

EDUCATION FOR EMPLOYMENT PLAN

September 1, 2009 – August 31, 2014

SCHOOL DISTRICT OF HOWARDS GROVE

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.

This Education for Employment Plan has been prepared to comply with requirements of Administrative Rule PI 26. The purpose of the plan is to describe the planning and implementation process for an education for employment program.

Under s. 121.02 (1) (m), Stats., every board shall provide access to an education for employment program approved by the state superintendent. The purpose of the Education for Employment program is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin.

The Education for Employment program also facilitates coordinated programming between the local high school and post-secondary programs to attempt to provide a seamless transition between these educational institutions. In addition to the impact on the students, other stakeholders who are involved with and affected by the plan are parents/guardians, educators and business/community members. Essential questions for each group of stakeholders include:

- **STUDENTS** - Who am I? Where am I going? How do I get there? What does my schoolwork have to do with my future career path?
- **PARENTS** – How can I help my child make informed decisions about his/her future career path? What opportunities are available to help my child be prepared for the 21st century workplace?
- **EDUCATORS** - What employability skills do businesses expect of students? What are the employment projections for the community and for the State of WI? How can we, in our individual classrooms and collectively as a PK-12 school district, best prepare our students to be productive members of society?
- **BUSINESS/COMMUNITY** – What will be our employment needs in the next five years? What skills will we expect our employees to have? How can we work with schools in preparing graduates to meet our needs? Are we willing to support partnerships between businesses and schools?

This plan was written by the School-to-Work/Tech Prep/Perkins liaison in the district with input from administration, guidance counselors, and other staff members. The Howards Grove School Board and the Lakeshore Tech Prep Consortium will review the plan.

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.

Identify who will lead and coordinate the district education for employment program and how it will be coordinated.

The Howards Grove School District School-to-Work, Tech Prep, and Perkins liaison, Ruth Madden, will coordinate the Education for Employment program for the district. Susan Sell, the Plymouth School District Career & Technical Education Coordinator; will coordinate the plans for those districts participating in the Sheboygan County Rural Schools Consortium. She holds a Local Vocational Education Coordinator (LVEC) license. The districts participating in this consortium are: 1) Cedar Grove – Belgium 2) Elkhart Lake - Glenbeulah 3) Howards Grove 4) Oostburg 5) Plymouth 6) Random Lake and 7) Sheboygan Falls.

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.

Identify who will represent the district on the regional Tech Prep Council.

Ruth Madden serves as the School District of Howards Grove representative on the Lakeshore Area Tech Prep Council.

D. 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.

Describe the community, the school district, and the structure under which the school district operates. Include in this profile any factors which may be relevant to the district Education for Employment program.

Howards Grove is a small, fast growing village (pop. 2808) located amid rich farmland 10 miles northwest of Sheboygan. Green Bay is one hour north and Milwaukee is one hour south of Howards Grove. It is primarily a residential community for people who work in the Sheboygan area. New housing is continually being constructed in and around the village as people opt for rural living. The population increased by approximately 17% during the last decade.

Opportunities for post-secondary and continuing education abound. Lakeshore Technical College in Cleveland, Moraine Park Technical College in Fond du Lac, Northeast Technical College in Green Bay, Fox Valley Technical College in Appleton, and Milwaukee Area Technical College provide programs that meet technical job demands. Lakeland College, a private liberal arts college, is 3 miles west of Howards Grove. The University of Wisconsin has a two-year center in Sheboygan. The University of Wisconsin - Green Bay, the University of Wisconsin - Milwaukee, Marquette University, Concordia University, Cardinal Stritch University, and Marion University are only an hour away. Other area schools include the University of Wisconsin - Oshkosh, and Lawrence University.

Community members, parents, the school board, teachers, support staff, and principals of the Howards Grove School District take pride in providing a caring child-centered education for students in their PK-12 district. The approximately 130 professional staff and support staff serve the district's approximately 1000 students in three facilities – one elementary school, one middle school, and one high school. The district includes all of the Village of Howards Grove (site of all the district schools) and the Town of Herman, half of the Town of Mosel and parts of the villages of Rhine, Sheboygan Falls and Meeme. Bus service is provided for rural students at district expense.

The district residents support their schools. School district residents have approved multiple referenda in the recent past. These efforts include the construction of a new high school and renovations/additions to the middle school and elementary school, the construction of an athletic complex on the high school site, and the most recent effort - a renovation project focused on the Northview Elementary School building – total cost in excess of three millions dollars. Parents, students and community members attend school events. Newcomers are surprised at the standing-room-only crowds at school events. The community is proud of their hardworking and caring staff. The district's reputation for good schools is well deserved.

The five-member school board is elected at large for staggered three-year terms. The board adopts educational and fiscal policies and an annual budget and levies a school tax annual operating budget is in excess of \$12 million.

