

School District of Holmen

# Education for Employment Plan & Academic and Career Plan

Wisconsin s.s.121.02 / PI-26



July 1, 2017 – June 30, 2022

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Approved By the

\_\_\_\_\_

School Board On

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Developed by (see PI26.03.(1)):

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# *School District of Holmen*

## *Academic and Career Plan*

The School District of Holmen is required by the Wisconsin Department of Public Instruction to have a five-year ACP Plan. The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five year span that will meet the requirements of the plan.

### Academic and Career Plan Coordinator

➤ **Co-coordinator of the district ACP program:**

Director of Instructional Services and Pupil Services Coordinator

➤ **Job description of the coordinators:**

1. Create a college-going and career readiness culture
2. Leverage relationships with local business and community leaders
3. Coordinate family engagement opportunities with school leaders
4. Ensure that all secondary students (grade 6 – 12) have the means, opportunity, and preparation to succeed in postsecondary education ranging from two or four year colleges, apprenticeships, certification programs, military, etc to be successful in the workplace.

### District Education for Employment & Academic and Career Goals

***District Vision:*** Educating every student to achieve global success

***E4E & ACP Mission:*** Empower ALL students to travel the road TO adulthood through education and training to careers.

***E4E & ACP Vision:*** Reimagining K-12 education to equip students with meaningful and supportive adult relationships and the ability to adapt to opportunities and challenges on their personalized journeys to successful lives.

➤ **Community Profile**

*PI 26.03 (1) An education for employment long range plan shall be developed by the board....The plan shall include all of the following: (a) An analysis of local, regional and state labor market needs and the education and training requirements for occupations which will fill those needs.*

The School District of Holmen is made up of six municipalities including: The Village of Holmen, The Town of Holland, and part of the Town of Farmington, Town of Hamilton, Town of Onalaska, and City of Onalaska. The District boundaries are approximately 88.5 square miles.

Though the boundaries of the District are historically rural and agrarian, it now is far from that. Over 90% of the workforce population is represented by professional occupations, light industry, and a large percent that commute outside the community to work. Approximately 31.5% of the workforce holds a bachelor's degree or higher, while over 90% have a high school diploma.

Of the population currently employed La Crosse County, the top four occupational areas based on wage distribution include: Education and Health, Trade, Transportation & Utilities, Manufacturing and Professional & Business Services based upon the Department of Workforce Development's County Profile (2013). The average salaries for these positions are:

- Education and Health - \$45,499
- Trade, Transportation and Utilities - \$31,772
- Manufacturing - \$45,057
- Professional and Business - \$40,454

In addition, Education and health services is La Crosse County's largest employing sector contributing more to the county's total wages than the county's total employment. The second largest employing sector, trade, transportation and utilities, employs fewer than education and health services, and its share of total payroll is lower than its share of total employment. Manufacturing, the third largest employing sector, paying a larger amount of the county's total wages than it employs.

However, more recent data on the Department of Work Force Development's illustrate:

Top Industries by Employment (1st Qtr 2016)
<ol style="list-style-type: none"> <li>1. Hospitals</li> <li>2. Edu Services</li> <li>3. Ambulatory Health Care Services</li> <li>4. Food Services &amp; Drinking Places</li> <li>5. Nursing &amp; Residential Care Facilities</li> </ol>
Top Paying Hourly Occupations (2015)
<ol style="list-style-type: none"> <li>1. Family &amp; General Practitioners</li> <li>2. Chief Executives</li> <li>3. Physicians and Surgeons, All Other</li> <li>4. Pharmacists</li> <li>5. Natural Sciences Managers</li> </ol>

<b>Unemployment Rate (September 2016)</b>
1. La Crosse County 3.0% 2. Wisconsin 3.5% 3. United States 4.8%
<b>Miscellaneous Information</b>
<ul style="list-style-type: none"> <li>• Average Home Cost (2nd Qtr 2013) \$143,500</li> <li>• Per Capita Income (2014) \$42,314</li> </ul>

