

EDUCATION FOR EMPLOYMENT PLAN

September 1, 2009 -- August 31, 2014

SHEBOYGAN FALLS PUBLIC SCHOOLS

Table of Contents

A. Introduction to the Plan	2
Definition of State Standard (m)	
Revisions to Administrative Rule, PI 26	
Development Team & Key Stakeholders	
Resources & Evaluative Instruments	
B. Education for Employment Coordinator	4
C. Tech Prep Council Representative	5
D. Community Profile	
Community	6
School District	10
E. Collaboration & Partnerships	11
F. Career & Technical Education Programs	13
G. Work-based Learning	15
H. Tech Prep Programs	16
I. Career Development & School Counseling	18
J. 21st Century & Employability Skills	20
K. Program Access, Nondiscrimination, & Closing Achievement Gaps	22
L. Coordination of Related District Resources	25
M. Professional Development Needs & Opportunities	28
N. Student Transcripts, Reporting, & Accountability	30
Addenda:	
Goals on PK-12 E4E Program Description and Long Range Plan Template	32
Supporting Documents	42

A. Introduction to the Plan

An introduction to the plan frames the process used to review, develop and revise the E4E plan with the goal of assisting all stakeholders in an understanding of the plan. The development team, key stakeholders, resources, and evaluative instruments or procedures utilized may be included.

Standard (m) – Education for Employment*

Provide access to an education for employment program approved by the state superintendent. Beginning in the 1997-98 school year, the program shall incorporate applied curricula; guidance and counseling services under par. (e); technical preparation under s.118.34; college preparation; youth apprenticeship under s.106.13 or other job training and work experience; and instruction in skills relating to employment. The state superintendent shall assist school boards in complying with this paragraph.

*Each school district board shall comply with s.121.02 (1) (m), Stats. and ch. PI 26, relating to education for employment.

Revisions to Administrative Rule, PI 26

Chapter PI 26, Education for Employment Plans and Program has undergone review. While there have been some changes, many of the components of the original 1991 rule remain, but have been reorganized in the amended rule. The changes to the administrative rule, effective July 1, 2004, are detailed below.

- a. The district must designate a staff person certified under s. PI 34.32 (7) to coordinate and direct the Education for Employment program.
- b. Each school board shall ensure representation on the Tech Prep Council created under s. 118.34, Stats.
- c. The school board will have the option to create an Education for Employment Council or participate in a CESA council rather than being required to do so.
- d. Definitions of advanced placement, advanced standing, articulation course agreement, career awareness, career planning and preparation, transcribed credit, and postsecondary credit have been added to the administrative rule.
- e. Career-development components to be offered to students at the elementary, middle, and high school levels have been clarified in the amended rule; that is, career awareness at the elementary grade levels, career exploration at the middle grade levels, and career planning and preparation at the high school levels.
- f. The district must include specific information on pupil transcripts. This information includes the title of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate. School boards must issue this transcript information for students graduating after 8/30/2004.
- g. Tech Prep, Youth Options, and Youth Apprenticeship are now identified as other educational programs to be included in the Education for Employment program.
- h. The Tech Prep Council must report annually to the school board to share progress toward achieving the goals and objectives of the Tech Prep Council.

Education for Employment Program

Depending on grade levels, the program must provide students with:

1. career awareness, exploration, and planning opportunities;
2. school-supervised work-based learning experiences;
3. instruction in employability skills, including work behaviors;
4. practical application of academic skills and applied technologies;
5. study of the practical application of economics and American economic institutions and entrepreneurship; and
6. access to career and technical education programs based on labor market information and student needs.

Each district must encourage the development of business and education partnerships and coordinate their program with other public school districts, CESAs, technical college districts, colleges and universities, and workforce development programs.

Development Team & Key Stakeholders

Internally, the School District of Sheboygan Falls employed administration, guidance, career and technical education (CTE) staff in the development of this Education for Employment (E4E) Plan. The State of Wisconsin, Lakeshore Region, Sheboygan County, local community, parents, students, and entire school district staff are key stakeholders in the process that develops better educational and employability outcomes for its citizens.

Resources & Evaluative Instruments

External resources included Susan Sell, LVEC for the Sheboygan County Rural School Consortium and author of its Carl Perkins Tech Prep grant. Lakeshore Technical College and members the Lakeshore Tech Prep Consortium were also instrumental in the development of this plan. Key evaluative instruments are developed by the State of Wisconsin Department of Public Instruction, including the Vocational Enrollment Reporting System (VEERS) and the Wisconsin School District Performance Report.

B. Education for Employment Coordinator

PI 26.04 (2) The board shall designate a staff person certified under s. PI 34.32 (7) (a), to coordinate and direct the education for employment program.

Susan Sell, LVEC for the Sheboygan County Rural School Consortium of which Sheboygan Falls School District is a member, acts as our Education for Employment Coordinator.

DPI Description:

Program Approval Standards for Career & Technical Education Coordinator

A Career & Technical Education Coordinator shall demonstrate knowledge and skills in:

- (1) developing policies, long-rang plans and advocacy for career and technical education based on current research, federal and state requirements and best practices.
- (2) understanding and promotion of the concept of comprehensive programs in career and technical education which includes teaching the academic disciplines of marketing education, business education, health sciences occupations, agriculture education, technology education, and family and consumer sciences education.
- (3) understanding and promotion of the concept of comprehensive programs in career and technical education which includes co-curricular career and technical student organizations related to each of the disciplines.
- (4) understanding and promotion of the concept of comprehensive programs in career and technical education which includes planning, coordinating and evaluating work-based learning as a strategy for career development.
- (5) developing and implementing on-going evaluation plans for career and technical education and using the results for program improvement.
- (6) developing school, business and community relations that support the goals of career and technical education. (create advisory committees; serve on economic development committees, etc.)
- (7) developing and managing budgets and grants.
- (8) gathering, analyzing and disseminating data related to career and technical education, including local, state and national labor market information.
- (9) personnel selection and supervisory practices according to accepted personnel standards.
- (10) assessing staff development needs and providing quality staff development opportunities in career and technical education. (in-services, workshops/meetings, sharing research and best practices)

- (11) strategic planning, group facilitation, conflict resolution and mediation, and continuous improvement practices.
- (12) understanding the Wisconsin Developmental Guidance Model and the Education for Employment Standards, especially the relationship between comprehensive career development and career and technical education.
- (13) providing leadership in the understanding and promotion of postsecondary options for students especially in technical areas. (articulation, Tech Prep, Youth Options, nontraditional opportunities)
- (14) the integration of career and technical education model academic standards into K-12 curricula and assessment.
- (15) understanding the roles and responsibilities of working in a profit-making business environment. (through externships, work experience, volunteer experiences, etc.)

C. Tech Prep Council Representative

PI 26.04 (1) The board shall insure district representation on the technical preparation council as created under s. 118.34 (2), Stats.

Michael Schade serves as the School District of Sheboygan Falls Representative to the Lakeshore Area Tech Prep Consortium, developed under the direction of Lakeshore Technical College.

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.

I. Describe the Community

Sheboygan Falls is located just five miles west of the City of Sheboygan and Lake Michigan. The location is central to two large cities, Green Bay to the north and Milwaukee to the south. To the west, easy access is available to Plymouth, Fond du Lac, Oshkosh, and Appleton. In addition to many employment opportunities within an hour's driving distance away, various post-secondary educational institutions are accessible. Among them are Lakeshore Technical College, Moraine Park Technical College, Milwaukee Area Technical College, UW-Sheboygan, UW-Manitowoc, Silver Lake College, and Lakeland College.