Northview Elementary School

Northview is home to approximately 370 students in Early Childhood through fourth grade. The district offers an Early Childhood Program for three to five year olds who have an identified need for special education services. In addition, there is a half-day, four day a week Junior Kindergarten program for four

year olds as well as a full day Senior Kindergarten program for five year olds. Northview has a large number of parent and community members who volunteer in many different areas. Northview students learn through a rigorous, well-articulated instructional curriculum. Literacy - learning to read and write - and math skills are strongly emphasized at all grades. Social Studies, Science, Health, Developmental Guidance, Physical Education, Art, and Music round out the curriculum experiences all students receive. Computer skills are integrated throughout all areas of the curriculum. The curriculum is constantly being evaluated, updated, and improved. There are after school, evening, and weekend extra curricular opportunities for students provided by community clubs and organizations.

Howards Grove Middle School

Howards Grove Middle School houses 270 students in grades 5-8. The school has existed since 1994. The staff at Howards Grove Middle School is committed to providing all students with an exciting, challenging, and enjoyable learning experience. Critical to the experience provided to all students is the use of grade level teams. Teachers from each grade level work in teams to offer students the best and most consistent experience. At each grade level, core academic classes are taught along with exploratory classes such as computer applications, physical education, art, music, band, choir, foreign language, family and consumer education, and technology education. A conscious effort is made to transition the 5th and 6th grade students from the self-contained classroom to the class-to-class movement they will experience in 7th and 8th grades. The middle school also offers many extra curricular opportunities including: Skills USA, FFA (Future Farmers of America), Student Council, Peer Helpers, 7th and 8th grade girls volleyball and basketball, and 7th and 8th grade boys basketball.

Howards Grove High School

Howards Grove's new High School opened in the fall of 1994. The school currently serves approximately 320 students with a capacity of 450 students. In line with district goals, Howards Grove High School is committed to continuous quality improvement. To this end, a 4-period-day block schedule is in place. HGHS also incorporates state-of-the-art facilities for Fine Arts, Technology Education, Business Education, Agriscience, Science, Mathematics and Athletics. Howards Grove High School offers a comprehensive program intended to reflect the varied interests of all students. Advanced Placement courses are offered in Biology, Chemistry, and English Language and Composition, with additional advanced instruction available in Science, Mathematics, English and Foreign Language. Complete career and technical education programs are offered to students in Business and Information Technology, Agriscience, Technology Education, and Family and Consumer Education. Many students take advantage of Youth Options and on-line classes. Youth Apprenticeship, Cooperative Education, and Career Internship programs are available for students interested in getting a head start in their careers. The Art and Vocal and Instrumental Music programs are second to none.

School District of Howards Grove Enrollment

The 2008-2009 demographics of the student population as of the third Friday are:

Total Enrollment: 988

Non-resident open enrollment students: 47

Howards Grove School District students enrolled in other districts: 49

Gender: 516 male, 472 female

Race: 97.6% Caucasian; .89% Asian; 89% Hispanic; .3% Black/Non-Hispanic
.3% Pacific Islander/Hawaiian

Economic: 4.7 % of students are eligible for the free and reduced lunch program

Disabled: 10.6% at Northview Elementary School
9.6% at Howards Grove Middle School
14.3% at Howards Grove High School

Grade Level Enrollment:

Early Childhood Ed: 3		
Junior Kindergarten: 50	Grade 5: 63	Grade 9: 88
Senior Kindergarten: 65	Grade 6: 63	Grade 10: 79
Grade 1: 56	Grade 7: 77	Grade 11: 72
Grade 2: 64	Grade 8: 79	Grade 12: 92
Grade 3: 68		
Grade 4: 72		

Population

Many people living in Howards Grove work in other communities in Sheboygan County. Census 2000 numbers prepared by the Demographic Services Center report a total population of 112,656 for Sheboygan County. The population estimate for 2008 is 114,561, an increase in 1.7%. According to data compiled from the Department of Workforce Development, the Village of Howards Grove has experienced a growth of 9.5% since the 2000 Census.

In the state of Wisconsin, there has been a 4% decrease overall since 2000 for students ages 0-17. These numbers parallel enrollments in the consortium schools with elementary, middle and high school population levels showing a decrease in number.

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 Group from 2000	Males	Females	Total	Percent Change
0-14	119,393	114,243	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+	7,992	17,945	25,937	19.2%
Total	611,866	609,161	1,221,029	5.4%

According to the data, the 0-17 age group has declined by 4%, the 18-44 age group has declined by 1.1% while the 45-64 age group has increased by 27.4%.

According to the population estimate by race and Hispanic origin put out by the U.S. Bureau of the Census, there has been a steady increase in the diversity of the ethnic culture of the Sheboygan County area. From 2000 the Hispanic population grew from 3,789 to 5290; representing a 40% increase in

population. Other minority populations except one show an increase within Sheboygan County, with most settling 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.

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 Race, American Indian Race, Asian Race and Hispanic or Latino Race.

