just a career choice/decision), we are committed to the Academic and Career Planning (ACP) process as it provides learning experiences, tools, strategies, and knowledge that will guide and support students in career development and decision-making. Ultimately, the process will create students who are more confident, secure, and informed consumers of education as they will have the skills to replicate the process through all the potential changes their future may hold. Accordingly, we remain focused on targeted efforts to develop students' knowledge and skills and providing resources so they are able to make informed decisions.</p> <p>The ACP process incorporates opportunities that allow for students to engage in the following:</p> <ul style="list-style-type: none"> Building awareness of self / self-exploration to | <p>Career Development Standards to support K-5 and provide as seamless of a K-12 process. Regarding the prior, possible steps to consider addressing this include:</p> <ol style="list-style-type: none"> 1. Providing all parents/guardians with accounts; 2. Creating / securing instructional sheets / video to help instruct and support; 3. Parent awareness of their child's LP; and, 4. Capitalizing on student-led conferencing. |
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| | | | <p>analyze talents, strengths, passions, and interests</p> <ul style="list-style-type: none"> ● Career exploration to better understand various jobs, employment projections, skills required, pay/income ranges, etc. ● Identifying one or more career areas that are appealing and align with talents/skills and labor market demands ● Developing an academic and career plan (e.g., connecting courses to areas of interest) to map out training and education options and also afford opportunities to apply learning and technical skills and abilities so students can confirm (and rule out) their ideas and interests <p>To ensure every student engages in the process, the School District of Elmbrook has articulated and approved ACP curriculum (UbDs) for grades 6-12. The UbDs, along with leveraging the Learner Profile (LP) (rolling out in grades 6-8 in 2016-17 and grades 9-12 in 2017-18) and ACP software, will provide the structure and necessary guidance throughout the entire ACP process.</p> <p>To deploy the process effectively, the plan integrates an “all hands on deck” approach. For example, ACP guidance and instruction has been embedded into science classes in the middle schools. Further, we plan on using Excellence Center, HUB, and Lancer Block and Lancer Link to share ownership of the process. Staff from across all content areas will need to support the ACP process: e.g., student goal-setting, monitor academic progress, use information about students’ strengths and interests accessed via LPs to personalize learning.</p> <p>Providing students with opportunities to engage in various experiential, career-based learning experiences is</p> | |
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| | | | <p>another means the School District of Elmbrook uses to ensure every student meaningfully engages in the career development and decision-making process. Why? <i>Because one of the largest career path influencers is a student's own interests and experiences (in addition to parents/guardians, other family members, school counselors, coaches, etc.) and purposeful reflection. Clearly, "educating for employment" can serve as a framework or catalyst for meaningful, relevant planning because it may be "the" thread that sews a student's learning experiences together.</i></p> <p>The School District of Elmbrook (SDE) fully recognizes and appreciates that "it takes a village" in order to efficiently implement with fidelity. That "village" includes various community and business/industry partnerships and champions, career and post-secondary resources, and human capital to assist with this process.</p> <p>The following are meant to serve as examples (not an exhaustive list) of career-based learning opportunities and resources:</p> <ul style="list-style-type: none"> ● Career events such as Skills2Schools Tour, Bring Your Community to School, and Women in Engineering ● High interest days (middle school) ● LAUNCH ● College, Career, and Life Readiness website and information found in each high school's website ● Career coaching ● Scholarship information posted on BCHS/BEHS counselor websites ● WI Youth Apprenticeship Program <p>Parents/guardians, business/industry and community</p> | |
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| | | | <p>champions and partners can support program development and implementation by providing relevant and engaging opportunities and experiential learning experiences (e.g., profession based challenges/projects, site visits, professional seminars and storytelling, and guest instruction), that can assist with the career development and decision-making process (students make authentic connections between talents, skills, interests, passions, academic and technical learning, and the career area). [Review opportunities / engage by clicking HERE]. Again, students and parents/guardians become more knowledgeable and informed through purposeful participation in the ACP process as well as by engaging in various career-based learning experiences and accessing and utilizing other inputs/resources (like those mentioned above). All of these, coupled with a commitment to reflection / introspection, assist the student with the career preparation, planning, and decision-making process.</p> <p>The Board of Education approved curriculum documents (UbDs) provide specifics regarding activities and approaches that will be utilized to develop collaborative and individual reflections, and to develop communication and decision-making skills that are integral to the career development and decision-making process.</p> | |
| Resources / Links: | <ul style="list-style-type: none"> ● WI DPI Career Clusters and Pathways ● List of Different Types of Readiness for Post-Secondary Experience pg 2 ● Center for Career Development, University of Tennessee-Knoxville ● Ideas for Parent Conversations ● Wisconsin ACP Communication and Advocacy ● Wisconsin ACP Implementation ● WI ACP Basics Stages of Career Decision-making | | | |