The population in La Crosse County totaled 115,928 on January 1, 2013 after adding over 350 new residents during 2012 and posting an increase since Census 2010 of 1,290 new residents. The 1.1 percent increase from 2010 ranked 7th highest among the state's 72 counties, bested the state growth rate but lagged behind the national population growth rate during the same time period. According to the La Crosse County Profile Report from the Department of Workforce Development, the Village of Holmen and the Town of Holland are the fastest growing municipalities on the county (growing 3.1% and 3.7% respectively). As the community has continued to grow over the last decade and a half, so has the School District's enrollment. A breakdown of the 2015-16 student population is below:

2015-2016 Total Student Enrollment: = 3,972

- Percentage Designated Low Income/Socio-Economic Status (SES): 27.4%
- Percentage of Students Receiving Special Education Services: 13.00%
- Percentage of Students Receiving ESL (English Second Language) Services: 5.1%

Race and Ethnic Data:

	<b>Amer Indian</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic/Latino</b>	<b>Native Hawaiian or Pacific Islander</b>	<b>White</b>	<b>Two or More Races</b>
<b>Percentage of Students</b>	0.3%	7.8%	1%	1.4%	0.2%	86.7%	2.6%

The District recognizes that graduate follow-up surveys are important and that the information gathered should be used for decision making. At this time the district participates in the graduate follow-up survey for students that are generated based on VEERS information and from other surveys that are part of the continuous improvement results measures. The results collected annually provide information on graduates related to their current work and educational status.

➤ **The goals and objectives that have been established as priorities in implementing an E4E and ACP program:**

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

**Know: Students will develop self-awareness and financial knowledge.**

- ***Self-Awareness***
  - **Middle School Students**
    - Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences.
    - Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.
    - Revisit and revise personal, academic and career planning SMART goals information at least annually, to facilitate their transition to new schools and/or programs.
  - **High School Students**
    - Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age- appropriate inventories then link them to selection of careers.
    - Identify evidence as expressed in activities, experiences and success that related to the information identified in the age- appropriate inventories.
    - Applies their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP.
    - Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.
    - Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.
- ***Financial Knowledge***
  - **Middle School Students**
    - Create a mock budget for using income from a career of interest that addresses cost of living.
  - **High School Students**
    - Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of



different careers, i.e., Return on Investment (ROI) of financial choices.

- Summarize how financial concepts relate to personal goals and vision for the future.

**Explore: The students will identify, explore, and interpret different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.**

- ***Career Exploration***

- Middle School Students

- Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.
- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
- Describe how careers of interest relate to their assessment information and interests.
- Make connections between skills acquired in and out of school and how they apply to careers of interest
- Engage in a variety of extracurricular activities.

- High School Students

- Take age-appropriate inventories and assessments for career exploration and reflect on the results
- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
- Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.
- Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
- Engage in job shadowing, informational interviewing, part- time work, and other career exploration.

- ***World of Work & Labor Market***

- Middle School Students

- Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.
- Identify and exhibit positive social skills consistent with employability.
- Participate in a service learning or volunteer activity.

- High School Students

- Learn which different "soft skills" are needed for different pathways, and which are most crucial.
- Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.

- Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers.
- Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals.
- Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills..
- Explore postsecondary opportunities for gaining technical skills, such as apprenticeships and certifications.
- Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.
- ***Post-Secondary Education & Training Options***
  - Middle School Students
    - Understand how middle school course-taking can affect high school options.
    - Have a sample plan for freshman year of high school
    - Know general pre-requisites for multiple postsecondary education & training options
  - High School Students
    - Access multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid
    - Identify and compare multiple and different types of postsecondary options related to their career clusters, pathways and careers of interest.
    - Document at least two career pathway routes to achieve the same personal ACP goals.
    - Research multiple different postsecondary options against personal criteria for selection by attending post-secondary visit days, speaking with admissions officers, interviewing students or other staff/faculty, utilizing online career and post-secondary sites and their comparison search engines.
    - Evaluate postsecondary options with parents and supportive adults.