Cedar Grove	White 98.4%	Black .1%	Am Indian .5%	Asian .2%	Hispanic or Latino 2.6%
Howards Grove	White 98.7%	Black 0	Am Indian .1%	Asian .5%	Hispanic or Latin .8%
Oostburg	White 99.8%	Black .2%	Am Indian .1%	Asian .3%	Hispanic or Latino 1.2%
Plymouth-City	White 98.4%	Black .2%	Am Indian .2%	Asian .4%	Hispanic or Latino 1.1%
Plymouth-Town	White 98.1%	Black .4%	Am Indian .2%	Asian .3%	Hispanice or Latino .9%
Random Lake	White 99.2	Black 0	Am Indian .6%	Asian .1%	Hispanic or Latino 1.6%
SheboyganFalls-City	White 99.3%	Black .3%	Am Indian .3%	Asian .3%	Hispanic or Latino .9%
SheboyganFalls-Town	White 99.7%	Black 0	Am Indian .4%	Asian 1.1%	Hispanic or Latino .5%

Source Citations: U.S. Bureau of Census 2000 prepared by Demographic Services Center, The Department of Workforce Development and the WI Bureau of Health.

Employment

According to the WI 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 Places is the third most prominent sub-sector in the county. Leisure and Hospitality is the fourth largest in Sheboygan County with 5,048 jobs in the year 2007. The Professional and Business Services group is gaining ground, totaling 4,401 jobs in 2007. This industry is the fifth largest in the county and it added the most number of jobs (+1,065) over the five-year span.

Prominent Industries in Sheboygan County:

Industry	Employment 2006	5 Year Change in Employment	Average Wage
Fabricated Metal Product Manufacturing	1,953	-506	\$48,684
Educational Services	3,773	237	\$34,436
Plastics & Rubber Products Manufacturing	3,470	-902	\$37,863
Food Services & Drinking Places	3,380	423	\$9,123
Ambulatory Health Care Services	3,050	939	\$55,706
Food Manufacturing	2,576	-169	\$49,384
Administrative & Support Services	2,138	931	\$15,967
Nursing & Residential Care Facilities	1,880	37	\$23,533
Specialty Trade Contractors	1,856	30	\$39,491

The largest Sheboygan County Private-Sector Employers are listed below:

Company	Product	Number of Employees
Kohler Company	Enameled Iron & Metal Sanitary Wage Mfg.	1000+
Sheboygan Public Schools	Elementary & Secondary Schools	1000+
Bemis Mfg. Company	All Other Plastics Products Manufacturing	1000+
County of Sheboygan	Nursing Care Facilities	1000+
J L French Automotive Castings	Aluminum Die-Casting Foundries	500-999
Aurora Medical Group inc.	Offices of Physicians, Except Mental Health	500-999
Aurora Health Care Central Inc.	General Medical & Surgical Hospitals	500-999
Rockline Industries	All Other Converted Paper Product Mfg.	500-999
Sargento Foods	Cheese Manufacturing	500-999
Heritage Mutual Insurance Co.	Direct Property & Casualty Insurers	500-999
Johnsonville Sausage	Meat Processed from Carcasses	500-999

As projected through the Occupational Projections for Bay Area Wisconsin Workforce Development Area, the following jobs will be in high demand through 2014. 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.

Occupational Title	Estimated Average Annual Openings	Average Annual Salary
Business & Financial Operations Occupations	12,100	\$48,786
Computer & Mathematical Occupations	4,890	\$55,975
Architecture & Engineering Occupations	5,430	\$55,827
Food Preparation & Serving Related Occupations	30,450	\$17,441
Office & Administrative Support Occupations	50,200	\$28,331
Farming, Fishing & Forestry Occupations	460	\$27,806
Construction & Extraction Occupations	17,200	\$39,229
Production Occupations	48,410	\$31,151
Transportation & Material Moving Occupations	28,510	\$29,478

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, November 2008

According to 2004 self-sufficiency table located on the DPI website, a single person in Sheboygan County needs to earn \$6.23 as an hourly wage for an annual income of \$13,165 to be self-sufficient. A household with 1 adult, an infant and a preschool aged child would need to earn an hourly wage of 21.64 (annual income of \$45,705) to be self-sufficient. 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. Job postings on the Job Center of Wisconsin for Sheboygan County in July 2009 indicate that there are jobs available that pay wages to support families who live within Sheboygan County. Examples of hourly wages for the occupational areas with the most openings include: Business & Financial Operations: \$14 - \$20; Food Preparation & Serving: \$7.90 - \$11.50; Healthcare Practitioners & Technical Occupations: \$16.63 - \$24.17; Installation, Maintenance & Repair: \$15 - \$24; Management: \$12.50 - \$32.50; Office & Administrative Support: \$9 - \$17.50; and

Sales and Related Occupations: \$7.25 - \$18. Relative post-secondary education and training do increase the opportunities for self-sufficiency level employment.

This data supports the selected Programs of Study chosen by the Sheboygan County Rural Schools Consortium. Specifically for the Howards Grove district, development of Programs of Study in the Information Technology, Engineering, and Hospitality and Tourism clusters are supported by this information. In addition, programs at Lakeshore Technical College and Lakeland College provide post-secondary opportunities for students interested in these programs of study. Examples include:

LTC: Administrative Assistant, Medical Office Specialist, Office Aide, Office Assistant, Computer Support Specialist, Network Specialist, Web & Software Developer, Culinary Arts, Hotel/Hospitality Management; Mechanical Design Technology, Renewable Nuclear Technology.