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| Other | <ul style="list-style-type: none"> ● MS Academic and Career Planning UBD ● HS Academic and Career Planning UBD ● Learner Profile (LP) ● BEHS ACP Grade Level Guides ● Success in the New Economy ● Career-based Learning Experiences in SDE ● LAUNCH at the Innovation Collaboratory |



| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
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| <p>4. How will you engage and partner with your community?</p> <p>What is the process to develop partnerships?</p> | <ul style="list-style-type: none"> ● PI 26.03(1)c ● PI 26.03(1)d | <p>Strategically engage and partner with business/industry, colleges and universities, workforce and economic development organizations, and community partners and champions to purposefully align, plan, develop/refine, and implement programs and experiences to support life, career, and college readiness</p> | <p>The SDE is committed to providing each student with a competitive advantage to accomplish post-secondary pursuits through personally meaningful and rigorous life, career, and college learning opportunities. Consequently, it is paramount to engage and partner with business/industry and community. By strategically implementing a “it takes a village approach,” all stakeholders can help ensure students develop and learn critical academic, technical, and career and life knowledge, skills, and dispositions [e.g., ability to work in team/collaboration, communication (written and verbal), creativity and problem-solving, initiative, grit, etc.]. These strategic businesses/industry, higher education, and local community champions and partnerships can ultimately expand the local, regional, state, and national workforce capacity.</p> <p>Current strategies and planning to engage and leverage</p> | <p>Strategically message about career-based learning experiences with students, parents/guardians, and other stakeholders</p> <p>Engage and grow champions and partners by networking/connecting with business/ industry, colleges and universities, workforce and</p> |

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| | | | <p>champions and partnerships in business/industry, post-secondary educational institutions, workforce and economic development organizations, and community to help prepare students for future employment is addressed in the following:</p> <ul style="list-style-type: none"> ● E4E / Career-Based Learning System ● E4E / Career-Based Learning Programming ● Career-Based Learner Support Strategies and Experiences <p>Moreover, the return on investment (ROI) for professional champions and partners is captured HERE.</p> <p>Other activities / engagements that help support students with career preparation, planning, and decision-making include:</p> <ul style="list-style-type: none"> ● Focus and advisory groups/teams that are comprised of professionals who utilize their real world experience and share it in order to guide/inform programs, courses, and other services that help ready students for life, career, and college ● Seeking input and assistance from, and intentionally collaborating and actively participating in/with local, regional, and state agencies (e.g., Brookfield Chamber of Commerce, Waukesha County Business Alliance) and economic development organizations (Milwaukee 7, Department of Workforce Development) <p>Champions and Partners Needed</p> <p>Our parents/guardians, business and industry, and community champions and partners are able to engage in and provide meaningful career-based learning experiences [e.g., providing profession-based</p> | <p>economic development organizations, and community</p> <p>Consider other platforms to allow students to access career-based learning experiences</p> |
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| | | | <p>challenges/projects, job shadows, student internship / employment, youth apprenticeships, serving as guest instructors / speakers, on focus groups, providing professional development/training, equipment/supplies, site visits, monetary investment, scholarship support, and community leadership / service opportunities] and/or offer support by clicking HERE.</p> <p>The process the School District of Elmbrook utilizes to engage partners can be captured as follows:</p> <p>Find partners → Identify shared concerns/problems → Problem solve and discover solutions/remedies</p> <p>In addition, as we manage by fact, we rely on research and data as key inputs to confirm or refute perceived gaps / issues as part of the process.</p> <p>A number of higher education or other educational agencies/institutions currently partner with the District to provide students with high quality career and college learning opportunities through Youth Options, Course Options, other courses taken independently outside the district, and through articulation agreements / memorandums of understanding for dual/transcripted credit and advanced standing. Some of these partners include:</p> <ul style="list-style-type: none">● Marquette University● Carroll University● UW-Milwaukee● Waukesha County Technical College● UW-Oshkosh● University of Minnesota● UW-Waukesha● Lakeland College | |
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| | | | <p>Students and parents/guardians and families are invited to learn about and explore partnership opportunities through various means (not meant to serve as an exhaustive list) such as ACP conferencing, the District’s annual notices, announcements, the District’s annual report, information shared at Board of Education meetings, career and college events inside and outside the district, the district and schools’ websites, student engagement in career and technical education (CTE) courses, and the academic and career planning process, including participation in career-based learning experiences.</p> <p>Partners and Champions Needed to Address 16 Career Clusters and 79 Career Pathways</p> <p>While we are privileged to have a number of champions and viable partnerships, the District is eager to open even more doors to support and provide relevant and rigorous career learning opportunities across all 16 career clusters and 79 career pathways (more information and key definitions pertaining to career clusters can be accessed via this WI DPI link).</p> <p>And, as noted earlier, parents/guardians and community can learn more about career-based learning opportunities by clicking HERE and/or how to engage and invest by clicking HERE.</p> | |
| Resources / Links: | <ul style="list-style-type: none"> ● Wisconsin Common CTE Standards ● Employer Engagement Toolkit ● US DOE Tools for Building Employer Educator Partnerships ● Guide for Implementing Programs of Study in Wisconsin ● WI High School Achievement and Post-Secondary Success | | | |
| Other: | <ul style="list-style-type: none"> ● E4E / Career-Based Learning System | | | |