***Plan: Throughout their Middle School and High School experience, students will learn the process of creating and revising a comprehensive Academic and Career Plan. They will implement their plan, and adjust periodically.***

- ***Planning Skills***
  - Middle School Students
    - Connect self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities.
    - Understand the role of personal choices in creating opportunities and barriers.
  - High School Students

- Identify and seek out ongoing learning experiences both in and out of school to support ACP goals.
  - Understand how and why to maintain personal networks.
  - Identify existing personal and financial resources needed to succeed in their plan.
  - Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.
  - Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.
- ***The Plan - Middle School***
    - Include updated and current information including: assessments and career connections based on work values, personality type, learning styles, career cluster inventory, description of past and present interests as they relate to the selection of careers, personal strengths, career interests, 2-3 career clusters of interest and their respective pathways.
    - Students, teachers, counselors, and families have access to ACP information.
    - Use plan as tool to consider choices, plan high school course selection and transition to high school.
  - ***The Plan - High School***
    - Include updated and current information including: courses taken, updated assessments, career and postsecondary research, personality type, learning styles, work values, and description of past and present interests as they relate to the selection of career and other postsecondary plans.
    - Include current short- and long- term academic, personal, and career goals.
    - Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.
    - Include information on relevant extracurricular, volunteer, and leadership activities and awards.
    - Include letters of recommendation from teachers and community members.
    - Students, teachers, counselors, and families have access to ACP information.
    - Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals.
    - Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, , and requirements for entrance into careers of interest.

**Go: Students will review and update their academic and career plan at least quarterly to make progress each year toward their career goals.**

- ***Execution of Plan***

- Middle School Students
  - Participate in two or more ACP, career-related activities.
  - Lead a student-parent-teacher conference
- High School Students
  - Participate in multiple ACP, career-related activities.
  - Access ACP services regularly to learn more about career interests.
  - Lead a student-parent-teacher conference
  - Seek out new opportunities to better define career or postsecondary options.
- **Plan Review & Revision**
  - Middle School Students
    - Explore different career options within career clusters of interest, areas of strengths and interest.
    - Update plan regularly with academic and career-related activities
    - Add information to plan as researched.
  - High School Students
    - Review and revise academic, career, and personal goals at least monthly to incorporate new insights from the Academic and Career Planning Process.
    - Update plan regularly with academic and career-related activities
    - Seek out, and document activities completed in pursuit of goals
- **ACP Conferencing**
  - Middle School Students
    - Meet at least yearly with supportive adults/mentors to explore options and plan for opportunities to meet goals.
    - Seek out and lead conversations periodically throughout the year to discuss evolving exploration information.
  - High School Students
    - Actively update, revise and refine goals, plans, and options at least monthly on own and/or with supportive adults/mentors.
    - Present progress against previous goals and plans for next steps in an annual review.
    - Increase progress reviews as graduation nears.
    - Continuously evaluate opportunities as they pertain to current goals for knowing, exploring, and planning for post high school plans.
    - Identify, document and seek out activities as desired to complete plan
- **Transitions**
  - Middle School Students
    - Attend high school and/or postsecondary information events
  - High School Students
    - Leverage their experience, knowledge, and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest.
    - Complete the FAFSA and know where to access other financial aid and scholarship information.
    - Understand the value of persistence, practicality, and patience in

gaining admission/employment.

- Use personal or school networks to gather leads, connections, and letters of recommendation.

➤ **The incremental steps toward sustaining the goals of the plan**

**KNOW** (Middle School/High School):

**Goal: Identify and explore personal strengths and needs related to academic and career goals.**

- Self-awareness ,
  - Explain how the students' goals fit with their personal skills and attributes, current activities, and postsecondary plan after utilizing personal inventories.
- Financial Knowledge
  - Summarize how financial concepts relate to personal goals and vision for the future.

**EXPLORE** (Middle School):

**Goal: Identify and explore different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.**

- Self/Career Exploration:
  - Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.
  - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
  - Describe how careers of interest relate to their assessment information and interests.
  - Make connections between skills acquired in and out of school and how they apply to careers of interest
  - Engage in a variety of extracurricular activities.