Lakeland: Business Management, International Business, Resort Management

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.

A variety of partnerships already exist in the Howards Grove School District to help students see the connection between school and the work done in families, businesses, and the community.

- Northview Elementary School
 - Kindergarten: Field trips; Guest speakers – parents and their jobs
 - Grade 1: Junior Achievement
 - Grade 2: Field trips; Guest speakers; Junior Achievement
 - Grade 3: Junior Achievement
 - Grade 4: Guest speakers
 - Partners in Literacy
 - Lunch Buddies (Big Brothers/Big Sisters)

- Howards Grove Middle School
 - Grade 5: National Exchange Bank program on personal finance; Poster competition with local VFW about patriotism; Community service or volunteer work; Field trips; Guest speakers; Wastewater Treatment Plant tour
 - Grade 6: Wetlands T-shirt design/billboard – money donated to wetland community projects; Nuclear Power Plant field trip; WPS speaker on energy; “Adopt a Grandparent” program; Read sixth grade authored pop-up books to first grade students
 - Grade 7: Community service or volunteer work; Courtyard; Personal finance unit; Auctions; Field trip to WI capital in Madison; Mock government
 - Grade 8: Community service or volunteer work; Field trips; Guest speakers
 - Grades 5-8 Art: Field trips
 - Grades 5-8 Band: Field trips – Milwaukee Symphony Orchestra
 - Grades 5-8 ED/LD: Field trips; Some of our students help the custodial and/or kitchen staff.
 - Grades 5-8 Guidance: Job shadowing (limited)
 - Grades 6 – 8 Student Council leukemia walk; Food drives; Other events to raise money for different charities

- Howards Grove High School
 - Business & Information Technology: Field trips; Guest speakers; Junior Achievement
 - Family and Consumer Education: Junior Achievement (Success Skills) and job shadowing in Future Prep class
 - Technology Education: Career Day – ITT Tech; Field trips; Industry supplied job applications
 - Guidance: Career Connections, Education Fair; Job shadowing – opportunities for students in grades 10-12 to shadow for all or part of a day
 - Special Needs: As part of the transition plans for special needs students, they go to various job sites in the community and are trained to work with area employers; some of these are paid positions. Community service or volunteer work (volunteer work throughout the year); Field trips; Guest speakers; Job shadowing
 - Art: Advisor/Advisee program – advise students on future choices; Community service or volunteer work – encourage students to work at John Michael Kohler Art Center; Job shadowing – varied opportunities arise in art areas.
 - English: Field trips – Humanities Fair at Lakeland College provides insight regarding music, art, photography, and the fine arts. Students in Mass Media have toured The Sheboygan Press and The Plymouth Review and learned about available careers.
 - Foreign Language: Community service or volunteer work – International Club/National Honor Society activities include blood bank, Project Heifer, refugee aid, food drive, and Safe Harbor aid.
 - Music: Community service or volunteer work; Field trips; Guest speakers; Student organization; Trips/tours to New York or Florida; Parades, concerts, public performances; Enhancement trips to musicals, symphony; Clinicians to work with choirs and bands; Extra-curricular activities: Show Choir, Jazz Band, Musicals, Honors Choir/Band, Pep and Marching Band, Solo and Ensemble, Other concert group performances
 - Math: Advisor/Advisee program; Student teachers; Community service or volunteer work;
 - Science: Field trips (Shedd, Zoo); Many guest speakers in Chemistry; Job shadowing
 - Physical Ed./Health: Guest speakers; Job shadowing
 - Students take on-line courses through CESA 7 Northeast Wisconsin Online Charter School
 - Students participate in Youth Options by taking courses at Lakeshore Technical College, UW-Sheboygan, and Lakeland College

The Howards Grove School District is a member of the Lakeshore Area School-to-Work Consortium. The eight districts involved in this consortium share similar goals and resources regarding their career and technical education programs. Involvement in this consortium also provides the opportunity for Howards Grove High School students to be involved in the Youth Apprenticeship Program. The STW meetings provide an opportunity for idea sharing and problem solving between the districts. The district is also a member of the Lakeshore Area Tech Prep Consortium, along with other Sheboygan and Manitowoc County schools. This group helps develop articulation agreements with LTC and provides in-service opportunities for staff members related to E4E. Finally, as a member of the Sheboygan County Rural School Districts Carl Perkins Consortium, the district receives Carl Perkins funds that are used for the development of Programs of Study.

F. Career & Technical Education Programs

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: (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.