Area businesses are strong supporters of the career and technical education process. They provide work-based learning, job shadowing, volunteer opportunities, company tours, and resource people to the school district. They also initiate and support post-secondary training programs through the Wisconsin Technical College System. Students look to area manufacturers, retail establishments, hospitality and service businesses as main sources of employment, in both the short and long term. Kohler Manufacturing and Hospitality is just two miles from Sheboygan Falls and is the largest employer in Sheboygan County. While area manufacturing employment has been hard hit in recent years, the hospitality industry is experiencing large growth, fueled by world-class facilities and services.

Approximately three quarters of the adult population of Sheboygan Falls are home owners, who enjoy a low tax mill rate, excellent services, and a strong real estate market. The downtown area has received recognition for its excellence in recent revitalization efforts. Sheboygan Falls is the smallest city in the state to have its own YMCA.

The Sheboygan County Rural Schools Consortium consists of the following school districts: Cedar Grove-Belguim, Elkhart Lake-Glenbeulah, Howards Grove, Oostburg, Plymouth, Random Lake and Sheboygan Falls. Census 2000 numbers prepared by the Demographic Services Center report a total population of 112,656. The Department of Workforce Development reports a population of 117,019 in 2007, an increase of 3.9%. Sheboygan County ranks at Wisconsin's 12th most populous. The county's flat growth is centered in the City of Sheboygan, its largest municipality, which makes up 44% of the county's population and measured a net loss of 192 residents over the seven-year period. The growth in the surrounding suburbs, however, was more robust. Five of the ten most populous municipalities in Sheboygan County are part of the consortium. Since the 2000 Census data compiled from the Department of Workforce Development indicates the following areas have experienced population growth: Plymouth-City 7.3%, Sheboygan Falls- City 10.3%, Plymouth-Town 6.0%, Howards Grove-Village 9.5% and Oostburg-Village 7.6%.

The Wisconsin Bureau of Health Information mid-year population estimates as of 7/01/2006 indicated that there were 22,807 people in the 0-14 age bracket (elementary and middle school age children). Of these, 11,535 were males and 11,272 were females. This was a 3% decrease in the 0-14 age group from the year 2000. In the 15-19 age bracket (high school age student), there were 7,949 students. Of these, 4,129 are males and 3,820 are females. Since 2000 there was a 4% decrease in the 15-19 age group. Overall, the schooling years of 0-17 showed a 4% decrease since 2000.

According to the population estimate by race and Hispanic origin put out by the U.S. Bureau of Census, there has been a steady increase in ethnic diversity in the Sheboygan County area. From 2000 the Hispanic population grew from 3,789 to 5,290; representing a 40% increase. Other minority populations except one show an increase within Sheboygan County; most settled in the larger cities within the county. The minority populations are: Black--1224 to 1576--29% increase, American Indian and Alaska Native--409 to 299--27% decrease, and Asian--3698 to 4735--28% increase (Source Citations: U.S. Bureau of Census 2000 prepared by Demographic Services Center, The Department of Workforce Development and the WI Bureau of Health.).

The Department of Health and Family Services produces a mid-year population estimate for the Northeastern Region counties in the State of Wisconsin by age and sex categories for the non-Census years. Estimates as of July 1, 2007 indicate percentage changes from the 2000 Census. The changes are:

Age	Males	Females	Total	Pct. Change
0-14	19,393	14,243	233,636	-3.6%
15-19	43,976	41,356	85,332	-2.2
20-24	41,242	39,911	80,153	13.5
25-29	42,682	38,254	80,936	16.0
30-34	37,873	35,088	72,961	-10.4
35-39	42,434	39,758	82,192	-15.4
40-44	47,738	45,614	93,352	-3.5
45-54	96,987	94,075	191,062	21.9
55-64	68,490	68,107	136,597	36.1
65-74	38,909	42,684	81,593	4.0
75-84	24,152	33,126	57,278	1.9
85+	<u>7,992</u>	<u>17,945</u>	<u>25,937</u>	19.2
Total	611,866	609,161	1,221,029	5.4

According to the data, the 0-17 age group is declining by 4%, the 18-44 age group is declining by 1.1% while the 45-64 age group is increasing by 27.4%. The demographic characteristics reported by the U.S. Census Bureau Census 2000 for the consortium schools indicate a predominately white race. Each city or village report other race populations that include: Black, Native American, Asian, and Hispanic or Latino:

	White	Black	Native Am.	Asian	Hispanic/Latino
Sheboygan Falls-City	99.3%	0.3%	0.3%	0.3%	0.9%
Sheboygan Falls-Town	99.7	0.0	0.4	1.1	0.5

According to the Wisconsin Department of Workforce Development Workforce Profile 2008, the majority of employment opportunities in Sheboygan County are classified as service and product manufacturing industries. Sheboygan County is dominated by manufacturing that accounts for 37.2% of the total employment, compared to 18% statewide. Education and health is the second largest industry in Sheboygan County with 10,948 jobs, 946 jobs more than 2002. Food services and drinking establishments is the third most prominent sub-sector in the county. Leisure and hospitality is the fourth largest in the county with 5,048 jobs in the year 2007. The professional and business services group is gaining ground, totaling 4,401 jobs in 2007, while adding the most jobs (+1,065) over the five-year span.

Six of the top eleven prominent sub-sectors in Sheboygan County are in manufacturing, led by: fabricated metal product manufacturing; plastics & metal product manufacturing; and food manufacturing. The largest Sheboygan County private sector employers are:

<u>Company</u>	<u>Product</u>	<u>No. of Employees</u>
Kohler Company	Enameled Iron/Metal Sanitary	1000+ (wage mfg.)
Sheboygan Public Schools	Education	1000+
Bemis Mfg. Company	Plastics Products Mfg.	1000+
County of Sheboygan	Nursing Care Facilities	1000+
J L French Automotive	Aluminum Die-Casting Foundries	500-999
Aurora Medical Group Inc.	Offices of Physicians	500-999
Aurora Health Care Central	Medical & Surgical Hospitals	500-999
Rockline Industries	Converted Paper Product Mfg.	500-999
Sargento Foods	Cheese Manufacturing	500-999
Heritage Mutual Insurance	Property & Casualty Insurers	500-999
Johnsonville Sausage	Meat Processing	500-999

Prominent industries in Sheboygan County:

<u>Industry</u>	<u>Employment 2006</u>	<u>5 Year Change</u>	<u>Avg. Wage</u>
Fabricated Metal Mfg	1,953	-506	\$48,684
Educational Services	3,773	+237	34,436
Plastics & Rubber Mfg	3,470	-902	37,863
Food & Drink Services	3,380	+423	9,123
Health Care Services	3,050	+939	55,706
Food Manufacturing	2,576	-169	49,384
Admin./Support Services	2,138	+931	15,967
Nursing & Residential Care	1,880	+37	23,533
Specialty Trade Contractors	1,856	+30	39,491
General Merchandise Stores	1,473	+355	17,529

The Wisconsin Department of Workforce Development Occupations for the Bay Area (includes Brown, Door, Florence, Kewaunee, Manitowoc, Menominee, Oconto, Shawano and Sheboygan Counties) has projected the top careers for the next ten years; 2004-2014. They are: Nursing-Associate Degree, Supervisory Management, Paralegal, Public Safety, Early Childhood Education, Marketing, Accounting, Apprenticeships, Industrial Maintenance and Welding.