**EXPLORE** (High School):

**Goal: Review/Refine different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.**

- Self/Career Exploration:

- Take age-appropriate inventories and assessments for career exploration and reflect on the results
- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
- Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.
- Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
- Engage in job shadowing, informational interviewing, part-time work, and other career exploration

**PLAN:**

**Goal: Throughout their Middle School and High School experience, students will learn the process of creating and revising a comprehensive Academic and Career Plan. They will implement their plan, and adjust periodically.**

(Middle School)

- Planning Skills
  - Create a personalized plan to transition to high school and postsecondary options, understanding the role of personal choices in creating opportunities and barriers
  - Use plan as tool to consider choices, plan high school course selection and transition to high school.
  - Students, teachers, counselors, and families have access to ACP information

(High School)

- Planning Skills
  - Identify and seek out ongoing learning experiences both in and out of school to support ACP goals.
  - Understand how and why to maintain personal networks.
  - Identify existing personal and financial resources needed to succeed in their plan.
  - Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.
  - Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.
  - Include current short- and longterm academic, personal, and career goals.
  - Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.
  - Include information on relevant extracurricular, volunteer, and leadership activities and awards.
  - Include letters of recommendation from teachers and community members.

- Students, teachers, counselors, and families have access to ACP information.
- Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals.
- Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, and requirements for entrance into careers of interest.
- Students, teachers, counselors, and families have access to ACP information

**GO (Middle School/High School):**

**Goal: Students will review and update their academic and career plan at least quarterly to make progress each year toward their career goals.**

- Review and update plan at least quarterly
- Review and update sequence of courses
- Review and update personal goals
- Review and update career goals
- Conference with a supportive adult/mentor



### **Education for Employment Program**

*PI 26.03 (1) An education for employment program shall include a long-range plan approved by the board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institution, and workforce development organizations. (As represented by the list of developers on previous page)*

#### **Analysis of Regional Needs:**

- A part 1. An analysis of local, regional and state labor market needs:

<a href="#">La Crosse County Market Needs</a>	
AGE GROUPS	Percent Participating in Workforce
19 year old or younger	62%
20-24 years old	82%
25 to 39 years old	85%
40 to 54 years old	85%
55 to 64 years old	65%
65 to 74 years old	20%
75 years old and older	10%

AGE GROUPS	Percent of Workforce
18-24	15%
25-49	49%
50-64	36%

- **A part 2. An analysis of the educational and training requirements for the occupations to fill those needs:**

<p>Professional &amp; Business Services</p> <ul style="list-style-type: none"> <li>• Most of these occupations will require at least an Associate's Degree or Certificate, while many will also require a minimum of a bachelor's degree.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• These occupations may require apprenticeships, Associate's Degrees or Technical Certificates or specific licensures.</li> </ul> <p>Education and Health Services</p> <ul style="list-style-type: none"> <li>• Most of these occupations will require a Bachelor's degree and licensure, while some may also require graduate and postgraduate degrees. Some occupations may require an Associate's Degree or Technical Certificate.</li> </ul> <p>Leisure and Hospitality</p> <ul style="list-style-type: none"> <li>• Most of these occupations will require no post-secondary education, but there may be certain positions in the field that would require a certificate or licensure.</li> </ul> <p>Financial Activities</p> <ul style="list-style-type: none"> <li>• Most of these occupations will require a licensure or certificate program, while many will also require a Bachelor's Degree as well.</li> </ul>
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- **Describe how the Education for Employment program has been coordinated with other public schools; Cooperative Education Service Agencies; Wisconsin education systems; private colleges and universities, and other local, county, regional, and state job-training programs (optional)**

At the high school level, students in grades 9-12 have access to Wisconsin Virtual School to access courses which are not currently offered at Holmen High School.

All students in grades 11 and 12 have the following opportunities:  
 Students may enroll in the Health Science Academy, which is a collaboration between the local health care industry, local post-secondary institutions and the School District of La Crosse. Students can enroll in the STEM Academy which is a collaboration between the School District of Holmen and Western Technical College. Through the Mississippi Valley Consortium coordinated by CESA 4, students have the opportunity to participate in Youth Apprenticeships with area businesses. Through the Youth Options and Course Options programs, students have the opportunity to take college-level courses at area universities, such as Western Technical College, Viterbo University, University of Wisconsin-La Crosse or University of Wisconsin Extension.

All students in grade 11 participate in the Career Expo organized by area businesses and post-secondary institutions to explore career interests and post-secondary opportunities. Students in grade 12 also participate in the local Reality Store which is a collaboration between the School District of Holmen and area businesses.