Students in the Howards Grove district have their first exposure to Career and Technical Education at the middle school level. Business and Information Technology related classes begin with fifth grade keyboarding. Sixth, seventh, and eighth grade students take Computer Applications as part of their three-day rotation. Many core area assignments are aligned with the Computer Applications curriculum to

integrate those areas. Seventh and eighth grade students have FUTURES for one semester at each grade level. FUTURES (Families Understanding Technology and Using Resources in Enterprise Systems) is an exploratory class dealing with Family and Consumer Education, Technology Education, and Career Exploration. At the high school, courses are offered in the areas of Agriscience, Business and Information Technology, Family and Consumer Education, and Technology Education. The Agriscience Department offers twelve courses in the areas of Plant Agriscience, Animal Agriscience, and Natural Resources. The thirteen courses offered in Business and Information Technology include those in Information and Computer Technology, Desktop Publishing, Web Design, Accounting, Business Law, Business Economics, and Personal Finance. Foods, Clothing, Design, Family Relations, Parenting, and Consumer Education are areas covered in the seven courses in the Family and Consumer Education Department. The Technology Education Department offers sixteen courses in the areas of Construction Systems, Hard Materials, Technology Engineering, Industrial Design, Communications Design, and Energy, Power & Transportation.

Work-based learning opportunities for Howards Grove High School students include Agriscience Co-op, Business and Information Technology Co-op, Technology Education Co-op, Career Internship, and Youth Apprenticeship. The Lakeshore Area School-to-Work Consortium coordinates Youth Apprenticeships.

A curriculum evaluation and planning process is used by the Howards Grove School District to ensure that the state standards are addressed in all curricular areas, including those in Career and Technical Education curriculum. The VEERS (Vocational Education Enrollment Reporting System) student follow-up survey is done on an annual basis, and information from this survey is used to evaluate and improve the district's Career and Technical Education programs. Career and Technical Education staff members are involved in the analysis of WKCE data and the resulting curriculum modifications, which helps with the integration of academic skills and applied technologies. Academic content standards are integrated into the Career & Technical Education courses in the Howards Grove School District. Using local data, teachers identify standards that are connected to the state standards that are best suited for the district. Curriculum is designed to include programs of study which include industry-specific knowledge and skills and appropriate academic standards in the various Career & Technical Education courses. The academic content is enhanced and reinforced to improve career preparation for students. The Career and Technical Education course standards are integrated into CTE courses through the classroom education, Career and Technical Education Student Organizations and supervised work-based learning opportunities. Career development opportunities are enhanced through field trip experiences and business/industry speakers invited to address various CTE classes. Administrators and school board members within each district support the concept of career development through the initial development, implementation and refinement in programs of study within each district. As a result of this process, students are provided experiences which will help them understand the 1) academic competencies, industry standards, state certified skills standards and employability skills of a particular industry; 2) principles which underlie technology and principles of planning, management, finance, mathematics and science; 3) labor, community health, safety and environment issues; and 4) a workplace with cultural diversity.

Career and Technical Education Programs are part of the district's approximately five-year cycle of evaluating content areas.

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 the high school levels...

Describe the work-based learning experiences available to students at every grade level, including specialized programming, how it is coordinated, and participation levels.

No specific work-based learning activities were identified at the elementary school level. Service learning activities take place at the elementary, middle, and high school levels with students completing a variety of projects. Specific activities include:

- Howards Grove Middle School
 - ED and LD students do job shadowing and/or job simulations (kitchen and custodial).
 - Middle school students take one semester of FUTURES in seventh grade and one semester in eighth grade. This class focuses on Family & Consumer Education, Technology Education, and career exploration. During the eighth grade FUTURES Manufacturing Enterprise unit, the students participate in a job simulation. Each class forms a company and selects a product to manufacture. Students fill out application forms, interview for leadership positions, and are selected to work in various departments. Then they work in those departments to plan, produce, and sell their product.
 - Presentation entitled "After High School, What?" is used to introduce the many opportunities available to students after high school and things that will affect their high-school and post-secondary school plans.
 - Career research.

- Howards Grove High School
 - Students in Future Prep participate in job shadowing.
 - Students in Parenting participate in a play school.
 - Students participate in the Junior Achievement Business Challenge
 - Guidance: Opportunities to job shadow and work opportunities are made available to juniors/seniors through the guidance office.
 - Enterprise class (a one-term Technology Education class) gives students the opportunity to experience the procedures and operations involved in the start up of a company and bringing a product to market.
 - Agriscience: The FFA holds its annual fruit sale business at the high school, with students taking responsibility for completing orders and making deliveries
 - Students at HGHS can participate in the Youth Apprenticeship Program. These one and two year programs are run through the Lakeshore Area School-to-Work Consortium. Programs are available in the following areas: Auto Technician; Drafting and Design; Finance; Health; Hospitality; Industrial Equipment; Machine Tool; and Welding.
 - Howards Grove High School offers co-op programs in the following areas: Agriscience, Business and Information Technology, and Technology Education.
 - Students interested in a work experience program that does not fit into one of the program areas mentioned above can participate in the Career Internship Program. This program is only open to seniors.
 - The requirements for all of the "in-house" work experience programs (Agriscience, Business and Information Technology, and Technology Education Co-ops and the Career Internship Program) are the same. They include Future Prep class as a prerequisite or concurrent class, completion of classes related to the area of career interest, and meeting with a high school liaison.
 - Foreign language students participate in community service and/or volunteer work as part of a school organization
 - In addition to the formal Work Experience Programs and specific examples listed, it was reported by the staff that students in Art, Math, Music, Physical Education, Science, and Special Needs also participated in work-based learning activities.