- [E4E / Career-Based Learning Programming](#)
- [Career-Based Learner Support Strategies and Experiences](#)
- [Community, Business, and Industry ROIs](#)

| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
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| <p>5. How will you support ALL students individually to complete and review academic and career plan documents each year?</p> <p>6. How will you connect students with staff to do this?</p> | <ul style="list-style-type: none"> • PI 26.01.1 • PI 26.01.2 • PI 26.01.3 • PI 26.03.1.b • PI 26.03.1.c • PI 26.03.2.a • PI 26.03.2.b • PI 26.03.2.c | <p>Deliver ACP instruction, programs, and services that students in grades 6-12 find personally relevant/meaningful and valuable so that students better understand themselves, set goals, and develop actionable steps/plans that prepare them for life after high school</p> | <p>Every student will be supported to complete and review his/her academic and career plan at various points throughout grades 6-12. In high school, the plan is reviewed individually and/or in small group settings (3-10 students). In middle school, the process has been woven into curriculum / programs. Of course, individual conferences will continue to be a value-add service when and where appropriate.</p> <p>The Learner Profile (LP) will be leveraged to ensure every learner is connected to as many caring adults / staff as possible. Throughout the ACP process, students will engage with one or more trained adults that will assist with the synthesis of knowledge and experiences to foster the career preparation, planning, and decision-making process.</p> <p>Within the ACP process, various artifacts (e.g., LP, associated tasks within the ACP software, inventories and assessments at each grade level) will be produced and these can serve as evidence of engagement in the process. Built into ACP software are surveys which will be deployed - at each grade level - to measure expected outcomes/targets (aligned with each grade level UbD).</p> | <p>Evaluate ACP implementation steps/process as necessary</p> <p>Continue to enhance skills and knowledge of staff:</p> <ul style="list-style-type: none"> - apply Learner Profile (LP) in and across classrooms - provide appropriate professional development / training in ACP <p>Assess deployment of the ACP process on an bi-annual basis (to celebrate what is going well, identify gaps, help plan for</p> |

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| | | | <p>How will the District connect students with staff to accomplish this?</p> <p>Regarding ACP lesson / activity implementation:</p> <ul style="list-style-type: none"> ● Middle School: <ul style="list-style-type: none"> ○ Science teachers are the primary deliverers - embedding ACP activities, etc. into the curriculum (e.g., Choice and Wellness) ○ Oversight, coordination, and instructional support will be provided by the respective grade level school counselor ○ All teachers will have common understanding of ACP and professional development in how to integrate it into their specific curriculum ● High School: <ul style="list-style-type: none"> ○ ACP software / ACP activities are facilitated by one or more school counselors and/or classroom teachers/staff during scheduled individual, small group, and/or grade specific meetings ○ Each student with a unique plan of study / strategic selection of courses based upon passions, interests, and understanding of strengths, talents, and skills and other learning experiences ○ Planning conferences will be scheduled every year ○ Every student's teachers will be able to better understand and connect with him/her via the Learner Profile (LP). This tool will help guide and drive appropriate, responsive adult interactions and practices | <p>the exploration of career clusters / pathways that capture students' interests, etc. as identified by using the DPI ACP rubric)</p> <p>Analyze expected outcomes/targets per survey data and be responsive with adjustments, etc. as appropriate</p> <p>Articulate the reflection process and ensure staff are trained / able to support students engaging in the process; ensure students - after they reflect - are able to connect with an adult about that reflection</p> <p>Consider how to capture a student's course plan through graduation - possibly build and include a</p> |
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| | | | <p style="text-align: center;">that can help each student be better prepared for the next phase (post-secondary) in life</p> <p>The academic and career planning software, which is a tool to inform and develop awareness in students and also serves as a component of the ACP curriculum, will be utilized to monitor student engagement (connections with career information as students engage in middle school journaling, complete ACP activities, and identify clusters, careers of interest, and institutions of higher education of interest) throughout the ACP process.</p> <p>To support the acquisition / development of employability and career-based skills, students have access to various ACP and employability skills activities, and career-based learning experiences. Examples include, but are not limited to the following:</p> <ol style="list-style-type: none"> 1. Engaging with the ACP software cluster finder and career interest profiler 2. Mentorship (job shadow) course 3. Career and Employment Opportunities - Internship course 4. WI Youth Apprenticeship Program 5. Advanced Placement (AP), Dual Credit/Transcripted Credit (TC), Advanced Standing (AS), and Youth Options and Course Options courses 6. Co-curricular opportunities 7. Engaging in other career-based learning strategies and experiences <p>To document a student's interest in one or more career fields, the SDE will continue to utilize Infinite Campus (IC) [this is where a student's transcript, schedule, etc. are</p> | <p>four-year planner into IC. That planner would be able to interface with ACP software so that a student can receive input/feedback regarding the plan (e.g., how it ties to an identified career of interest, co-curricular opportunities, career-based learning or community service related to the student's career cluster/pathway, and/or potential post-secondary majors, programs or certificates within the pathway) and "fit" with his/her career choice</p> <p>Other ideas and/or considerations for high school include:</p> |
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| | | | <p>captured) as well as each student's Learner Profile (LP) / ACP software.</p> <p>The student reflection process that drives the selection of courses can lead to a specific cluster/pathway and/or career to be addressed through ACP software. ACP software reflection questions/prompts are built into lessons developed by teachers and counselors in middle school and by counselors at the high school.</p> | <p>*Ensure there is a meaningful task to engage in during the high school conference (e.g., strengths explorer - freshmen; career cluster inventory - sophomores; college search - juniors.; continue with college and/or scholarship searching - seniors)</p> <p>*Deploy a "HS Seniors Needs Assessment Survey" (to learn about things such as: what are you doing next year?; essential sessions to run during Lancer Block / Excellence Period)</p> <p>*Follow-up on grade specific counseling at the high school</p> <p>*Connect the post-secondary</p> |
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| | | | | <p>transition plan with appropriate services (at middle school, collaborate and work closely with district transition coordinator)</p> <p>*Utilize a career coach to supplement / enhance career readiness</p> <p>*Provide pivotal opportunities to seamlessly integrate the ACP process via IEP annual reviews</p> |
| Resources / Links: | <ul style="list-style-type: none"> ● Appreciative Inquiry Documents, Happenstance Career Theory, Career Construction Theory, Other Positive Psychology and Reflective Resources ● Wisconsin Comprehensive School Counseling & ASCA Model Standards ● Wisconsin Common CTE Standards ● Guide for Implementing Programs of Study in Wisconsin ● Promoting Quality Individualized Learning Plans ● National Career Development Standards | | | |
| Other: | <ul style="list-style-type: none"> ● 6-12 crosswalk of ACP software activities/inventories ● MS Academic and Career Planning UBD ● HS Academic and Career Planning UBD | | | |

| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
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| <p>6. How will you connect students with staff to do this?</p> <p>7. How will you prepare your staff to be ready to deliver ACP services and support students in their planning?</p> | <ul style="list-style-type: none"> ● PI 26.03. ● PI 26.03.1.c. ● PI 26.03.2 | <p>Ensure building level staff...</p> <p>- understand the value of the ACP process and its alignment to our Mission, Vision, Strategy Map, Playbook, and other building-level plans</p> <p>- support a student's ACP by connecting the student and his/her family with ACP resources</p> <p>- have access to development opportunities and supports for</p> | <p>The District ACP Advisory Team created the following plans, which includes policy, leadership, and building school support steps, to support ACP implementation/delivery:</p> <ul style="list-style-type: none"> ● ACP Action Plan ● ACP Self-Assessment Rubric Implementation Plan <p>Other notes regarding current state:</p> <p>Middle School -</p> <ul style="list-style-type: none"> ● Science staff are implementing the curriculum (summer training occurred in 2015) ● Meeting weekly in ACP Professional Learning Communities (PLCs) to support implementation of curriculum ● Learner Profile (LP) - and connection to ACP process - has been rolled out to all staff; LP can be accessed and leveraged by any teacher | <p>Draft and deploy staff communications</p> <p>Continue to build collective staff ownership / commitment to effectively deploy the ACP process - e.g., the building site level committee will continue to plan in order to organically build ownership of ACP with all staff; share the plan as ACP should</p> |