As projected through the Occupational Projections for Bay Area Wisconsin Workforce Development Area, the following jobs will be in high demand through 2014. The data supports the selected Programs of Study chosen by the Sheboygan County Rural Schools Consortium. The high wage and high skill jobs are in computers, mathematics, architecture and engineering. High demand jobs are in office & administrative support occupations and food preparation & serving occupations:

<u>Occupational Title</u>	<u>Est. Avg. Annual Openings</u>	<u>Avg. Annual Salary</u>
Bus. & Financial Operations	12,100	\$48,786
Computer & Mathematical	4,890	55,975
Architecture & Engineering	5,430	55,827
Food Prep. & Serving Related	30,450	17,441
Office & Administrative Support	50,200	28,331
Farming, Fishing & Forestry	460	27,806
Construction & Extraction	17,200	39,229
Production	48,410	31,151
Transport. & Material Moving	28,510	29,478

According to 2004 self-sufficiency table located on the DPI website, a single person in Sheboygan County can earn \$6.23 as an hourly wage that yields an annual income of \$13,165. A household with adults and children can earn \$21.64 as an hourly wage that yields an annual income of \$45,705. The self-sufficiency wage table illustrates the changes in family size and the amount of money necessary to sustain the family structure. The state average self-sufficiency wage is \$13.71 per hour.

The jobs available in the Sheboygan Falls area pay out wages that match the self-sufficiency standards. Current job postings for Sheboygan County located on WI JobNet employment postings indicate that an abundance of jobs are available that pay out wages to support families who live within Sheboygan County. Job postings for Administrative positions start with hourly wages at \$8.50 - \$35.00 per hour. Skilled trade jobs start at \$7.65 - \$20.00 per hour, Service industry jobs start at \$6.00 - \$10.00 per hour and Sales jobs start at \$25,000 for a yearly salary and go as high as \$125,000 for a yearly salary. Abundant employment is available for students and adults who receive appropriate training.

The Wisconsin Department of Workforce Development Workforce Profile 2008 reports that presently Sheboygan County does a fairly nice job of retaining its resident workers while also attracting workers from neighboring counties. However, this could change in the coming years as demographics of the population and labor force change. Employers in Sheboygan County could face higher competition. Economic conditions, such as high gas prices, could cause non-Sheboygan County residents to look for work locally rather than commuting to work. In addition, neighboring employers may raise wages to stay competitive. As a result, Sheboygan County employers may have to raise local wages. This will help the county stay competitive by being able to retain and recruit workers.

Community Profile (continued)

II. Describe the School District and the structure under which it operates.

District Mission Statement: “Unlocking Potential for Lifelong Learning and Service”

The School District of Sheboygan Falls is a PK-12 public school system which serves students from the City of Sheboygan Falls, the Village of Waldo, and surrounding townships. In 2008-09, over 1775 students attend one of three sites:

- Sheboygan Falls High School (grades 9-12)
- Sheboygan Falls Middle School (grades 5-8)
- Sheboygan Falls Elementary School (grades PK-4)

The District is governed by an elected, seven member Board of Education and employs 144 professional teachers, 85 support staff, and 8 educational administrators. Over 60 per cent of the professional employees hold a Masters degree or higher. Commitment to children, to lifelong learning, and to the community describe the highly professional employees and Board of Education members of the School District of Sheboygan Falls. **District facts:**

Over 750 computers district wide	Full-time network administrator
100% of students/faculty have access to internet	Full-time technology specialist
Network-based student assessment	PK-4 class size average under 20
Comprehensive special education program, PK-12	Safe, positive school climate
Outstanding career & tech education programs	Excellent fine arts programs
Extensive local post-secondary scholarship program	Over 40 student clubs
Post-secondary classes available	Competitive athletic programs
Comprehensive school-to-work programs	Numerous AP/dual credit courses

Evidence of Academic Excellence:

High School ACT Composite (2009)	22.5
State Composite	22.3
National Composite	21.1
Graduation Rate	99.4%
Daily Attendance rate	96.8%
Higher Education Enrollment Rate	80.4%

WKCE Advanced + Proficient (2007-08):

<u>Grade</u>	<u>Reading</u>	<u>Lang. Arts</u>	<u>Math</u>	<u>Science</u>	<u>Soc. Studies</u>
4	93.7%	81.1%	89.2%	87.4%	100%
8	90.4	71.3	88.7	80.9	87
12	89.7	87.3	87.3	90.5	96

E. Collaboration and Partnerships

PI 26.04 (3) The board shall encourage the development of business and education partnerships. (4) The board may coordinate the education for employment program with other public school districts; CESAs; technical college districts; colleges and universities; and work force development programs.

List the names of and purposes of the school/business/community partnerships in which the district is currently engaged, and describe the associated goals and activities of each (goals described on the *PK-12 E4E Program Description and Long Range Plan Templates*)

School/Education System

Purpose

Wisconsin Dept. of Public Instruction	Programming, regulation, compliance, grant submission, data analysis, Employability Skills Certification
Wisconsin Technical College System (WTCS)/ Lakeshore Technical College	Articulation agreements, Youth Options courses, Tech Prep, Youth Apprentice, CBRF curriculum & certification, free courses, ITV courses, guest speakers, transition services, Accuplacer testing
CESA #7	Transition workshops
Sheboygan County Rural Schools Consortium	Perkins grant submission, Transition Advisory Council (TAC), Programs of Study/Career Clusters
University of Wisconsin System	Career Connections, Youth Options courses, AP courses
Lakeland College	Cooperative Advanced Placement Program (CAPP) Courses
Sheboygan Falls Schools	Part-time student employment, training & assessment, WorkBound community-based career planning program, FFA, FBLA

Agency

Wisconsin Department of Workforce Development	Adult apprenticeships, summer youth employment economic data
Wisconsin Division of Vocational Rehabilitation	Employment services and counseling, student training funds and technical assistance
Sheboygan County Job Center	Employment assistance
Sheboygan County Social Services	Employment support, financial assistance

Business/Community

Wisconsin Restaurant Association

PurposeServSafe food safety curriculum & certification,
ProStart student culinary competition,
employment certificationNew North Manufacturing
AlliancePromote manufacturing careers through educational
institutions & workforce transition training

Sheboygan Falls Foundation

Fundraising, educational grants & scholarships

Acuity Insurance

Acuity Business Challenge

Junior Achievement

Entrepreneurial student activities

Marquette University

Marquette Business Case Study

Meadowland Credit Union

In-school financial services office, student training
& employment

Johnsonville Sausage LLC

Project Grill curriculum project &
design competitionRestoration Gardens
Landscaping CenterCommunity-sustained agriculture (CSA), job leads,
scholarships & work release credit

Torke Coffee (supplier)

In-school coffee shop; employability skills

Aurora Sheboygan
Memorial Medical CenterCommunity service opportunities, job shadows,
hospital-based training & assessment programRehabilitation Center
of Sheboygan, Inc.

Vocational assessment, transition advisory

F. Career & Technical Education Programs

PI 26.03 (1) An education for employment long range plan shall be developed by the board...The shall include all of the following: (b) A description of vocational education/career and technical education provided in the district...PI 26.03 (3)(c)(3) Instruction which provides for the practical application of academic skills and applied technologies...

Discuss the integration and practical application of academic skills, applied technologies, and work-based learning opportunities in Career and Technical Education programs throughout the district.