Howards Grove High School has had a very successful Youth Apprenticeship Program. Ten students were enrolled in the program during the 2008-09 school year, more than any other high school in Sheboygan County. Eight of the sixteen 2009 graduates were from Howards Grove High School. Since 1997, 38 students have graduated from the program. The program areas they graduated from are:

Auto Collision – 1
Auto Technician – 5
Drafting & Design – 4
Finance – 10

Health – 9
Industrial Equipment – 1
Machine Tool – 3
Welding – 5

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.

The Howards Grove School District is a member of the Lakeshore Area Tech Prep Consortium, along with other schools in Manitowoc and Sheboygan counties. Tech Prep opportunities available to HGHS students include:

- Advanced standing agreements with LTC for Accounting 1, Accounting 2, AP Chemistry, AP Psychology, and Project Grill. The possibility of Advanced Standing Agreements in other areas (examples: CAD; Speech; Computer Applications; Animal Science; AP English Language and Composition; Algebra, Advanced Algebra & Geometry; and Engineering & Drafting.) needs to be looked into.
- Enrollment in courses at LTC, UW-Sheboygan, and Lakeland College through Youth Options.
- Participation in the Youth Apprenticeship Program. Students earn technical college credits while in high school.
- Availability of the Associate Degree Transfer Program, through which students can transfer credits earned at LTC to most of the UW System schools and several private schools in the area.
- Staff involvement in career cluster workshops. All sixteen career clusters were developed for HGHS during the 2008-09 school year. Work has begun on the development of the Information Support and Services, Engineering and Technology, and Restaurants and Food/Beverage Services Programs of Study.
- A representative of LTC is available at HGHS monthly to meet with students. Representatives from other post-secondary schools also visit HGHS to meet with students.

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.

Through Howards Grove's K-12 curriculum, students are provided with information about the opportunities to males and females in both traditional and non-traditional careers to better understand gender equity and individuals' rights and potential. Gender equity is an important component when implementing career exploration, planning, and decision-making.

Students in the Howards Grove School District learn about careers and post-secondary educational opportunities through the following real-life experiences:

- Guest speakers at all grade levels.
- Role-playing of careers in the elementary grades.

- Research and reports on occupations in the middle and high school grades.
- Career and Technical Education curriculum in grades 7 –12.
- School-supervised work experience in grades 11-12.
- Job shadowing experiences in grades 10 – 12.
- Post-secondary school visits.
- Post-secondary school representatives visit in the school district.
- Participation in Career and Technical Education student organizations and competitions (Skills USA and FFA).
- Career Connections for all tenth grade students
- Meetings with students and parents of each grade level (evening meetings with guidance counselor)

Opportunities provided by LTC, Lakeland College, and UW-Sheboygan also benefit Howards Grove students. They include:

- Counselor Workshops (LTC)
- Educator Externships (LTC)
- Applied Academics (LTC)
- Best Practices In Technology Fair (LTC)
- Accuplacer Testing (LTC)
- Wisconsin Education Fair (LTC & Lakeland College)
- Post-Secondary Options Night (all institutions involved)
- Experience LTC for students and parents
- ACT Prep Courses (UW-Sheboygan)
- Career Connections (Sponsored by LTC and held at UW-Sheboygan)
- Youth Options classes
- Medical Terminology classes for students interested in health careers

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.

Staff members in all grade levels and all core and encore areas indicate that basic skills are taught, reinforced, integrated, and/or applied to real world situations in their classrooms. Activities dealing with the concepts of a free market, personal economic decision-making, and the influence of government on economic well being begin in second grade. The first student business is run in grade three. These concepts are reinforced at the middle school level, with the introduction of entrepreneurship and labor market information. Concepts related to world economy and labor markets are covered in the Art, Business & Information Technology, Family and Consumer Education, Math, Social Studies, Special Needs, and Technology Education departments at the high school. Specific activities relevant to 21st Century & Employability Skills include:

- Northview Elementary School
 - Grade 3: Student store
 - Kindergarten: CGI/Farm Apple
 - K-4 Art: teaching to the state standards for continuity across the K-12 art curriculum
 - K-4 Guidance: social skills

- Howards Grove Middle School
 - Grade 5: Social Studies unit called "Walk Across America"; Demonstrations; State report; Career paper
 - Grade 6: Newspaper unit; Wetlands unit; Human body unit; Basic Aid First Aid Training; Group projects dealing with the human body, buddy monsters, electrical circuit boards, rockets. CounterAct program through Sheboygan County Sheriff's Department
 - Grade 7: Money unit in math; Stocks; Study of taxes in civics
 - Grade 8: Career research and a discussion of labor market information are included in the FUTURES Manufacturing Enterprise unit.
 - FUTURES students need to identify and give examples of their job-related, self-management, and transferable skills as part of the application process in the Manufacturing Enterprise unit.
 - Grades 5-8 ED/LD: Transition statements for each child age 14 and older with an Individual Education Plan.
 - Grades 5-8 Guidance: Acceptance of ideas, teamwork, group work, communication
- Howards Grove High School
 - Art: Production of the high school yearbook
 - Business and Information Technology: Courses in Business Law, Business Economics, and Corporate and International Business; Business Co-op Program
 - English: Students conduct one-on-one interview and then are asked to introduce the student they interviewed. Students need to work in teams and carry on a debate involving a relevant and/or controversial topic.
 - Family & Consumer Education: Personal economic decision-making in relationship to career choices is taught in On Your Own, Family Relations, and Future Prep; Students receive labor market information in Future Prep. Technology in the form of computers for research and the use of equipment in the foods and sewing labs. Family Relations and Parenting classes emphasize decision-making and problem solving. The production of quality products is stressed in Clothing Lab and Foods classes.
 - Physical Education/Health: Labor market specific to health careers.
 - Social Studies: Research projects with specific criteria and deadlines to be met.
 - Guidance: Resources/materials are provided to students; Info available from LTC, WTCS, UW-System and WI Private Colleges & Universities. Additional info from "Career World" magazine.
 - Emphasis is placed on skill identification in Future Prep and other Work Experience Program classes.