At the middle school level, students in 8th grade participate in a field trip to the La Crosse Center for a Career Fair as component of their career exploration and future planning. We are very fortunate to have the opportunity to partner with 8 other area schools for the event. The Career Fair is a chance for students to be exposed to a variety of career paths and may provide help as they begin to consider classes for high school. At the Career Fair, students will attend 3 sessions to hear from professionals in the field as they cover 41 Career Pathways within Wisconsin's 16 Career Clusters. Additionally, 8th grade students tour Western Technical College to learn about the various areas of study. They have the option to tour the main campus or the auto/diesel campus.

- **B: A process used to engage parents in Academic and Career Planning that includes:**

1. **Inform Parents in each school year about academic and career planning services their child receives.**
2. **Provide parents with multiple opportunities during the school year to participate in their child's academic and career planning.**
3. **Update parents throughout the school year on the progress of their child's academic and career planning.**

At the high school level, all parents of students in all grades are informed via email, newsletter, and mailings about academic and career planning activities throughout the school year. Parents are invited to view their child's academic and career plan in Career Cruising, and can view that at any time throughout their school career. In addition, all students and parents of students in grade 9 are invited to attend a freshman orientation to facilitate transition into the high school and inform about the skills necessary for academic and career planning at the high school level. All students and parents of students in grade 11 participate in Junior Meetings in which they discuss and revise academic and career plans. All students and parents of students in grade 12 are invited to attend an event about scholarship applications, and an event about post-secondary processes including financial and applying to post-secondary institutions.

At the middle school level, information on the academic and career plan is regularly included in newsletters following Developmental Guidance or PBIS lessons. In the fall of 6th grade year, parents are invited to an event in which learning styles, goal setting, and time management are discussed. In addition, parents and students meet with the counselor to discuss their academic and career plan following the completion of the Exploration Academy course in grade 7 or 8. In February of each year, high school counselors meet with students in grade 8 to prepare them for creating their four year plan, and information is sent home to parents following that meeting. Parents can view their child's transcript in Infinite Campus so that they can better understand and monitor their child's progress toward graduation requirements. Parents will be invited to view their child's academic and career plan in Career Cruising, and can view that at any time throughout their school year. The ACP committee will communicate activities throughout the year using mailers, email, and newsletters. Information will also be available through the school website.

- **C: A description of each of the following:**
  1. **How will the school district support pupils in academic and career planning (as detailed in section (2) and (3) below)?**
  2. **The career and technical education provided in the school district.**
  3. **The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 -12.**
  4. **How the education for employment program will meet the requirements of ACP?**

Students will receive academic and career planning instruction through the required core courses each year (grade 6-12), as well as through career and technical education courses and school counseling curriculum.

In middle school, all students participate in planning conferences, and have the option to enroll in courses in technology education and business education. In high school, all student participate in planning conferences, all students enroll in Personal Finance and Computer Applications, and all students have the option to enroll in courses which will prepare them for their chosen career pathway in the future.

The ACP committee has attended several informational and networking sessions, and have meet in district several times to continue ACP work. All 6-12 staff will be trained throughout ACP initiation and implementation. Content area teachers may need time to revise curriculum as need to support academic and career planning.

Part of E4E program requires students to be involved in career awareness and career

development. The E4E plan also requires that CTE programs integrate the practical application of academic skills, applied technologies, and work-based learning opportunities. The E4E plan has made the opportunities available to all of our students and the ACP plan implements this plan for all students.

### **Career Counseling**

*PI 26.03 (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:*

- **A: Career Awareness at the Elementary grade levels**

- **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.**
- **How expectations at school at related to expectations in the world of work.**

Elementary Level - Elementary educators reinforce the application of basic skills in a variety of ways. Through many grade-appropriate experiences career exploration is integrated into classes/courses offered in the district. Students are engaged in a variety of service learning projects that teach them skills that cross all areas of life. Simulations and practical experiences provide variety and reinforcement of a skill or knowledge and engage students in activities that model real-world situations.

- K-5 grade students demonstrate levels of responsibility appropriate to assigned jobs and display leadership qualities by performing classroom helper jobs.
- Students in grades 2-5 establish business and education partnership by participating in field trips and inviting business people into school.
- Elementary students demonstrate interpersonal skills necessary for the workplace by participating in various programs and activities.