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| | | <p>implementation of ACP process</p> | <p>High School -</p> <ul style="list-style-type: none"> ● Building level site team and student services team are instrumental in planning and deployment ● Roll out to staff in small groups/by department <p>Other:</p> <ol style="list-style-type: none"> 1. Implementation of ACP process: <ol style="list-style-type: none"> a. Refer to ACP Action Plan which includes information about staff training b. Assessing progress will be measured by utilizing the DPI ACP Infrastructure Rubric. 2. Involvement of administration <ol style="list-style-type: none"> a. Building and district administration have been purposefully involved in and engaged with building and district ACP committees since the work has commenced. This is a journey, not a destination, accordingly, it is imperative for administration to communicate about, and support and foster ownership throughout each building to help ensure deployment with fidelity across middle schools and high schools in the system. 3. Unifying message regarding ACP/E4E and the implementation process <ol style="list-style-type: none"> a. This is not a new initiative as we have been and continue to work diligently to ensure every student is life, career, and college ready. Research shows that if you think about your future you are likely to make educated/informed decisions that positively impact your future. It's going to | <p>authentically permeate every classroom</p> <p>Continue to monitor the need to provide ACP professional development</p> <p>Communicate about and implement LP (at high school)</p> <p>As part of the curriculum design/renewal process, consider authentically addressing and reinforcing ACP and employability skills components in the UbDs - e.g., when standards are unpacked, where are there opportunities to embed / integrate employability skills and make connections to ACP process</p> |
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| | | | <p>take a system-wide effort to help each student think and reflect and engage in the process so they are able to effectively prepare and plan for careers.</p> <p>4. District-wide implementation supported through building level teams</p> <ul style="list-style-type: none"> a. Middle Schools: implementing via science (health and wellness) instructors; building advisory team will be a cross-section of staff with influence across disciplinary areas b. High Schools: deploying via student services team to start; plans are to increase leadership and ownership by including a member from each department and using already assembled structures and committees (e.g. HUB, Lancer Link) to increase ownership; school counselors and psychologists will support social emotional learning facets of this work <p>5. District Advisory Team is comprised of the following:</p> <ul style="list-style-type: none"> a. One high school counselor from each high school (2) b. One middle school counselor from each middle school (2) c. Director of Student Services (1) d. Director of Secondary Education (1) e. Chief Information Officer (1) f. One middle school and one high school administrator (2) g. One middle school and one high school science teacher (2) | <p>Monitor preparation and training of district staff for delivery of ACP and employability skills services</p> <p>Building level teams and administration continue to communicate / message, foster support from staff, and involve stakeholders in the development process for the different phases of implementation</p> <p>Middle school and high school teams communicate about the ACP activities, results and data verifying the effectiveness of ACP implementation plan</p> <p>Ensure building ACP teams (one at</p> |
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| | | | <p>h. District Transition Coordinator (1)</p> <p>The District Advisory Team (four counselors) has been in place for two plus years. In 2015-16, that team was expanded.</p> <p>6. The ACP Action Plan outlines the phases for the implementation process to ensure ACP and employability skills components will be addressed</p> | each secondary school) are focused on deploying and monitoring the ACP action plan |
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| Resources / Links: | <ul style="list-style-type: none"> • WI DPI ACP | | | |
| Other: | <ul style="list-style-type: none"> • Elmbrook ACP Action Plan • Elmbrook ACP Self-Assessment Rubric Implementation Plan | | | |
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| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
| 8. How will you work with your students with disabilities to support them in the ACP process and to support the transition planning process? | <ul style="list-style-type: none"> • PI 26.01.1 • PI 26.01.2 • PI 26.01.3 • PI 26.03.1.b • PI 26.03.1.c • PI 26.03.2.a • PI 26.03.2.b • PI 26.03.2.c | Deliver on “Every student, every time, all the time” via ACP and transitions planning | <p>Much thanks to Ms. Megan Rindal, SDE Transition Coordinator, for addressing this requirement by capturing, crafting and sharing the below narrative and links.</p> <p>What is the role of your transition coordinator in your district’s ACP process?</p> <p>The transition coordinator works closely with students, staff and IEP teams to help determine post-secondary transition goals and plans, which can be assimilated into the ACP, and vice versa. The transition coordinator also provides resources and information to the guidance</p> | 1. Better monitoring and data collection of the opportunities we are offering students in terms of job shadows, work experiences, career exploration opportunities, etc. for our students with IEPs. |

