

EDUCATION FOR EMPLOYMENT PLAN

September 1, 2009 – August 31, 2014

SCHOOL DISTRICT of RANDOM LAKE

Education for Employment Plan
School District of Random Lake

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.

The E4E plan for the School District of Random Lake was developed in a collaborative manner with PK-12 administration, guidance, Career and Technical Education (CTE) teachers, as well data from our CTE Advisory Board, local industry, the Sheboygan County Tech Prep Consortium and Lakeshore Technical College. Input from local industry personnel, employment data and VEERS data were used in setting direction for 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.

- **Identify who will coordinate the district education for employment program.**

The LVEC for the Plymouth School District is the coordinator for the Sheboygan County small schools consortium. The high school counselor will serve as the district representative to the Sheboygan County Rural School Carl Perkins Consortium. Participating districts include: Cedar Grove, Elkhart Lake, Howards Grove, Kohler, Oostburg, Plymouth, Random Lake, and Sheboygan Falls.

- **List the license/certification held by the coordinator.**

The Education for Employment Coordinator overseeing this consortium plan holds a Local Vocational Education Coordinator (LVEC) license. The Education for Employment Coordinator for the Random Lake School District holds a K-12 school counselor license.

- **Detail the job description of coordinator.**

Education for Employment Coordinator Job Description

The duties of the E4E Coordinator will include assisting the district in providing students with Career and Technical Education preparation conducive to existing labor force needs. In order to accomplish this, the E4E Coordinator will:

1. Work with tech prep teams, district administration and school boards, teachers, and advisory committees to help plan and initiate changes in curriculum.
2. Articulate with the Lakeshore Technical College in our consortium and serve on the Tech Prep Council to represent the consortium.

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3. Articulate with business and industry on the local, state and national level to coordinate working relationships at all levels.
4. Provide staff training in career guidance, applied/integrated courses and new technology.
5. Write projects and keep abreast of changes and inform districts of how to report and evaluate their program (VEERS), including aiding staff to compile data.
7. Network with consortium schools to explain best practices and the things that work in the school.
8. Provide for inclusion of all students in the school to work program, including special education, nontraditional students, and other transition services.
9. Keep abreast of changes in technology and attend state conferences to provide the expertise needed for decision-making on the local level.
10. Confer with an advisory committee to direct future CTE programming.

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.

The Plymouth LVEC will represent the eight consortium schools of Cedar Grove, Elkhart Lake, Howards Grove, Kohler, Oostburg, Plymouth, Random Lake, and Sheboygan Falls School Districts on the regional Tech Prep Council. In addition, the Random Lake High School counselor will represent the local district interests on the 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.

The Random Lake School District is comprised of the Village of Random Lake and Adell and the townships of Sherman, Scott, Fredonia, Lyndon, Holland and Belgium. The communities are located in southwest corner of Sheboygan County and the Northwest corner of Ozaukee County.

Random Lake is located along state highway 57 and is about 40 miles north of Milwaukee and 20 miles southwest of Sheboygan. The year 2000 population of Random Lake was 1,661 with 50.0% being male and 50.0% being female. The population is predominantly white non-hispanic (97.4%). Educationally, 86.3% of the residents have obtained an education level of high school or higher. 14.5% of the residents have a bachelors degree or higher with 4.5 % holding graduate or professional degrees. The village had a 1.2% unemployment rate in the year 2000. Residents commute an average of 24.2 minutes to work. 25.1% of the village residents over age 16 are not married, with 58.1% being married. 9.4% are divorced, 5.8% widowed, and 1.6% separated. The year 2000 median resident age is 37.0 years. The median household income \$45, 938.00. The median house value was \$133,200. Occupations include: management and professional (20.1%), Service occupatiOons

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(13.3%), Sales and Office (23.3%), Construction and Maintenance (9.5%), and Production, Transportation and Material Moving Occupations (33.4%). Industries providing employment include: Manufacturing (43.7%), Educational, health, and social (12.0%), and retail (13.4%). Hospitals and medical centers in Sheboygan serving the Village of Random Lake include St. Nicholas Hospital (25 miles), the Sheboygan Clinic (25 miles), and the Sheboygan Memorial Medical Center (28 miles). Residents also have available Valley View Medical Center (15 miles in Plymouth) and St. Mary's Hospital (app. 20 miles in Port Washington). Airports serving Random Lake include General Mitchell International (44 miles in Milwaukee) and Austin Straubel International in Green Bay (67 miles). In addition, Residents also have access to the Sheboygan County Memorial Airport (Sheboygan, 20 miles) and the West Bend Municipal Airport (West Bend, 18 miles). Major colleges serving the community include:

- Lakeland College (18 miles, located west of Howards Grove, WI)
- Concordia University (27 miles, located in Mequon, WI)
- Cardinal Stritch University (30 miles, Milwaukee, WI)
- Milwaukee School of Engineering (37 miles, Milwaukee, WI)
- Marquette University (40 Miles, Milwaukee, WI)
- University of Wisconsin-Milwaukee (40 miles, Milwaukee, WI)
- University of Wisconsin-Sheboygan (12 miles, Sheboygan, WI)
- Marian College (45 miles, Fond du Lac, WI)

Technical Colleges serving the Village of Random Lake are:

- Lakeshore Technical College (30 miles, Cleveland, WI)
- Milwaukee Area Technical College (38 miles, Milwaukee, WI) Northern campus located in Mequon (27 miles)

- **Projected impact of the Education for Employment program on local economic development.**

Through the Education for Employment plan, labor market information and student needs will be assessed, and data collected and analyzed so that education and training programs will be designed and/or updated to enhance students' employability in the labor market. The district's Education for Employment program will assist in better preparing students to enter the workforce of Sheboygan and Ozaukee Counties either directly after graduation from high school or after further post-secondary training. As a result of the district's Education for Employment program, students will have improved basic skills, employability skills, and career and technical education skills. By having a better-prepared workforce, businesses will be attracted to Sheboygan and Ozaukee Counties, resulting in increased economic development.

- **Projected impact of the Education for Employment program on job creation.**

With increased economic development resulting from the Education for Employment program, as described above, additional jobs will also be created. Because of the better-prepared workforce, businesses will be attracted to Sheboygan and Ozaukee Counties, resulting in new businesses moving into the area or already-existing businesses increasing the size of their business, which will lead to more jobs. As more jobs are created, more students will also be willing to stay in the area and be employed by these industries and businesses.

According to the WI Department of Workforce Development Workforce Profile, 2008, the majority of

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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.

Six of the top eleven prominent sub-sectors in Sheboygan County are in manufacturing. In particular, fabricated metal product manufacturing, plastics & metal product manufacturing and food manufacturing.

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

Prominent Industries in Sheboygan County

Industry	Employment 2006	5 Yr. Change in Empl	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
General Merchandise Stores	1,473	355	\$17,529

- **Include information on local/regional economic development and job creation:**

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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.

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

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. Jobs available in the area pay out hourly wages comparable to the self-sufficiency standards for Sheboygan County.

The jobs available in the 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 WI 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

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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 also. This will help the county stay competitive by being able to retain and recruit workers.

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.

Lakeshore Technical College (LTC): Random Lake offers Advanced Standing articulated courses through Lakeshore Technical College that include: Accounting, A & P, Access, Excel, Power Point, Word, Project Grill and 2nd Year Project Grill. Youth Apprenticeship opportunities are also available. Random Lake is developing three programs of study titled: Food Product & Processing Systems, Information Support & Services and Maintenance, Installation and Repair.

Sheboygan County Tech
Prep Consortium

Expertise

LTC also provides:

Technical expertise
Equipment and curriculum sharing

Times Printing:

Technical expertise
Equipment and resource sharing

Harley Davidson:

Guest speaking and technical expertise

Bemis Manufacturing
Curt Joa
Johnsonville, Inc
JL French
Master's Gallery
Nemschoff
Pentair
Sargento



Project GRILL sponsors

Schu Industries

CTE Advisory Board member

Harris Bank

Guest speaking on financial issues

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.

The School District of Random Lake has recently implemented a curriculum cycle to ensure the regular review of curriculum alignment to standards and evaluation of student performance related to the standards. For the 2009-10 school year, the technical education department will be in the curriculum alignment cycle. This will require them to review their curriculum and re-align with state and national standards. Currently, students in grades 9-12 have the opportunity to take 14.5 credits of Career and Technical Education courses. These courses are used as avenues for the practical application of core course concepts as well as developing specific knowledge and skills related to technical career areas. In addition students in grades 11 and 12 have the opportunity to take additional work-based learning credits through the Work Study program.