Career and technical education (CTE) programs in the School District of Sheboygan Falls include:

1. Business & information technology (2 instructors)
2. Agribusiness (1 instructor)
3. Manufacturing (2 instructors): metal working; wood technics; CAD
4. Culinary arts & hospitality (2 instructor)
5. Consumer science (1 instructor)

Business and IT courses offered include: accounting; marketing; web page development; computer programming; financial management; business management; computer applications; and introduction to business.

Agribusiness courses include: ornamental horticulture; animal & veterinary science; companion animals; food science, production & processing; and landscape architecture & design.

Manufacturing courses include; transportation & construction technologies; communication technologies & manufacturing enterprises; welding; basic machine tool; small engines; wood fundamentals; wood structures & design; construction concepts; CAD-mechanical drafting; CAD-architectural design; and advanced CAD.

Culinary arts and hospitality courses include: family, food & society; world of food; culinary arts & hospitality.

Family and consumer science courses include: fashion, textiles & design; housing & interior design; child growth & development; introduction to education; and introduction to health occupations.

Career and technical student organizations (CTSOs) offered include: Future Business Leaders of America (FBLA); Junior Achievement; Future Farmers of America (FFA); ProStart culinary competition; Project Grill manufacturing design competition; and WorkBound career mentorship.

CTE students are offered experience in understanding most aspects of an industry through: wall charts featuring “hot careers;” job shadows; field trips; guest speakers;

technology workshops; WorkBound program mentorships; and community sponsored skill competitions (ProStart and Acuity Business Challenge, e.g.). The school district also coordinates student and parent career planning opportunities with Lakeshore Technical College (LTC), Lakeland College, and UW-Sheboygan:

1. Career Fair (UW Sheboygan)
2. Wisconsin Education Fair (LTC and Lakeland College)
3. Postsecondary Options Night (all institutions involved)
4. Experience LTC (campus open house)
5. Career Connections (sponsored by LTC and held at UW Sheboygan)

District implementation of the Career Clusters/Pathways model is directed through the guidance department and Tech Prep Consortium activities. School district professionals participate in counselor workshops, job shadows, educator externships, LTC Academy for Educators, and Programs of Study (POS) training day.

CTE instructors participate in monthly meetings, with review of curriculum occurring on an annual basis. The syllabus for each course is periodically reviewed and upgraded, using a common format. New course proposals or major changes to current courses are submitted by October prior to scheduling for the following school year. Administrative and Board approval are required for these changes. Each spring, a VEERS report is conducted through a current student and former student follow-up survey. This information is shared with CTE instructors to help them implement any changes necessary. Many of the CTE instructors attend state and national conventions to stay updated in their content areas, and make curricular changes accordingly.

G. Work-based Learning

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations in good citizenship and which links academic and occupational standards to workplace skills and experiences...(a) Career awareness at the elementary grade levels. (b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles. (c) Career planning and preparation at high school level...

Describe the work-based learning experiences available to students at every grade level, including special programming, coordination, and participation levels.

Career awareness activities at the elementary grade levels include:

- Assembly line/small business project (grade 2)
- Service learning projects (grade 3)
- Lego League project (grade 4)
- Career related field trips, videos, guest speakers

Career exploration activities at the middle school level include:

- Search occupational information on the web
- Tour a postsecondary school
- Attend a career presentation
- Complete interest inventories on WISCareers
- Interview employees in various careers, Business Expo
- Lego League activities

Career planning activities at the high school level include:

- Job shadowing
- Attend Future Fair (Sheboygan Chamber of Commerce)
- College fairs
- Career Day activities
- Career workshops
- Search postsecondary schools on the web
- Individual planning conference to review course selections/credits
- Check regularly the bulletin board outside guidance office for opportunities

Career preparation activities at the high school level include:

- Meet with college representatives in the guidance office
- Apply to postsecondary education institution
- Meet with counselor at a postsecondary school
- Take postsecondary admissions tests
- Volunteer or work in an area of possible career interest
- Initiate sequential coursework in a program of study
- Apply for/participate in Youth Options, Youth Apprentice, or certificate program
- Identify preferred program of study (POS); explore dual credit, articulated credit, or advanced standing opportunities for postsecondary program planning

H. Tech Prep Programs

PI 26.03 (3) (c) (5) Pupil access to technical education programs which have a curriculum incorporating accurate national, regional, and state labor market information, include labor market supply and demand.

Discuss how current and planned tech prep programs are provided in the district.

Technical preparation programs combine two years of secondary education with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study. Tech prep programs integrate academic, vocational, and technical instruction. The programs 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. Elements of four current opportunities for Sheboygan Falls students relate to tech prep programming:

1. Dual credit opportunities (advanced standing and articulated credit)
2. Youth Apprenticeships
3. Career Clusters programs of study (POS)
4. Certification programs

A district representative is involved with the Lakeshore Tech Prep and School-to-Work Consortia meetings at Lakeshore Technical College. Sheboygan Falls High School works with the Lakeshore Area Tech Prep Consortium and has collaborative agreements with the following Post Secondary Institutions: Lakeshore Technical College, University of Wisconsin – Sheboygan, and Lakeland College. Current Advanced Standing articulated courses with Lakeshore Technical College include: Accounting, Human Physiology, Advanced CAD/Mechanical Drafting, Basic Hot Metal Practices/Joining Bending, Marketing I, Project Grill and 2nd Year Project Grill. At UW-Sheboygan, agreements include: Algebra 1, Geometry and Algebra II.

Through advanced placement (AP) courses and exams, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. Sheboygan Falls High School offers AP Calculus and AP English.

Through Lakeland College's Cooperative Advance Placement Program (CAPP), students can take college level work and receive college credit. CAPP classes have the same content as AP classes. The difference between the two is that the student receives a grade for the CAPP class at the end of the semester or year. That grade is then transcribed on their Lakeland College transcript. Sheboygan Falls High School offers the following CAPP courses: accounting, advanced biology, advanced psychology, and chemistry. Biology and chemistry are offered with an AP option.

In 2008-09, SFHS had five students with apprenticeship placements in the Sheboygan County area. These include opportunities in the areas of Finance, Health, Welding, Culinary Arts and Tourism/Hospitality. These Apprenticeship placements are all coordinated through Lakeshore Technical College.

Career clusters identify 16 plans of study (POS) from secondary school to two- and four-year colleges, graduate school, and the workplace. Students develop an understanding of the relevance of their required courses and better recognize dual credit and work experience opportunities. Sheboygan Falls High School is developing written career pathway plans of study, and will soon link them to the District web site. Career pathway plans of study are “steps” designed to help students begin to plan and prepare for a career which interests them while in high school. Transfer options can be specified so that students can continue education beyond a one- or two-year program at a four-year college or university. Lakeshore Technical College’s web site has links to the 16 career pathways to assist high school students in planning postsecondary technical training. Transfer opportunities to four-year institutions are provided.

In concert with dual credit courses and career pathways, certain industry-recognized certifications can be earned by students. Sheboygan Falls students can earn the following certifications: Employability Skills Certificate (Wisconsin DPI), ProStart, Certified Nursing Assistant (Wisconsin), Youth Apprentice Program Skills Certificate (Wisconsin), and Community-based Residential Facility (CBRF) Caregiver.

Finally, SFHS has many students employed with various Sheboygan County employers for the Work Release Program, but this program is not closely coordinated with career or technical education. These students all receive either partial or full credit for their employment and must supply the coordinator/counselor with proof of employment and paycheck stubs to verify the hours worked.