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| | | | <p>department related to career exploration, including assisting with mentorship opportunities and supervising work-study for the whole high school population. The transition coordinator also leads a partnership with WCTC Career Coaches to provide activities and support around the ACP. The transition coordinator is integral in the district ACP planning process and to assure that all special education teachers are aware of what opportunities their students are taking part in that can influence the post-secondary transition plans associated with the IEP process.</p> <p>How will ACP activities and instruction be differentiated for students with special needs?</p> <p>Student with disabilities will participate in ACP activities and instruction. Accommodation and/or modifications may be made to support their access to the activities and instruction. In addition to ACP activities and instruction, students with disabilities will engage in personalized transition planning, such as career counseling, work experiences, job shadows, or individual support in the job development and career exploration process to support their Post-secondary Transition Plan (PTP) in their IEP as they approach age 14 through the end of their K-12+ experience.</p> <p>What activities will be offered to students with special needs beyond the regular scope and sequence of ACP curriculum and employability skills development?</p> <p>Students with special needs are offered opportunities for individual career exploration and job development. This may include instruction in the job search process,</p> | <p>2. Continued collaboration between special education and school counselors to assure that special education teachers have complete ACP information so as to better differentiate and incorporate results and feedback from those activities in their transition plans in their IEPs.</p> <p>3. Continued development of relationships with post-secondary agencies and businesses to increase opportunities for students around career exploration opportunities.</p> <p>4. Closer look into how we can differentiate ACP and other career</p> |
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| | | | <p>supported work experiences, job coaching, job shadows or guided informational interviews with professionals in career areas of interest. Students are also offered opportunities to attend workshops and conferences to learn about self-advocacy, independent living, age of majority and financial literacy. The district is close partners with the Division of Vocational Rehabilitation, which assists in providing even greater opportunities for our students in career counseling, vocational assessment, assistive technology assessments, transportation and financial support for post-secondary options. Dependent on IEP team decisions, we also partner with agencies such as Goodwill and DVR to expose students to three internships in a work setting and to receive vocational instruction through Project SEARCH. We also have a community-based transition service for students between ages 19 and 21 with autism or intellectual disabilities to gain additional instruction in an apartment setting related to social, recreational, independent living and vocational skills. This is called Project STRIVE.</p> <p>ACP and employability skills student outcomes and program outcomes that will be used to address transition goals for students include:</p> <ul style="list-style-type: none"> A. Future goals should be developed with current career interests, abilities, and values in mind. B. An understanding of self, post-secondary options, and career aspirations are critical to achieving short and long-term future goals. C. High school academic performance impacts future academic and career opportunities D. Career planning is an essential but fluid process that continues throughout life. | <p>exploration activities to meet the needs of our most challenged learners.</p> <p>5. Community conversations about how we can create full and meaningful days for our students with the most significant disabilities, including work and volunteer opportunities after they exit/graduate from our schools.</p> <p>6. More thorough development of our Post-secondary Transition Plans (PTP) that are included in the IEP process to include more specific information and activities that students participate in via the ACP process,</p> |
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| | | | <p>E. Learning strategies, self-management skills, and social skills are commonly associated with being a successful student.</p> <p>F. While success is ultimately determined and defined by the individual, it encompasses personal satisfaction, the ability to adjust, and a balanced perspective of work and life commitments and accomplishments.</p> <p>G. Students can create a short-term goal for themselves that considers evidence collected about who they are right now and where they want to go in my future.</p> <p>H. Students can identify ways to grow as learners</p> <p>I. Students can effectively summarize who they are, where they are going, and what they can do to get there in a written format.</p> <p>J. Students can explain self reflection and future thoughts with adults who support their success.</p> | <p>especially at the middle school. This will help inform our families of what students are doing as well, and help them determine how they can work with staff to work with their student at home to build upon what is being done at school.</p> |
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| Other: | <ul style="list-style-type: none"> • DPI Alternative Achievement Standards: Essential Elements - curriculum differentiation / scope & sequence • DPI Transition Planning for SwD |
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| DPI Guiding Question(s) | WI PI 26 Requirement | Objective(s) | Current State | Reminders, Ideas, Opportunities for 2017-18 and Beyond, Etc. |
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| 9. What E4E information, opportunities, and services do you provide? | <ul style="list-style-type: none"> • PI 26.01.1 • PI 26.01.2 • PI 26.01.3 • PI 26.03.1.b | Sustain and/or refine, develop and implement student career awareness, career exploration, and career planning and | <p>HIGH SCHOOL</p> <p>High school services are focused on providing information and opportunities concerning career planning and preparation that includes: LMI, career research, career-based learning experiences, career decision</p> | Create middle school scope & sequence with components and |