K. Program Access, Nondiscrimination, and 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 Howards Grove School District's Curriculum Improvement Plan outlines the district plan for providing access for K-12 students to appropriate components of Education for Employment. The Howards Grove School District provides a pre-kindergarten through grade 12 educational program that offer opportunities to students to maximize individual potential. Students will gain knowledge and skills to equip them with the ability to function as lifelong learners and responsible citizens in their communities. While instructional differentiation is expected to occur to address the unique needs of specific students, the instruction is derived from a set of curriculum standards common to all students. The curriculum is framed around the state and local academic standards using a performance-based continuous progress approach in assessment. Subject area curriculum and instructional guidelines are being developed for all grade levels and subjects. Instructional resources such as textbooks, software, equipment and other materials are selected based upon the alignment with curriculum objectives and the curriculum priorities

of the district. Staff development opportunities are provided to prepare staff members to teach the curriculum.

The Howards Grove School District has met annual yearly progress every year since that measurement tool has been used.

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:

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

Philosophy of Education

Recognizing our district's youth as its greatest asset, and their education as perhaps the community's greatest single responsibility, the Board of Education and the teaching staff consistently strive to serve the best interests of the youth and the community. It is believed that the best interests of youth are served by a school that is in part described in the following statement of philosophy and purposes. The board goals of the Howards Grove School District are:

- A. To equip the individual with the fundamental skills of computation, reading, writing, listening, speaking, thinking, decision-making, and computer literacy as tools for further achievement.
- B. To stimulate the individual's curiosity, creativity, independence, and achievement.
- C. To develop in the individual the ability to change and adapt to new problems.
- D. To provide opportunities for the individual to participate in activities which promote appreciation of the fine arts.
- E. To develop in each individual an understanding and an appreciation of the American political and economic system and to be prepared for the responsibilities of citizenship.
- F. To develop in the individual an appreciation of individual human worth in respect to one's self and others.
- G. To provide each individual with a fundamental understanding of science and technology, the influence of science and technological facts concerning the nature and the world in which we live.
- H. To stress to each individual that good mental and physical health are necessary to attain full potential.
- I. To help each individual understand and feel the satisfaction of a job well done, become aware of vocational opportunities, and be prepared to enter an occupation suited to individual abilities and interests

Student Graduation Requirements - 28 credits are required for graduation.

Specific Course Requirements:

<i>COURSE</i>	<i>CREDITS</i>	<i>REQUIREMENTS</i>
English	4.0 credits	1.0 credit per year, including 1.0 credit of English 9, 1.0 credit of Sophomore Composition, and .5 credit of Speech
Social Science	3.0 credits	Including 1.0 credit of U.S. History and .5 credit Political Systems
Science	2.0 credits	Including 1.0 credit of Biology
Mathematics	2.0 credits	
Computer Literacy	.5 credit	Including .5 credit of Computer Applications or Information & Computer Technology
Physical Education/Health	2.5 credits	Including 1.5 credits of Physical Education (.5 grade 9, .5 grade 10, and .5 P.E. Elective as Junior or Senior) and 1.0 credits of Health (.5 grade 9, .5 grade 10)
Fine Arts/Humanities	1 credit	May be fulfilled by a course completed in Art, Music, Foreign Language or Mythology
Career & Technical Education (Vocational)	1 credit	May be fulfilled by any course completed in Agriscience, Business & Information Technology, Family & Consumer Education, or Technology Education
<i>Electives</i>	12 credits	

Graduation requirements are normally met in four full years of attendance in high school, grades 9-12. Students must be enrolled in and complete 4 classes each term throughout their high school years, unless involved in a special board approved program.

Every effort will be made to provide each student with the most appropriate program. Each student, with the assistance of his or her homeroom teacher, will receive assistance in planning a complete four-year course of study based upon a tentative career objective. The development of this four-year plan will be an on-going effort.

Earning the required credits does not guarantee a diploma. A good record of citizenship and attendance is necessary, as is the certification and recommendation of the administration.

Promotion Criteria: Grades 9 – 12 Any student whose credit status is deficient by 3.75 or more credits after completing the school year, shall be retained in that grade level for the following year.