I. Career Development & School Counseling

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations in good citizenship and which links academic and occupational standards to workplace skills and experiences...(a) Career awareness at the elementary grade levels. (b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles. (c) Career planning and preparation at the high school levels...

Describe how the district addresses career awareness, career exploration, and career planning and preparation at appropriate developmental levels.

The district is served by four counselors: 2 full-time at the high school, 1 full-time at the middle school and 1 full-time at the elementary school. The district has completed Level II training in the Wisconsin Comprehensive School Counseling Model. WISCareers is incorporated into the high school classes and activities are administered through guidance. The district offers individual planning conferences held during the day or evenings with parents at the sixth, ninth, and eleventh grade levels. A Post-Secondary Options night is hosted through Sheboygan Falls High School that invites a panel of guests to include: technical college representatives, four-year institution representatives, military representatives, and financial aid representatives. A special Financial Aid Night is available to students and parents. A special Freshman Transition Mentoring program is available to interested Juniors and Seniors who receive training in August prior to the new school year to mentor incoming Freshmen. The district also maintains a career section on the district web page.

School counselors seek to ensure that all Sheboygan Falls School District students prepare to leave public education with an individual student plan. The counselors have defined the mission of the Student and Parent Educational/Career Planning Conferences to:

Require the school counselor(s) to provide curricular opportunities for all students in the areas of academic, personal/social and career development.

Impact all students in the most effective manner concerning the importance of career decision making and planning for life after high school

Involve the school counselor(s), students, parents, and community (businesses and industry) in the conferencing process and activities.

The counseling program mission statement aligns with the goals of the school district and its mission statement: “Unlocking Potential for Lifelong Learning and Service.” While an advisory committee has not been established specifically for the functions of career development and school counseling, site councils exist at both the middle school and high school.

The Sheboygan Falls School District Comprehensive School Counseling Program identifies Standards A, B, C, E, and G of the Wisconsin Comprehensive School Counseling Model Academic Standards. With regard to Standard G, “Students will acquire self-knowledge necessary to make informed career decisions,” a comprehensive educational and career planning conference framework has been developed. In concert with the conferences, students will develop career portfolios. The student portfolio is a formal and prescribed collection of materials produced in a variety of media that documents student academic, personal/social, and career development. Portfolio contents, representing the major student products of the PK-12 guidance curriculum, are the core of information utilized in carrying out the conference agenda, activities, goals/outcomes, and assessment of predetermined conference benchmarks. Eleventh grade portfolio contents will include:

- Conference Protocol Procedure
- Transcript
- Copy of WISCareers Assessment
- Program of Study
- Guidance Website Information
- Comprehensive School Counseling Brochure
- Parent and Student Feedback Form

Professional development is ongoing for school counselors and other professional staff involved in the delivery of the comprehensive school counseling program. Professional development opportunities for counselors have been planned out to February 2011.

Upon conclusion of the Grade 11 Individual Planning Conference, the school counselor, in collaboration with the principal, will prepare an Evaluation and Impact Report which will include:

- Participation facts
- Scheduling information
- Conference protocols/agenda
- Parent/guardian feedback
- Student feedback
- School improvement data goals
- Standards and benchmarks
- Acknowledgements
- Copy of the Parent and Student Feedback Form

This report will be submitted to the principal, district superintendent, and site council. It will be kept on file as a tool to update and revise ongoing development of the individual student planning component of the Comprehensive School Counseling Program.

Upon successful completion of the total conferencing initiative, all Sheboygan Falls students, with parental support, will be motivated to take responsibility for their learning and personal development, as well as to recognize and celebrate their individual strengths and potential. Every student will have a fully developed individual student education and career plan in writing to provide direction, purpose, and motivation for his/her high school years.

J. 21st Century & Employability Skills

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences.. (c) career planning and preparation at the high school levels, including all of the following... (3) instruction which provides for the practical application of academic skills and applied technologies... (4) the study of the practical application of economics and American economic institutions, include entrepreneurship education.

Describe how educators from all grade levels and through numerous disciplines use 21st century and employability skills to align instruction and create curriculum and activities designed to infuse and assess such skill proficiency within the PK-12 Education for Employment Program.

21st Century and Employability Skills are skills that are essential and transferable to a variety of situations and are necessary for individuals to function in the 21st century workplace. They may be thought to be updated employability skills incorporating basic academic, (inter)personal, information processing, and systems technology skills. The School District of Sheboygan Falls considers four areas at its three building levels: 1) global awareness, 2) financial literacy, 3) entrepreneurial literacy, and 4) civic literacy.

Global awareness includes literacy in communication, citizenship, careers, culture, and community. At all three building levels, community service and service learning projects connect students to their greater communities. At the fifth grade level, four themes drive the curriculum: order & organization; communication; change; and making connections. A social studies unit includes a visitation to a Hmong community memorial.

At the High School, the foreign language department sponsors the German-American Partnership Program (GAPP), with student trips and exchanges with a German sister city gymnasium. Spanish students take trips to Latin American countries. The family & consumer science department offers a World of Food class. The social studies department recently modified its world history curriculum and renamed it global studies. International business is incorporated into a business management class.

Financial literacy is incorporated in grades 1-8 instruction in everyday math curriculum, and at the secondary level in integrated math. In the high school's required economics course, one class period per week is taught by a business person from the community. Business education department course include accounting and financial management. Projects include computer-based stock market investment simulations.

Entrepreneurial literacy derives from practical application of economics together with the knowledge of business operations and its role in the current economy. Business education classes infuse entrepreneurial skills through such activities as a Falcon's Nest Online Store, Meadowland Credit Union Office in the high school, Junior Achievement's Company Simulation, and a community-based Acuity Business Challenge. The technology

education department operates Project Grill industrial design competition with partners Johnsonville Sausage Company and the Lakeshore Area Tech Prep Consortium.

Civic literacy reflects knowledge and skills necessary for effective participation in community and government, both local and national. District educators are encouraged to participate in such community-based programs such as LTC Academy for Educators and Educator Externships. These staff development opportunities provide insight to allow teachers to infuse and assess related skill proficiencies. Student extracurricular activities include Close-Up Club, with trips to the state capitol and Washington, D.C., and International Club, including an international pen pal exchange. The foreign language department's CHUMS Project directs Spanish students to mentor English Language Learners in the district.

The School District of Sheboygan Falls is currently involved in a curriculum mapping project for grades PK-12. This endeavor provides an opportunity to perform a curriculum cross walk to knowledge and skill statements in the State's Career Clusters/Pathways Model.

K. Program Access, Nondiscrimination & Closing Achievement Gaps

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences.

Describe how the district provides every student at each grade level PK-12 access to the appropriate components of the Education for Employment Program; as well as, how the district prepares students to actively participate in diverse work settings.

The school districts within the Sheboygan Rural School Consortium, including Sheboygan Falls, have policies and procedures to implement non-discrimination of members in special populations. Districts abide by the federal civil rights act and state non-discrimination laws and rules. Local school boards review the policies regularly. Residents and employees of the individual districts may suggest improvements to the policies and procedures at any time by contacting the Director of Pupil Services within each district. Staff members are also updated on what policies and procedures are and how they relate to the staff person's role within the districts.

The School District of Sheboygan Falls shall not discriminate on the basis of gender, race, national origin, ancestry, religion, age, sexual orientation, pregnancy, marital or parental status, or physical/mental/emotional/learning disability in its educational programs, activities or employment.