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| | <ul style="list-style-type: none"> ● PI 26.03.1.c ● PI 26.03.2.a ● PI 26.03.2.b ● PI 26.03.2.c | <p>preparation services and opportunities to support academic and career planning and education for employment</p> <p>Students...</p> <ul style="list-style-type: none"> - understand / see alignment between their personal skills, interests, passions, strengths, and talents to various careers and research how to effectively plan and prepare for careers of interest - have a plan regarding post-secondary education/training options and are prepared for transitioning to life after high school | <p>making instruction, application of academic skills, technologies, and economics, entrepreneurship, personal financial literacy, access to career and technical education (CTE), and employability skills and behaviors.</p> <ul style="list-style-type: none"> ● Scope & Sequence, Components, and Tasks <p>The SDE provides quality course / learning opportunities in economics, entrepreneurship, personal financial literacy, and career and technical education. Specifically, ...</p> <ul style="list-style-type: none"> ● Personal Finance: Personal Finance and Financial Management and Investing. ● CTE: refer to CTE course options ● Regarding Economics, Entrepreneurship, and the above bulleted items, please refer to the High School Course Selection/Planning Guide. Last, Entrepreneurship is also a defined learning platform in LAUNCH. <p>In addition, CTE programming can leverage and/or include the following:</p> <ul style="list-style-type: none"> ● Collaboration and partnerships with business/industry and post-secondary to inform curriculum and/or programming (e.g., mentorship/job shadow) ● Industry / career exposure ● Course sequencing/progressions that support career clusters of interest ● Opportunities for project- and/or career-based learning aligned to careers of interest ● Opportunities to potentially earn industry-recognized certifications in certain career fields | <p>tasks; also, ensure addressing:</p> <ul style="list-style-type: none"> -continuum of careers; -how personal interests and skills relate to careers; -career-based learning; and, -career research to identify personal preferences in relation to occupations and careers <p>Build out Programs of Study in our high school course selection / planning guide</p> <p>Ensure that the E4E program, beginning in 2017-18, provides students in grades 6-12 with academic and career planning services, including:</p> <ol style="list-style-type: none"> 1. Individualized support from district staff to support students with completing |
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| | | | <ul style="list-style-type: none"> • Opportunities to earn dual / post-secondary credits in career areas of interest (e.g., Advanced Placement coursework, dual enrollment/transcripted credit, Youth Options / Course Options Programs, WCTC's Dual Enrollment Academy, WI Youth Apprenticeship Program) <p>MIDDLE SCHOOL</p> <p>Middle school services are focused on providing information and opportunities concerning career exploration, including developing an understanding of...</p> <ul style="list-style-type: none"> -the continuum of careers; -how personal interests and skills relate to careers; -career-based learning; and, -career research to identify personal preferences in relation to occupations and careers <ul style="list-style-type: none"> • 6th, 7th, and 8th grade UbDs • 6th Grade ACP Lesson Plans • 7th Grade ACP Lesson Plans • 8th Grade ACP Lesson Plans | <p>and updating their ACP at least annually.</p> <p>2. The ACP of a student with a disability shall be made available to the student's individual education program (IEP) team. The IEP team may, if appropriate, take the student's ACP into account when developing the student's transition services according to applicable state statute(s).</p> <p>3. Access to an ACP software tool for career exploration, planning, and management.</p> <p>4. Access to a formal process for connecting students and staff for development and implementation of academic and career plans.</p> |
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| | <ul style="list-style-type: none"> PI 26.03.2.a <p>Provide career awareness at the elementary levels. Specifically...</p> <ul style="list-style-type: none"> Why people work. The conditions under which people work. The levels of training and education needed for work. Common expectations for employees in the workplace. How expectations at school are related to expectations in the world of work. | <p>By the completion of 5th grade, students will...</p> <ul style="list-style-type: none"> understand the wide variety of career opportunities that are available in their future. understand education, hard work, and training are necessary requirements to reach their goals. discover how their passions, interests, talents, and areas of strength can be leveraged as opportunities for them in their future. | <p>Much thanks to Mrs. Jessica Ebert (Teaching and Learning Specialist at Brookfield Elementary) and Mrs. Kristin Olson (Principal, Tonawanda Elementary School) for sharing the below narrative and links.</p> <p>ELEMENTARY</p> <p>Elementary services are focused on providing information and opportunities concerning career awareness.</p> <p>The objectives are supported by providing learning opportunities and experiences including (below are examples), but not limited to, the following:</p> <ul style="list-style-type: none"> High Interest Days All elementary schools have career experts come in (e.g. Brewers, neurologist, meteorologist) to share with students about career opportunities in a specific field and provide students first hand experience on what that career entails. Example: Tonawanda Elementary High Interest Day course offerings Science Units Fourth grade units on design and the human body incorporate community outreach to people in the engineering and medical field. Career experts come in and share with students about career opportunities in these fields. Example: Parent email Social Studies Units A second grade unit of study on communities asks students to identify how workers contribute to their communities. Communities Learning Model <p>Economic Targets in Social Studies Curriculum from K</p> | <p>Curriculum Renewal</p> <p>During the 17-18 school year we will be renewing our science curriculum. As we update our curriculum, we will work to make authentic connections to careers. Moving forward, we plan to continue to build career awareness by incorporating career connections in the curriculum renewal process.</p> <p>Family Visits</p> <p>Throughout the school year, family members visit classrooms for several different reasons. We feel there is an opportunity to involve families in career visits or support connections to curriculum by</p> |
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| | | | <p>through 5 help develop an understanding of basic economic concepts, such as supply, demand, production, exchange, labor, wages, and capital. K-5 Economic Targets</p> <p>Fourth grade units of study incorporate student understanding of the local and state political system, state economics, and how geography/natural resources impact the way people live and work. 4th grade Social Studies UbD</p> <ul style="list-style-type: none"> Field Trips There are several field trip opportunities that help to develop career awareness. When students visit the fire station they learn about safety, as well as the roles and responsibilities of being a firefighter. Students meet state legislators when they visit the State Capitol. Museum visits provide students with opportunities to learn about historians, museum curators; students learn about life in the past, understanding how work impacted life and comparing life then to today. *Fire Station (1st, 3rd, & 5th) *State Capitol (4th) *Milwaukee Public Museum, Elmbrook Historical Society (4th) *Library (3rd) Junior Achievement learning opportunities Classroom and Technology Contracts Positive Behavioral Interventions and Supports (PBIS) are used as a framework to support academic and behavior outcomes for all students. This framework of expectations helps to develop workforce professionalism and expectations in the future of our students. Students see | <p>sharing their career focus.</p> <p>In light of the five (5) PI 26 requirement prompts [Why people work; the kinds of conditions under which people work; the levels of training and education needed for work; common expectations for employees in the workplace; and, how expectations at school are related to expectations in the world of work], are there opportunities within our curricula to strategically address to ensure consistency / fidelity?</p> |
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| | | | <p>the work they do in school as ‘their job.’ Students sign classroom contracts that articulate student roles, responsibilities, and expectations to do ‘their job’ well. [For example, drawing connections to / pointing out similarities between schools’ PBIS behavior expectation matrices and workplace / employee handbooks].</p> <p>There is great value in connecting student expectations to the 4 C’s of learning: Critical Thinking, Communication, Creativity, and Collaboration. Learning tied to these skills support students’ success in college, career, and citizenship in the 21st century.</p> <p>Furthermore, students read through and sign a technology agreement at the beginning of each year to demonstrate their commitment to using technology as a tool to support their learning. One purpose of this contract is to prepare students for real world scenarios of accountability and responsibility.</p> <p>Technology Agreement</p> <ul style="list-style-type: none">● Author/Artist Visits Each year authors/illustrators visit with students to share their work and talk with students about their career. Local artists and musicians are also invited to visit - these provides students with opportunities to learn about their careers and work.● Clubs / Other Service/Community-Based Learning and Leadership Opportunities Many before and after school clubs provide students opportunities to learn about specific careers as well as the roles and responsibilities those jobs entail. Some of the clubs our schools offer include: Coding, Young | |
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| | | | <p>Executives (also called Student Leaders or Student Senate), Young Rembrandts, and Model UN.</p> <ul style="list-style-type: none">● Learner Profiles (LP) In an effort help students understand, discover, and share their passions, interests, talents, and areas of strength they participate in the creation of a LP. Leveraging the use of LPs provides opportunities for self-discovery that fosters a personal vision for their future. Example: Grades 2-3 Learner Profile (LP)● Makerspaces / Fab Labs These provide students and community members with a space and equipment to cognitively wrestle with the following question: “What problem do I want to solve?” The spaces and technologies serve as a hub and incubator for inquiry, imagination, play, research, design, creation, sharing, and collaboration. The result: students prototyping solutions and engaging in relevant production to solve personally meaningful questions and problems and/or authentic, relevant, and rigorous learning challenges and community issues/projects that the individual is passionate about.● Passion Projects/Genius Hour Throughout the course of the school year students are given the opportunity to engage in passion projects where they spend time learning about areas of interest (most often students in 4th and 5th grade participate). A key component is having students connect with a mentor that has a strong understanding on the specific interest or passion they are researching. The mentoring affords students with opportunities to network and see it as a lifelong skill. Students interview musicians, computer programmers, entrepreneurs, etc. to discover and gain a greater understanding about their specific focus of inquiry. | |
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| | | | Passion Projects Presentation | |
| Resources / Links and/or Notes: | <ul style="list-style-type: none"> • WI DPI ACP Implementation | | | |
| Other: | <ul style="list-style-type: none"> • ACP Board of Education Presentation • District Level Advisory Team • Building Level Advisory Team • Middle School 2016-17 ACP Lesson Plans: <ul style="list-style-type: none"> ○ 6th Grade ACP Lesson Plans ○ 7th Grade ACP Lesson Plans ○ 8th Grade ACP Lesson Plans | | | |