- **B: Career exploration at the middle school grade levels**

- **Developing an understanding of the continuum of careers across work environments, duties, and responsibilities**
- **How a pupil's personal interests and skills related to those careers**
- **Potential work-based learning experiences**
- **Career research identifying personal preferences in relation to occupations and careers pupils may pursue**

Students will receive academic and career planning instruction through the required core courses each year (grade 6-8), as well as through the Exploration Academy course and school counseling curriculum.

Middle School educators provide students with a variety of opportunities to experience work-based learning opportunities.

- Middle school students plan and develop career plans through participation in the school counseling activities, career and technical education experiences, and other content areas activities.
- Simulations are integrated into courses.
- Options are available for students to complete youth service learning or volunteer community projects through involvement in school or community events.
- Middle school students participate in a variety of clubs and organizations such as FFA, Athletics, Lego League, MathCounts, and Student Council.

- **C: Career planning and preparation at the high school grades**

- Conducting career research to identify personal preferences in relation to specific occupations.
- School supervised work-based learning experiences.
- Instruction in career decision making.
- Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
- Pupil access to career and technical educational programs.
- Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

Students will receive academic and career planning instruction through the required core courses each year (grade 9-12), as well as through career and technical education courses, advisory lessons, and school counseling curriculum.

High School educators provide students with a variety of opportunities to experience work-based learning opportunities.

- Work-Based Learning activities are incorporated into several classes and program areas, including but not limited to, tutoring, and paid and unpaid work experiences in the community within career and technical education.
- Youth Apprenticeship programming is offered to students in their junior and/or senior year.
- High school students are able to complete job shadows.
- High school students participate in a variety of clubs and organizations such as FFA, DECA, Athletics, NHS (National Honor Society), Student Council and Robotics.
- High school students also have the opportunity to complete service learning projects within their classes, volunteer as peer tutors and work as assistants within the school.
- High school students also qualify to be in competency based supervised work-experience programs or be in employability skills certificate programs.

### **Program Access**

*PI 26.03 (3) An education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services including providing each pupil with all of the following:*

- **A: Each pupil shall receive individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.**

All students will be supported by their school counselor, advisor and teachers in completing and revising their academic and career plan. Students are provided the opportunity to participate in programs which provide technical preparation in career fields; build student competence through applied contextual academics in a sequence of courses; lead to an associate or baccalaureate degree in a specific career field; and lead to placement in appropriate employment or further education.

- **B: If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team, if appropriate, take the pupils' academic and career plan into account when developing the pupils transition services under s. 115.787(2)(g).**

The resources and services will be unique to each youth under both the ACP process and IEP/PTP development. Completing the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary

school and employment.

The PTP is the part of the IEP (I-8) that meets the federal indicator 13 requirements. Therefore, a student's ACP is not equivalent to the IEP/PTP and cannot serve as a replacement. Rather, students will be better prepared to share their goals for the future with their IEP teams as a result of participating in ACP. The intersection can be thought of in this way; ACP gives students with disabilities an even earlier start on exploring options for future employment and the steps needed to accomplish their goals.

- **C. Each pupil shall have access to a career planning software tool that allows pupils to engage in career exploration and career planning and preparation.**

Career Cruising will be used across the School District of Holmen for all students grades 6-12. Students and parents will have access to this software throughout the student's 6-12 career, and after graduation.

- **D. Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.**

All students in grades 9-12 access their Academic and Career Plan through Career Cruising during advisory periods at least monthly throughout the school year. School Counselors provide Academic and Career Planning instruction with students at all grade levels individually and in classrooms. All students in grade 11 are required to enroll in a Personal Finance course to learn about financial literacy. School Counselors plan and accompany students in grades 11 and 12 to local post-secondary institutions for college visits. All students have the opportunity to schedule time to visit with representatives from local post-secondary institutions during the school day. All students and parents of students in grade 12 are invited to participate in a College Goal event in which teachers and counselors support students and parents in completing FAFSA applications.

To connect students to staff at the middle school level, Exploration Academy and planning conferences for every student will continue. To provide staff the tools they need to advise students, Career Cruising and specific student careers will be available to all staff. Special Education IEP teams will continue to address transition with students and parents as the student reaches age 14. Each class will provide specific instruction on related careers/clusters. The middle school will make connections between content and career options while aligning class selection(s) for the coming school year to elective course offerings.