The policy statement (above) is included in staff and pupil handbooks, course selection handbooks, and other published materials distributed to the public. This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1972 (handicap). It is the responsibility of the district administrator to examine existing policies and develop new policies where needed to ensure that the School District of Sheboygan Falls does not discriminate pursuant to federal and state law. The district administrator ensures that an employee is designated to receive complaints filed under Section 118.13, Wisconsin Statutes, PI 9, Wisconsin Administrative Code, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act of 1973. The district administrator assures adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's compliance with Section 118.13, Wisconsin Statutes is completed every five years under PI 9 Wisconsin Administrative Code, and submit Form PI-1197 to the Department of Public Instruction annually.

The District operates a Title I program in accordance with federal law. The program is of sufficient quality to ensure progress toward the educational goals of the students served. Because research recognizes the positive relationship between parental involvement and educational achievement, the District encourages parents to take an active role in the

education of children served by the Title I program. To ensure that parents of Title I students participate in their child's program, and to ensure compliance with NCLB requirements, the District has initiated multiple parental involvement strategies, including:

- a. provide timely information about program plans and evaluations
- b. notify parents of the reasons for their student's participation in the program
- c. hold quarterly conferences between teachers and parents of Title I students
- d. identify specific instructional objectives for each child served in Title I through a school-parent-child compact
- e. report student progress on at least a quarterly basis
- f. seek input from parents on the development and operation of the program
- g. respond in a timely fashion to parental concerns

The District has instituted services for students whose primary language is not English. The purpose of these services is to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established academic and education for employment standards. Limited English proficient (LEP) students are identified as part of the school enrollment process. Specialized instructional materials and techniques designed to teach English to speakers of other languages are used in the district. The degree of curricular and instructional modification, type of support services and their duration is determined individually and is based on student need. The District assesses the English proficiency and academic progress of LEP students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to LEP students are made on a case-by-case basis. Test results are not to be used as the sole criterion in re-classifying an LEP student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in postsecondary education opportunities. Parents/guardians of LEP students are notified about educational programs and services available to help their children improve their English language skills and academic achievement. These notifications are made consistent with legal requirements and in such manner as to ensure that the student's parent/guardian understands them.

The District's Resource Language Arts Program (RLAP) is designed to provide all students with additional practice in the language arts of reading, writing, oral expression, comprehension, and listening. The RLAP service delivery model at the middle school functions within the classroom setting. The Title I reading teacher collaborates with grade level language arts teachers, content area teachers, and grade level teams:

- a. to support language arts instruction through team teaching, modeling, reading strategy lessons, and literacy coaching;
- b. to provide supplemental resources for use with other students, and
- c. to promote a common literacy language across grade levels.

At the middle school, the Title I reading teacher also serves the role as reading specialist, a resource available to teachers and parents seeking more knowledge regarding a student's

reading performance based on assessments as well as suggestions for improving his/her reading skills.

The Student Assistance Program (S.A.P.) is available within each school in the district for the purpose of assisting students who are experiencing difficulties in their lives with chemical dependency, abuse, or misuse; peer or parent dependency or other life process problems relating to drugs and/or alcohol. The programs exist to aid students in their desire to function effectively in the learning environment and in their lives outside of school.

The District is committed to provision of programs for students who are at risk. Individualized instruction, school to work transition, basic skill instruction, and attention to the social, emotional, physical, and academic needs of the students are paramount. In 2005, the District was awarded a five year alternative education program grant from the Department of Public Instruction. A program at the high school was instituted, and continues to serve the academic and career education needs of secondary students.

A full range of programs for students with exceptional educational needs (EEN) is offered in the District. These programs are designed in accordance with federal law and state statute. Adaptations to the regular curriculum are designed for students who have special needs. At the high school, specially designed career education programs include: Java Roost in-school coffee shop, school district cafeteria employment, and community-based Career Clusters, a training and assessment program sponsored jointly with Aurora Sheboygan Memorial Medical Center.

L. Coordination of Related District Resources

PI 26.03 (2) The plan shall identify other educational program requirements that will be included in the education for employment program, including all of the following: (a) the school districts standards under s.121.02 (1), Stats., (b) vocational skills required under s. 118.01 (2) (b), Stats., (c) High School graduation requirements under s. 118.33, Stats., (d) Programs for children at risk under s. 118.153, Stats., (e) Tech prep under s. 118.34, Stats., (f) Youth options under s 118.55, Stats., (g) Youth apprenticeship under s 106.13 (3) to (4), Stats.....

Identify other educational resources that are currently in or will become part of the Education for Employment program. Discuss how each is coordinated and evaluated for appropriate impact on the E4E program. Include the following:

- o **school district standards (s121.02 (1))**
- o **vocational skills (occupational information, preparation for postsecondary education or jobs, positive work attitudes and habits)**
- o **high school graduation requirements**
- o **programs for children at risk**
- o **Tech Prep programs**
- o **Youth Options**
- o **Youth Apprenticeship**
- o **other local district requirements**

The School District of Sheboygan Falls uses district policy to adopt and implement national, state and local career and technical standards. Curriculum is designed to include program of study knowledge and skills in 16 Career Clusters, industry standards and appropriate academic standards. The academic content is enhanced and reinforced to improve career preparation for students. The CTE course standards are integrated into CTE courses through classroom instruction, career and technical student organizations (CTSO), and supervised work-based learning opportunities. Career development opportunities are enhanced through organized field trip experiences and business/industry speakers invited to address various CTE classes. As the district develops the Wisconsin Comprehensive School Counseling Model, guidance counselors will help students understand the relationship between educational achievement and career development. Administrators and school board members within the district support the concept of career development through the initial development, implementation and refinement in programs of study

Academic content standards are integrated into the career and technical education (CTE) courses. The standards are utilized on three levels; national, state, and local. Teachers examine the national standards to make connections to the state standards. Using local data, teachers identify local standards that are connected to the state standards that are best suited for the district. The Wisconsin Model Academic Standards for Career & Technical Education specify what students should know and be able to do, what they might be asked to do to give evidence of standards and how well they must perform. Both CTE teachers and academic teachers meet regularly throughout the school year to discuss integration of academic content standards. Through the curriculum

writing process, teachers develop lessons that target Wisconsin Model Academic Standards. Using Wisconsin Model Academic Standards, teachers create a sequential curriculum plan that is presented to students.

Currently, at the direction of the district administrative team, instructional staff is continuing work from last year on Power Standards, K-12, to answer these questions:

- What do we want students to know and be able to do? (Standards)
- How do we know when they will know it? (Performance Assessment)
- What do we do when they don't? (Instructional Strategies)

The district provides students with experience in and understanding of all aspects of the industry that will include: 1) academic competencies, industry standards, state certified skills standards and employability skills; 2) principles which underlie technology and principles of planning, management, finance, mathematics and science; 3) community health, labor, safety and environment issues; and 4) a workplace with cultural diversity.

Related district resources to be included in the E4E program:

School district standards (s.121.02(1), Wis. Stats). The district provides remedial reading services to pupils in grades K-4 through its Reading Language Arts Program (RLAP). At the secondary level, the district has instituted a computer-based reading recovery program using Read 180 software.

Vocational skills required under (s.118.01(2)(b), Wis. Stats). The above-mentioned reading recovery program at the high school will be coordinated with career education curriculum.