E4E / ACP Metrics

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| <p># of seniors who have engaged in one or more career-based learning experiences (CBLEs).</p> <p>[LAUNCH, Mentorship (job shadow), WI Youth Apprenticeship program, Dual Enrollment Academy (DEA @ WCTC), Career & Employment Opportunities - Internship course, industry-recognized certificate, Engineering Design & Development (EDD - PLTW Capstone) course, Business Leadership (Capstone) course]</p> |
| <p># of senior students completing one or more extended course opportunities.</p> <p>[Youth Options, Course Options, Advanced Placement (AP), Cooperative Academic Partnership Program (CAPP), College in the Schools (CIS): Latin IV / V, 5th/6th year of World Language (French, German, Spanish), Transcribed Credit (TC), Dual Enrollment Academy (DEA @ WCTC)]</p> |
| <p># of students who completed a degree within 6 years. (National Clearinghouse)</p> |
| <p># of students who return for a second year in their post-secondary education option. [Frosh. to Soph. Persistence (National Clearinghouse)]</p> |

of students who have indicated a career cluster. (ACP software)

ACP - District Satisfaction Survey (DSS):

- **I am aware of different career options that match my different strengths, interests, and personality.** [grades 6 - 12]
- **I have set a meaningful academic and career planning goal that will positively impact my future.** [grades 6 - 12]
- **I can use resources to find specific information on a career as well as similar careers.** [grades 6 and 8]
- **I believe that what I learn in school is preparing me to be successful for my plans after high school.** [grades 6 and 8]