The course offerings, by department, in career and technical education are:

BUSINESS EDUCATION

Accounting
Personal Finance
Software Applications: Excel and Access and Word and PowerPoint
Web Design
Introduction to Business
Entrepreneurship
Desktop Publishing

AGRICULTURE AND AGRISCIENCE

Introduction to Agriculture
Companion Animal Care and Management
Animal Science
Natural Resources
Introduction to Horticulture
Advanced Horticulture
Equine Science
Basic Electricity
Food Science

TECHNOLOGY EDUCATION

Introduction to Drafting
Architectural Drafting
Mechanical Drafting
Computer Drafting
Introduction to Woods
Machine Woods
Cabinetry
Advanced Cabinetry
Introduction to Metals
Small Engines
Home and Auto
Auto Service Technology
Industrial Enterprising
Introduction to Graphic Arts
Graphic Arts Technology
Graphic Arts Enterprise
Advanced Graphic Arts Enterprise
Printing Apprenticeship
Photography

As part of the curriculum cycle, the technical education department is planning on updating and integrating the curriculum based on feedback from the technical college system, local industry, career and employment predictions and the Tech Education Advisory Committee. There will be a reduction in Woods instruction and Graphic Arts instruction favoring more electronics and integrated courses like the Industrial Enterprise course. This type of coursework requires integration of all disciplines and the application of 21st Century Employment skills. These courses engage the students in challenging work which they find relevant and enjoyable.

In middle school, all students take part in exploratories in technical education, business, and agriculture, all of which introduce students to practical career and technical education concepts.

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.

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Work-based learning has been incorporated into Random Lake's K-12 education program through the following:

- 11 – 12 grade students have supervised Work Study opportunities
- Service learning activities.
- Activities in the elementary and middle school social studies curriculum incorporate work-based learning methodologies.
- 9-12 grade students attend career workshops at UW Sheboygan
- There are career guidance activities incorporated into advisory groups in middle and high school.
- Career activities are integrated throughout the elementary schools.
- Many career activities are documented in curriculum work plans at every grade level and in many different subject areas.
- -High School Publications class.
- -High School Webmaster's class.

9-12 coursework leading to Microsoft certifications in Access, Excel, Word and PowerPoint

The district maintains participation in the Youth Apprenticeship program, although low student interest has caused participation to be historically low. Students were not willing to make the one or two-year commitment to completing the requirements for the program. To bolster work work-based learning opportunities, the district has developed a Work Study program. This is available for 11th and 12th grade students who locate jobs on their own and are released from school for part of the day. This is a credit based course that requires students to remain employed and complete weekly reflection sheets documenting their experiences and growth. There is also a quarterly employer evaluation.

Microsoft testing:

Students enrolled in our software applications courses have the opportunity to complete an exam and earn the Microsoft certification in Access, Excel, Word and Power Point.

In-school simulations:

Our Industrial Enterprise course is associated with the GRILL project in Sheboygan County. In this course students work as part of team to design and build a grill using the theme of the sponsor company. Students are broken down into design, management and production teams, with team leaders coordinating communication between the teams.

Service Learning:

Service learning activities take place at the elementary, middle, and high school levels with students completing a variety of projects.

Youth Options:

Students in grades 11 and 12 have the option to enroll in classes not offered in the Random Lake School District but offered through local technical colleges, colleges, and universities.

Teacher Assistant Program:

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High School students may volunteer for credit to become a teacher assistant with a teacher on staff in the Random Lake School District. This is an option through our Work Study program.

Guidance Resource Room:

Students have the opportunity to utilize resources related to post-secondary education and careers through the 9-12th grade guidance program. The resource room is well maintained by the 9-12 guidance counselor and materials are updated almost daily.

Career Speakers:

Speakers are often invited to school to speak on various personal and career related topics. In the recent past we have had speakers from Sargento, Harley-Davidson, our local bank, and the DNR

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.

In the School District of Random Lake, Tech Prep programs are delivered systemically through all curricular and co-curricular components of our educational system. Through classroom and co-curricular discussion of 21st Century Skills, job markets, and globalization, students are made aware of what lies ahead for them and how they can best prepare as they grow into the world of work. In a more specific description, the following components of our educational system support Tech Prep:

Guidance:

School counselors regularly share information with students about global marketplace as well as individual data to help students make the best plans possible. Further, WisCareers data is utilized in grades 6-12 in a systematic fashion further helping students to focus on areas of strength and interest.

Articulation Agreements:

We have established nine articulation agreements with Lakeshore Technical College and are always looking to develop more.

Aligned Curriculum:

Through our curriculum cycle, our curriculum, assessments and resources are all aligned with national and state standards, ensuring our students of access to high quality and future oriented classroom content.