High school graduation requirements under s.118.33, Wis. Stats. While community service is not a graduation requirement, the activity and hours served are recorded on student transcripts in the same manner as advanced standing, transcribed credits, advanced placement, and the like.

Programs for children at risk under s.118.153, Wis. Stats. The formal high school alternative education program was initiated in 2005-06 with funds provided by DPI's Alternative Education Grant Program. It incorporates computer-based credit recovery, GEDO-II programming, health and wellness components. Individualized student work and career education components are connected.

Tech Prep under 118.34, Wis. Stats. The district's current and planned tech prep programs are coordinated through the Lakeshore Tech Prep Consortium, which provides training and information to Sheboygan Falls School District. District CTE instructors, guidance counselors, and Tech Prep liaison work with administrators to research, plan, promote, and recommend tech prep program initiatives or changes. Budget and policy issues are addressed at the school board level. New initiatives include a health care career program of study and a sustainable agriculture living program. Tech college personnel help plan articulation agreements with the district.

Youth Options under s.118.55, Wis. Stats. The district administers the Youth Options Program in accordance with state laws and regulations. The high school principal is responsible for administrating the Youth Options Program, and sets budget guidance for counselors and other staff who promote opportunities to students. In recent years, through grant opportunities, Lakeshore Technical College has provided tuition-free online courses which are transcribed in the same way as Youth Options courses.

Youth Apprenticeship under s.106.13(3) to (4), Wis. Stats. The Youth Apprenticeship program is coordinated between the LTC School-to-Work Office and high school personnel, including guidance counselors, CTE instructors, and the high school liaison. LTC assists with recruitment.

M. Professional Development Needs and Opportunities

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: (c) A strategy to be used in developing the education for employment program and determining staff development needs...

Describe professional development opportunities to be developed both inside and outside the district, staff involved, and a development timeline that assists the district in providing direction, substance, and quality to the implementation of the goals of the Education for Employment Plan.

Through its annual in-service programming and its weekly common planning time (Wednesday 2:20-3:45 p.m.), the School District of Sheboygan Falls will develop internal activities and routines in support of education for employment (E4E) initiatives. In-service and common planning time will be provided four times per year to allow meetings of the E4E Advisory Committee, which will lead the E4E development effort and report to the district's administration team.

The administration will decide the composition of the Advisory Committee and appoint a coordinator. The Advisory Committee will have different representation based on district needs, connections, and goals of the E4E Plan. The district will designate a diverse group which includes administration, career and technical education staff members, academic educators, school counselors, pupil service educators, Tech Prep Consortium representatives, business and industry representatives, members from the Regional Economic Development Board, members from the Regional Workforce Development Board, and others. The team is critical to the development of an E4E plan as the district recognizes that it is unrealistic to expect a single E4E Coordinator to develop and implement a comprehensive plan in isolation.

Common planning time will be provided one Wednesday per month to allow CTE staff and departments to plan and develop E4E initiatives, including new courses, curriculum, programs of study, dual credit opportunities, and the like. The Advisory Committee will receive and refine the programming opportunities, and direct subsequent efforts to obtain administration and School Board approval.

District personnel will work with LTC and Lakeshore Tech Prep Consortium members to obtain information and support for necessary collaborative efforts, including dual credit opportunities, articulation agreements, grant proposals, Youth Apprenticeship student recruitment, and the like. The district guidance department, Tech Prep representative, and LTC's high school liaison will coordinate the two way flow of information. The LTC liaison will be invited to the high school on a monthly basis, with staff connections made to pursue dual credit, advanced standing, and transcribed credit opportunities.

Professional Development Opportunities 2009-10

<u>Opportunity</u>	<u>Date</u>	<u>Participants</u>
Tech Prep Consortium Meeting	Sept. 24	District representative, CTE instructor, Bus. Ed.
County Counselor Conference	Oct.	Guidance Counselors
Tech Prep Regional; Conference	Oct. 14	District representative
Robotics Competition	Nov. 7	District representative CTE instructor, CAD
Experience LTC Open House	Nov. 12	District representative English instructor
Tech Prep Committee Meeting	Nov. 19	District representative, CTE instructor, Bus. Ed.
Math in CTE Workshop	Dec. 2,3	Math instructor CTE instructor, CAD
County Counselor Conference	Dec.	Guidance Counselors
E4E Advisory Committee Meeting	Jan.	Members, E4E Advisory
WI School Counselor Conference	Feb.	Guidance Counselors
Tech Prep Committee Meeting	Feb. 4	District representative, CTE instructor, Bus. Ed.
Experience LTC Open House	Feb. 11	CTE Instructor, Ag. Science instructor
Tech Prep Committee Meeting	Apr. 29	District representative, CTE instructor, Bus. Ed.
E4E Advisory Committee Meeting	May	Members, E4E Advisory
LTC Academy for Educators	June	Acad. content instructors

N. Student Transcripts, Reporting, and Accountability

PI 26.03 (1) An education for employment long range plan shall be developed by the board...It shall be defined in incremental steps and shall be modified by September 1, 2004. The plan shall be reviewed annually...and revised, if necessary, at least once every 5 years by the board...PI 26.04 (5) Upon request, the board shall make available copies of the district's education for employment plan. (6) The board shall indicate on a pupil's transcript the name of the course; the high school credits earned and whether those credits were earned through advanced standing, transcribed credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.

1. Describe how the district Education for Employment program will be evaluated to measure program effectiveness and the process for modification & improvement.

Measurement of program effectiveness will include, but not be limited to, objective data analysis from the following sources:

- a. VEERS Report
- b. Wisconsin School District Performance Report (Post-graduation Plans)
- c. Graduate follow-up surveys/interviews
- d. Feedback from business partners
- e. Increased involvement/enrollment in: 1) work-based learning opportunities, 2) CTE programs of study/classes, and 3) dual credit aggregates
- f. Review of student portfolios

The E4E Plan will be reviewed each spring by the E4E Advisory Committee, with minutes and recommendations submitted to the curriculum coordinator. Between May and September, recommendations for revisions will be addressed. In the fall, meetings with involved staff will be scheduled to revise the plan, if necessary. Necessary changes will be presented to the administration and School Board, communicated to staff, documented in annual school course guides, and linked to the District web site.

2. Identify, through a narrative explanation or through example, how coursework completed outside of the normal high school curriculum (articulation agreements including advanced standing and transcribed credit agreements, advanced placement, industry certifications, and the like) will be documented on the high school transcript.

On student transcripts, coursework completed outside the normal high school curriculum is generally documented as follows:

- Advanced Placement = AP + course title
- Youth Apprenticeship = YA + program title
- Community Service = Community Service credit awarded if hours served exceed 150 hours

If credit was earned at another educational institution, it will usually state "YO" for Youth Options and the name of the school from which credit was received. Articulated credit is not referenced on a consistent basis at the present time.