### **General Requirements for School Boards:**

*PI 26.04 (1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for post-secondary credit, and, if applicable, a course's participating post-secondary institution.*

- **Identify, through a narrative explanation or through example, a student's transcript.**

[Sample:](#)

### **Documentation/Reporting**

*PI 26.04 (2) annually review and, if necessary, update the long-range plan and education for employment program under s. PI26.03. This review shall evaluate postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's*

education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

➤ **Describe the mechanism through which ACP Team will annually report, to the local school board, progress toward meeting the goals and objectives of the ACP plan.**

The goal and objective is to prepare students to graduate college and/or career ready. While awaiting guidance from DPI regarding the measurement and progress of the ACP plan, the following data will be monitored: graduation data, UW System Remediation Data, the National Clearinghouse Data. This data is and will continue to be reported to the school board annually.

➤ **Detail the mechanism the local school board will use to annually review and revise, if necessary, the district plan.**

The ACP team will continue to meet quarterly to review and revise the ACP plan.

➤ **Describe how the district ACP program will be evaluated to measure program effectiveness.**

The ACP program will be measured against the DPI implementation rubrics and outcome data.

**Annual Review:**

**II. Describe the school district (optional).**

➤ **A. Include information on student demographics.**

The enrollment in School District of Holmen is approximately 3,900 students, 86.8% of students are white, 7.8% are Asian, 2.5% are two or more races, 1.5% are Hispanic/Latino, 1.0% are Black/African American, 0.3% are Native American/Alaskan Native, and 0.2% are Native Hawaiian/Pacific Islander. Of these students, 53% are males while 47% are females. Approximately 14% of the students 4K-12 receive special education services, approximately 5% receive ESL services, and approximately 25% receive free or reduced lunch.

➤ **B. Include information regarding post-secondary outcomes.**

The School District of Holmen has contracted with the National Student Clearinghouse to determine post-secondary options and outcomes.

➤ **C. Include information related to evaluation of current programs (optional).**

[Curriculum Revision Cycle](#)  
[Curriculum Development Process](#)

➤ **D. Date of annual review:**

Annually in May

**Publication of Plan**

*PI 26.04 (3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.*

[School District of Holmen Instructional Services](#)

**Additional Components (not required):**

Identify, through a list or descriptive narrative, other educational program requirements that will be part of the education for employment program. The following might be included: school district standards, vocational skills, high school graduation requirements, programs for children at risk, Tech Prep, Youth Options and Youth Apprenticeship. Other local district requirements may be included.

(a) School District Standards: s. 121.02 (1), Board Policy handbook sections have been cited for each of the following to indicate that policies are in place:  
 Standard b: [Professional Staff Development Plan](#), Section P  
 Standard e: [Counseling Services](#), Section C  
 Standard k: [District Curriculum Plan](#), Section C  
 Standard l: [Career Exploration and Planning in Grades 5-8](#), Section C  
 Standard n: Children At Risk Plan, [Grade Advancement from 4-5](#), [Grade Advancement from 8-9](#) Section C  
 Standard o: [District Performance Disclosure Report](#), Section D  
 Standard p: School Supervised Work Experience, [High School Course Registration](#)  
 Standard t: [Gifted and Talented Provisions](#), Section G

Commented [1]: This is the 2009 doc, so we will need to link the new doc when it is complete

(b) (Vocational Skills) Career & Technical Education Skills, s.118.01 (2) (b), [High School Course Registration Booklet](#)  
 The district provides instructional programs designed to give students an understanding of the range and nature of available occupations and the required skills and abilities needed to perform in them, prepares students to compete for entry level jobs, and provides preparation in job-specific training programs. The specific career and technical departments offered in our district includes Agriculture & Natural Resource Education, Business & Information Technology Education, Family & Consumer Science Education, Health Science Occupations, Marketing Education, and Technology & Engineering Education.