Professional Development:

Teachers, counselors and administrators regularly attend workshops and other informational sessions on best practices and current information related to specific disciplines and brain-based learning and employment outlook. This information is put into practice in the classrooms to the benefit of our students and community.

Transition:

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In addition to WisCareers, many of our students take the ASVAB and PSAT. This data is another layer of information available to our students to aide in their transition from high school to post-secondary placements. Additionally, campus visits, career fairs, speakers, work study programs, personal connections with industry, and career research projects within specific disciplines all support a young person's transition to productive lives in the work community.

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.

School District of Random Lake Guidance program evolves around the new Wisconsin Comprehensive Counseling Program standards that address the student needs in terms of academic development, career development, and personal/social development. The district has two full time counselors and one part time counselor. (One part time for grades 4K-4TH grade, one full time for grades 5-8, and one full time for grades 9-12.)

The elementary level stresses early career awareness including an introduction into the world of work and encouraging students to talk with their parents about what they do. The middle level program deals with getting students to start thinking about career as well as starting to identify interest through an introduction of career exploration. The high school level helps students develop plans based on their identified career needs. An overview of the grade by grade goal of career development is as follows:

- 4K -1: Understand that different jobs require different tools.
Think about a job they would like to have someday.
Discover that there is a world of work.

- Grades 2-4: Think about the world of work.
Learn about different work sites and tools used in different jobs.
Think about a career they would like to have someday.

- Fourth Grade: Increase awareness of a variety of careers.
Identify and understand good work habits.
Gain more understanding of a career of their interest.

- Grades 5,6: Classroom guidance unit on careers

- Grade 7: Career Exploratory class; create an Individual Learning Plan (ILP) using the WisCareers program.

- Grade 8: Parent/student conference with counselor to review the ILP.

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Career research paper facilitated through a cooperative effort between the school counselor and the 8th grade Language Arts instructor.

Ninth Grade: Will develop and/or revise an individual learning plan (ILP) based on their career goals and needs throughout high school.
Take two short interest assessments through WISCareers and delve more deeply into possible career options based on the results of those assessments and will report on one particular career option through their English class.
Take the EXPLORE test in late September to identify academic strengths and weaknesses and provide information as to career interests

Tenth Grade: Take the PLAN test in late September to further identify academic strengths and weaknesses and current career interests which differ from the previous year.
Take additional assessments through WISCareers and write a more detailed report on a more current career option based on the results of the assessments as part of the career unit team taught with the English teacher. Students are given exposure to creating a resume, letter of application, and will be able to identify sources and resources for finding a job during and after high school. Participate in the Career Connections program in January where they listen and ask questions of people in their career cluster(s) of interest.
Sophomore conferencing in late spring with parents strongly encouraged to participate and assist in the revisions to the student's ILP for the next year.

Eleventh Grade: Develop a plan for education/training needed to pursue current career of interest using WISCareers and outside resources to formalize their post-high school plans through their English class.
College visits are encouraged for the spring and summer after junior year.
English teachers spend time on improving writing skills to help with college scholarship applications in the spring of the year.
Take advantage of opportunities to speak directly with college, university, technical college, and military representatives who visit the high school.
College-bound students are encouraged to take the PSAT in October.
ACT and SAT testing opportunities in the spring.
Junior conferencing in the spring with parents strongly encouraged to participate and assist in the revision of the ILP for the last year of high school.
Junior Night in early February for students and parents to listen to speakers from the UW system, a private school, a technical college, and a branch of the military to present information and answer questions on their option after high school.

Twelfth Grade: Meet individually with counselor beginning mid-September to discuss career choice and specific plans for pursuing that career.
Review the ILP and revise as needed during the meeting with the counselor
Continue exploration on WISCareers if needed.
College visits and meeting with college and military representatives who come to meet with students.

J. 21st Century & Employability Skills

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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.

Random Lake PK-12 curriculum and assessment process ensures that PK-12 students have the opportunity to apply basic skills to real world situations through a variety of methods, including:

- In-servicing opportunities instructors on methods to integrate the application of basic skills in all curricular areas.
- Addressing application of basic skills on field trips and when utilizing outside speakers.
- Integrating basic skills into all K-12 curricular plans.
- Increasing K-12 curriculum awareness of the connection of basic skills to the real world.
- Offering career and technical education courses for graduation credit, incorporating basic skills, illustrating how the basic skills are used in the workplace.
- Encouraging instructors to attend appropriate workshops on such topics as curriculum integration, and considering the inclusion of information obtained through these workshops.
- The CTE department is working on rubrics based on the 21st Century & Employability skills as a basis for classroom assessment.