Addendum

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section E. Collaboration and Partnerships

Program Description: The School District has administrators, teachers, students, parents, board members, and community members sitting on each of the building site councils. The members have input in the development of programming in each building.			
Needs and Goals: Connection with workforce development and community economic development organizations to participate in a District E4E Advisory Council.			
Collaborative Partners Involved: School Board, administration, building site councils, regional workforce and economic development organizations			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
District administrator/designee makes contact with regional workforce development org.	January 2010	Completed calls, meeting invitation	Administration time
Commitment from all stakeholders to meet; E4E Advisory Council formed	April 2010	Meeting held, minutes kept, partnership agreement signed	E4E Advisory Council members' commitment and time
Develop a communication plan to inform various stakeholders about the purpose and opportunities of E4E and the bigger picture of the New North	April 2010	Plan must include modes of communication to connect effectively with business, education, and community groups	E4E Advisory Council, Sheboygan County Chamber of Commerce Workforce Development

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section F. Career and Technical Education Programs

Program Description: Career and technical education (CTE) programs in the school district include: business & information tech, agribusiness, manufacturing, culinary arts & hospitality, and consumer science			
Needs and Goals: Develop CTE programs and communicate programs using POS (program of study) format			
Collaborative Partners Involved: School Board, administration, high school site council, CTE instructors, E4E Advisory Council			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Explore the feasibility of developing a Health Career Academy	Fall 2010: facilities, staffing, career map/POS, postsecondary articulation	Staff 's feasibility study of Health Career Academy as a smaller focus group effort	Administration, staff members, LTC liaison, LTC Dean of Health Services
Develop Sustainable Agriculture Living Program	Fall 2010:	Staff documentation, POS, postsecondary articulation	Administration, CTE staff, Restoration Farms, WTCS personnel

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section G: Work-based Learning

Program Description: The School District of Sheboygan Falls offers career awareness, career exploration, career planning, and career preparation experiences to its students in grades K-12.			
Needs and Goals: Provide District teachers K-12 with work-based learning curriculum development opportunities and link programming efforts between the three District schools.			
Collaborative Partners Involved: Administration, including all principals; all guidance counselors; E4E Coordinator; LTC liaison.			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Develop and implement scope and sequence of employability skills from K-12, based on New North's core skills.	January, 2011	Completion of progressive skill development outcomes that can be integrated into existing K-12 curricula.	Collaborative partners; information from New North Educational Attainment Committee

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section H: Tech Prep Programs

Program Description: Sheboygan Falls High School offers its students participation in five certification programs, seven Youth Apprentice programs, and numerous dual credit opportunities (through advanced standing, articulated credit, Youth Options, and tuition-free online courses through LTC)			
Needs and Goals: Expand dual credit opportunities, increase Youth Apprentice participation, and define links to adult apprentice programs, based on programs of study/career pathways.			
Collaborative Partners Involved: Administration, guidance counselors; E4E Coordinator, LTC liaison, other WTCS liaisons, UW System liaisons, high school and post-secondary school teachers.			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Designate and support high school teachers to meet with their post-secondary school counterparts to develop articulation agreements	May, 2010	Develop and finalize one transcribed or advanced standing credit agreement per year. Use course description guide as a measurement indicator.	Collaborative partners

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section I: Career Development School Counseling

Program Description: The District has implemented the Comprehensive School Counseling Program, including 6th, 9th, and 11th grade individual conferencing. Sixteen programs of study have been drafted.			
Needs and Goals: Continue assessment and revision of 6th, 9th, and 11th grade individual conferencing; fully implement 11th grade conferencing with 100% participation; link descriptions of the sixteen programs of study to the District's web site; provide guidance based on the sixteen programs of study.			
Collaborative Partners Involved: Administration, guidance counselors			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Document and report career development services K-12	May 2010	In-school communication, document individual student conferences by POS interest	Collaborative partners scheduling
Review programs of study with CTE staff assistance	January 2010	Guidance and CTE staff consensus	Common planning time
Post the 16 Programs of Study to the District web site	January 2010	100% completion	Guidance counselors, IT staff
Post Career & Technical Education programs to District web site.	May 2010	100% completion	CTE instructors, IT staff, Tech Prep liaison

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section J: 21st Century Employability Skills

Program Description: The School District of Sheboygan Falls is currently involved in a curriculum mapping project for grades K-12.			
Needs and Goals: Perform a curriculum cross walk to knowledge and skill statements in the State's Career Clusters/Pathways Model (16 programs of study)			
Collaborative Partners Involved: Administration, guidance counselors, department representatives			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Align POS learning outcomes to: local, state, and national academic standards	May 2011	Identification of gaps found between current coursework and expected knowledge and skills required on the job.	Staff development time involving collaborative partners
Add appropriate E4E standards to curriculum maps	May 2011	Review for relevance; 100% completion	Staff development time involving collaborative partners

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section K: Program Access, Nondiscrimination & Closing Achievement Gaps

Program Description: The School District of Sheboygan Falls provides employment for education resources to all students, and enjoys good participation in its work-based learning programs from students with disabilities.			
Needs and Goals: Systematic work-based learning opportunities for at risk students.			
Collaborative Partners Involved: Administration, alternative education program instructors, guidance counselors, tech prep liaison, special education instructors			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Continue to address needs of alternative program students regarding career development and technical education	May 2010	Complete action plan to improve student access	Common planning time for collaborative partners
Review and update a directory of community resources to support disabled students in career and adult living preparation	May 2010	Agencies such as DVR, ADRC, Human Services to be documented in an easy to use resource guide.	Transition specialists common planning time

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section L: Coordination of Related District Services

Program Description: Plans for School District graduates reflect low participation rates in vocational/technical college programs.			
Needs and Goals: Greater student awareness of 21st Century Skills and more description of postsecondary program options.			
Collaborative Partners Involved: Administration, guidance, teaching staff			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Develop and communicate career pathways for the 16 Career Clusters Model in a grade 9-16 scope	May 2010	Pathways aligned with requirements of reauthorized Carl Perkins Act. Communicate through course description guide, web site, and resource room communication,	School counselors, high school staff
Develop CTE program profile through high interest activities such as robotics	Fall 2010	Develop curriculum and programming, new course proposal or club activity	CTE instructor, tech prep liaison

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section M: Professional Development Needs & Opportunities

Program Description: Awareness is developing within the District's teaching staff about the importance of career education.			
Needs and Goals: Greater participation of academic content area teachers in CTE applications and staff development opportunities.			
Collaborative Partners Involved: Administration, guidance, teaching staff			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Increase the number of staff participating in LTC Academy for Educators.	June 2010	Obtain commitment from staff members by registration deadline in May 2010	Tech Prep liaison communication
Increase the number of staff and businesses participating in the Educator Externship program offered through the Lakeshore Tech Prep Consortium.	June 2010	Obtain commitment from staff members by registration deadline in May 2010	Tech Prep liaison communication.
Math in CTE Workshop, Fox Valley Tech. College	December 2009	2 day workshop, 2 teacher participation	CTE instructor, math instructor

PK-12 Education for Employment Program Description and Long Range Plan

This form may be used with Sections E-M of the 2009 Education for Employment Plan. This form is not required. However, the information provided in another format should closely align to the sections listed below. Use one form per section.

District Sheboygan Falls

Section N: Student Transcripts, Reporting and Accountability

Program Description: Dual credit opportunities are not referenced on student transcripts in a consistent manner. Detailed evaluation of E4E programming is required.			
Needs and Goals: Record dual credit opportunities in a consistent manner. Review aggregate data to determine effectiveness of E4E program effort.			
Collaborative Partners Involved: Administration, guidance, Tech Prep liaison			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Record non-high school credits on student transcripts in a consistent manner.	May 2010	Well defined guidance office procedures for dual credit coursework.	Administration team meetings, guidance department, Tech Prep liaison, LTC Facilitator
Develop annual reporting techniques to determine effectiveness of E4E Plan programming efforts	Fall 2010	Review data from VEERS report, WI School District Performance Report, Student graduation checklist, student portfolios	E4E Advisory Council review, administration review.