Attendance Certificate. The Attendance Certificate is given to those students who do not meet the requirements of the diploma described above. Students must have been in attendance at the high school level for four years with a good citizenship record.

The following School Board Policies are part of Howards Grove School District's Education for Employment Program:

- District Goal Areas (Policy #321)
- Vocational Education Program (Policy # 341.2)
- Special Education Program (Policy #342)
- Homebound Instruction (Policy #342.1)
- Gifted and Talented Program (Policy # 342.2)
- Programs for Disadvantaged Students (Title I) (Policy # 342.3)
- Graduation Requirements (Policy #345.4)
- Accommodations for Pupils with Exceptional Educational Interests, Needs, or Requirements (Policy #345.44).
- Field Trips (Policy #354).
- Service-Learning Experiences Program (Policy #355)
- Released Time for Students (Policy # 357)
- Youth Apprenticeship (Policy # 357-Exhibit 5 [Education/Training Agreement])

- Youth Options Program (Policy # 358)
- Tech Prep, School to Work, (No School Board Policy # found)

An advisory group was formed during the 2008-09 school year to address the specific needs of special education students. The group was made up of the Special Education Coordinator, High School Principal, Special Education Teachers, School-to-Work Coordinator, area business representatives, and RCS (Rehabilitation Center of Sheboygan) representatives.

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.

When new teachers are hired, they participate in a mentoring program.

The Howards Grove School District has a three track Professional Growth and Evaluation Model with tracks for Initial Educators, Professional Educators, and those needing the Growth & Evaluation Model. Options included in the Professional Educators Track are: Focused Classroom Observations, Videotape Analysis of Instruction, Action Research, Peer Coaching, Reflective Practice/Journaling, Collegial Group, Focused Curriculum Improvement, National Board Certification, and Mentoring.

Graduate course through Lakeland College have been offered in the district. Topics have included Understanding by Design, Assessment Literacy, and Creating Common Internal Assessments.

The district does provide some financial support for teachers to attend conferences and acquire continuing education credits. District program support occurs when teachers are given staff development time to monitor, evaluate and create curriculum that is linked to the Wisconsin Model Academic Standards.

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 and improvement.**

This Education for Employment plan will be presented to the Howards Grove School Board for approval. The VEERS report, done annually, provides information relative to the effectiveness of the E4E program.

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.**

In order to document coursework completed outside of the normal high school curriculum, the following information is included on the high school transcript for all students graduating from Howards Grove School District:

Courses taken for advanced placement credit includes an "AP" following the course title. For students enrolled in the Youth Apprenticeship Program, the name of the program is listed on the transcript. No additional information about the individual courses or if the student received the DWD certification appears on the transcript.

In addition to this documentation, as with all courses, the letter grade and amount of credit attained will also be shown on the student transcript.

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 Howards Grove

Section E: Collaboration and Partnerships

Program Description: Education for Employment			
Needs and Goals: 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.			
Collaborative Partners Involved: STW/Tech Prep/Perkins coordinator, high school principal and guidance counselor, high school faculty members, representatives of area technical colleges			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Increase number of articulation agreements	June 2011	Additional agreements (currently: General Chemistry, Office Accounting, and Accounting I)	High school staff members, LTC liaison, Meeting times
YA, Co-op, and Internship employer recognition (board meeting, letter)	June 2011	Recognition recorded in board minutes	STW Coordinator

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 Howards Grove

Section F: Career Technical Education Programs

Program Description: Education for Employment			
Needs and Goals: 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: (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...			
Collaborative Partners Involved: Career & Technical Education staff, guidance counselors, administration, post-secondary school staff			
Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Review and update Family & Consumer Education curriculum	November 2010	School board approves curriculum plan for 2011-12	Staff, Meeting times, 2009-10 and 2010-11 Carl Perkins grant funds
Review and update Agriscience curriculum	November 2011	School board approves curriculum plan for 2012-13	Staff, Meeting times, 2010-11 and 2011-12 Carl Perkins grant funds
Review and update Technology Education curriculum	November 2012	School board approves curriculum plan for 2013-14	Staff, Meeting times, 2011-12 and 2012-13 Carl Perkins grant funds
Review and update Business & Information Technology curriculum	November 2013	School board approves curriculum plan for 2014-15	Staff, Meeting times, 2012-13 and 2013-14 Carl Perkins grant funds

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 Howards Grove

Section J: 21st Century Employability Skills

Program Description: Education for Employment

Needs and Goals: 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, including entrepreneurship education.

Collaborative Partners Involved: Career & Technical Education staff, high school guidance, administration

Objectives/Activities	Timeline	Evaluation Method	Resources Allocated
Investigate Family & Consumer Education related work experience programs	November 2010	F/CE work experience option included in proposal to school board	Staff, Meeting times, Information about other programs
Implement Employability Skills Standards Certificate Program with Co-op and Career Internship programs	November 2011	Approval for Employability Skills Standards Certificate Program	Staff, Meeting times, Information about how to implement Employability Skills Program
Investigate other work experience programs	November 2013	Approval for other programs that will meet needs of HG students	Staff, Meeting times, Information about other programs