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 Random Lake School District's District Leadership Team (DLT) oversees the district plan for curriculum, technology, mandates, and staff training opportunities. The Random Lake School District provides a pre-kindergarten through grade 12 educational program that offers opportunities to students to maximize individual potential. Students will gain knowledge and skills needed to equip them with the ability to function as lifelong learners and responsible citizens in their communities.

PUBLIC NOTIFICATION OF NON-DISCRIMINATION POLICY

It is the policy of the School District of Random Lake that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, national origin, ancestry, creed, pregnancy, marital, or parental status, sexual orientation, or physical, mental, emotional, or

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learning disability or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973. The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the School District of Random Lake.

In terms of closing the achievement gap; the district has, over the past few years, been implementing a PK-12 RtI framework designed to “catch kids as they slip.” As students are identified as being in need through data gathered through universal screeners or through regular assessments, interventions are developed to meet their individual learning needs. The process is called K-12 CARES. Through this process, teachers, students parents, administrators, counselors, psychologists and other support staff are involved in the creation and implementation of the plan to support growth. A follow-up meeting is scheduled every 6 weeks until the student has developed the requisite skills or habits to make themselves independent.

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**

The following are included in the Random Lake School District’s Education for Employment Program:

- Education for Employment (School Board Policy 341.2).
- High school graduation requirements (School Board Policy #345.7).
- Programs for children at risk (School Board Policy 342.4);
- Tech Prep, School to Work, and/or school-supervised work experience and Youth Options (School board Policy #343).
- Guidance and Counseling (School Board Policy #366).

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- Professional Staff Development (School Board Policy #537).

Please refer to the Random Lake School District Website at www.randomlake.k12.wi.us for current board policies.

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.

The School District of Random Lake offers many professional development opportunities to our staff. All aspects of the PI34 re-licensure process are supported within the district. PI34, through the PDP completion process, is a valuable professional growth opportunity. In addition, our school district employs a PDP process whereby all staff set goals for professional growth and an action plan for attainment of those goals. Their work is supported through self-reflection, peer reflection and administrative supervision. Additionally, our curriculum cycle requires all disciplines and grade levels to review their curriculum, assessments, learning data, resources and use of technology. This has been identified as a very practical professional growth opportunity for staff. With respect to CTE, the staff will engage in the alignment and rewriting of their entire curriculum during the 2009-10 school year. Thereafter they will preview and purchase new resources to support an updated CTE curriculum, review student learning data and assessments. The district is also implementing the Response to Intervention (RtI) process in support of all students learning. This framework has 9 components including: standards-based curriculum, high quality instruction, interventions, differentiation, collaboration, assessment, continuous review and professional development. All teachers in RLSD are expected to engage in all these activities at a proficient level. To support professional growth in all areas, professional development is available to all staff.

With respect to CTE specifically, the following steps are planned:

- Develop a means to disseminate labor market information to all k-12 staff to increase staff awareness of job market trends including new and emerging information, workplace trends, and global trends.
- -Develop a means to disseminate to all k-12 staff workshop opportunities as well as college classes relating to education and world of work concepts and technologies. (DPI sponsored, Technical College sponsored, College credit courses.)
- -Supply staff with information and training pertaining to workplace stereotyping and non-traditional opportunities.
- -Design a teacher in-service based on the private sector world of work.

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.

The evaluation process will include the use of the VEERS survey along with current labor market information. The Random Lake School District will also be implementing a graduate follow-up survey, which will be administered to all graduates within one year of graduation. Additionally, anecdotal evidence will be gathered from employers and the CTE Advisory committee as to the quality of employee graduates. A yearly report to the school board reporting on yearly progress will also be implemented.

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.

1. All AP courses are designated with an "H" in front of the course title. This designates it as an honors course.
2. Anatomy and Physiology is a transcribed credit course through LTC which means that students early LTC credit for the class as well as RLHS credit. This is printed in the box at the bottom of the transcript and reads: Transcribed credit course through LTC.
3. Industrial Enterprising/Project Grill is also identified in the box at the bottom of the transcript as: Advanced standing course through LTC.
4. Software Applications-Word/Power Point, Software Applications-Access/Excel, and Accounting are identified in the box at the bottom of the transcript as: Advanced standing course through LTC.

If a student took Anatomy and Physiology, Industrial Enterprising/Project Grill, SA-WP, SA-AE, and Accounting, the box at the bottom of the transcript would be filled with the advanced placement and transcribed credit (Anatomy) for those courses.