(c) High School Graduation Requirements, s.118.33, Section G and [School District of Holmen High School Course Registration, School District of Holmen Graduation Policy 345.6](#)

<p>Standard Credit Requirements for Students Granted a Diploma Prior to the Start of the 2016-2017 School year:</p>	<ul style="list-style-type: none"> <li>● English/Writing Composition – 4 Credits</li> <li>● Oral Communications - .5 Credits</li> <li>● Social Studies – 3.5 Credits</li> <li>● Math – 2 Credits</li> <li>● Science – 2 Credits</li> <li>● Computer Applications - .5 Credits</li> <li>● Personal Finance - .5 Credits</li> <li>● Physical Education – 2.5 Credits</li> <li>● Health Education - .5 Credit</li> <li>● Elective credits - 10 Credits</li> </ul>
<p>Standard Credit Requirements for Students Granted a Diploma Beginning in the 2016-2017 School Year:</p>	<ul style="list-style-type: none"> <li>● English/Writing Composition – 4 Credits</li> <li>● Oral Communications - .5 Credits</li> </ul>



	<ul style="list-style-type: none"> <li>● Social Studies – 3.5 Credits</li> <li>● Math – 3 Credits</li> <li>● Science – 3 Credits</li> <li>● Computer Applications - .5 Credits</li> <li>● Personal Finance - .5 Credits</li> <li>● Physical Education – 2.5 Credits</li> <li>● Health Education - .5 Credit</li> <li>● Elective credits - 8 Credits</li> <li>● In addition, the student must pass “a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Service”</li> </ul>
<p>Basic Skills Diploma Credit Requirements for Students Beginning in the 2016-2017 School Year:</p>	<ul style="list-style-type: none"> <li>● English/Writing Composition – 3.5 Credits</li> <li>● Oral Communications - .5 Credits</li> <li>● Social Studies – 3 Credits</li> <li>● Math – 3 Credits</li> <li>● Science – 3 Credits</li> <li>● Computer Applications - .5 Credits</li> <li>● Personal Finance - .5 Credits</li> <li>● Physical Education – 1.5 Credits</li> <li>● Health Education - .5 Credit</li> <li>● Elective credits - 3.5 Credits</li> <li>● In addition, the student must pass “a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Service”</li> </ul>
<p><b>(d) Programs for Children At Risk, s.118.153, Section C</b></p>	
<p>Holmen High School offers alternative education to students who may need a differentiated curriculum or delivery of education. Options that are available to students include a blended learning environment with a mix of independent online coursework and face-to-face instruction/classes. The Academy on the Prairie is the school district's off-site alternative education program, located in Brice Prairie, which provides students with individualized learning plans to meet their specific needs.</p>	
<p>Holmen Middle School offers an important program for students who are struggling in the</p>	

traditional middle level classes. This program, called the Alternative Education program offers participating students a number of ways to find success in these tough years. The program is designed to meet the individual needs of each student. The Alt Pro teachers work with the same curriculum but offer a variety of instructional methods including project-based, high interest assignments, assistance with homework, weekly grade monitoring, small group instruction, and online options. Students can work within their strengths to meet the grade level goals and expectations.

**(e) Tech Prep, s.118.34, [High School Course Registration Booklet](#):**

Goals:

- Students will explore interests and opportunities related to career and technical education, and better understand technology as a tool of production.
- Students will enhance master of basic education through the application of mathematics, science, social studies, communications, technology and computer literacy.
- Students will work toward becoming independent learners and creative problem solvers possessing self-confidence and self-reliance.
- Students will explore, assess and prepare for current and emerging occupations and develop a technological basis for lifelong learning.
- Students will prepare for vocational entry-level employment and post-secondary training.
- Students will develop a relationship with area businesses and industries, and understand the relationship between industry and society.

**(f) Youth Options, s.118.55, Section Y; [School District of Holmen Administrative Rule 343.42 Youth Options Programs](#)**

Through the Youth Options Program, students may receive both high school and postsecondary credit for successfully completed courses. District high schools grant a diploma to students who successfully complete District high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Youth Options Program.

**(g) Youth Apprenticeship, s.106.13 (3-4), [High School Course Registration Booklet](#)**

Youth Apprenticeship is an innovative education and work opportunity that combines regular academics classes with on-the-job training in a student's career interest area. The Youth Apprenticeship program requirements include: Students take 2 related classes during the school year, and students work 450 paid hours at the worksite under the supervision of their mentor.

**Program Approval:**

*PI 26.05 A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss.115.28(59) and 121.02(1)(m), Stats.*

➤ **School Board approval for the plan was completed by the board on:**



