

EDUCATION FOR EMPLOYMENT PLAN

September 1, 2009 – August 31, 2014

Two Rivers School District

To be submitted by September 1, 2009 as per the guidelines outlined on the PI-8020 Transmittal Form.
(This page DOES NOT serve as the transmittal form.)

Education for Employment Plan

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.

Wisconsin Education for Employment Standard 121.02 (O)(M) requires all school districts to provide access to an education for employment program that promotes economic development from many aspects. The educational plan must create opportunities for student learners to become engaged in work-related activities, thereby enhancing their career development and preparation for future employment. The business community must be integrated in educational issues to enrich the school curriculum so that current workforce needs are met. The plan must foster increased student achievement by engaging students and teachers in a more comprehensive educational experience that makes connections between school and work.

In order to access federal funds under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 it is mandated that all school districts must submit to their local Tech Prep Coordinator by September 1, 2009, a copy of their Education for Employment Plan for 2009 – 2014.

This document is intended to meet that purpose and provide program development direction for career education and implementation of 21st Century Skills.

An Education for Employment team was developed with the intent to create a plan of action and set forth reasonable goals and objectives based on the Two Rivers Public School Districts needs.

The following individuals have contributed to the contents of the plan:

- A. Two Rivers Public Elementary, Middle School, and High School Staff Members
- B. Manitowoc/Calumet County Carl Perkins Basic Grant Liaisons
- C. Manitowoc/Calumet County Youth Apprenticeship Program Liaisons
- D. Career and Technical Education Coordinator for Manitowoc County, Kari Krull
- E. Youth Apprentice Liaison and Tech Prep Coordinator, Lisa Klein
- F. School to Work Coordinator, Don Koeser
- G. Career and Technical Educators in Manitowoc/Calumet County Consortium
- H. Manitowoc County Chamber of Commerce
- I. Manitowoc County Partners in Education
- J. Lakeshore Tech Prep Consortium council members
- K. Two Rivers Public School District Counselors
- L. Lakeshore Technical College
- M. Two Rivers, Manitowoc and Manitowoc/Calumet County Businesses

Upon completion of the Education for Employment plan, the Two Rivers Public School District Board of Education will read, revise, and approve the plan into action for the district. The Board of Education will be updated on a yearly basis in June as to the current progress of the Education for Employment Plan.

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Evaluation of the Education for Employment Plan will be reviewed yearly by the Lakeshore Tech Prep consortium as well as the Career and Technical Education Coordinator for the district.

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.

Two Rivers Public School District is a member of the Manitowoc County Consortium under the direction of the Kari Krull, Career and Technical Education Coordinator for the Manitowoc Public School District is the Education for Employment Coordinator.

Kari will disseminate information on the Education for Employment plan to district principals, staff, stakeholders, and Manitowoc County business partners. A Career and Technical Education Advisory committee will be formed to review and update the Board of Education on the Education for Employment Plan on a yearly basis. This advisory committee will include Career and Technical Education teaching staff, members of administration from K-12 schools, parents of current Career and Technical Education students, and business partners in Manitowoc County.

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 local Tech Prep Council has been established through Lakeshore Technical College, with Nikki Kiss and Sarah Greenwood as its managers. Lisa Klein, Youth Apprenticeship Liaison and Tech Prep Coordinator for Two Rivers High School will represent the Two Rivers Public Schools on the Lakeshore Tech Prep Consortium.

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 Manitowoc, Two Rivers, Kiel, Mishicot, Valders, and Reedsville School Districts are all located in Manitowoc County. Manitowoc county has a population of almost 84,603 and a median age of 38 years old. This is a healthy combination of families and singles, retirees and young professionals, students, and entrepreneurs. The projections for Manitowoc county's 2010 population is 85,834, with a 2.1 percent growth rate since 2000. In 2010 the average Manitowoc county resident will be 40 years old.

The 2000 census projects that Manitowoc county will house a population of 80,044 or 96 percent white residents. A total of 376 African Americans making up 0.5 percent of the population, 1,870 Asian/Pacific making up 2.3 percent of Manitowoc County, 637 people being categorized as other races for a 0.8 percentage, and 1,343 Hispanic or 1.6 percent of the county's population makeup. Calumet County is predicted to have a population increase, however the population distribution will be shifting from a younger to and older-aged dominance, like most counties. The projected age of a Calumet County resident in 2010 will be 35.8 years old. When the oldest baby boomer is 64 years old in 2010, the over-64 year old population in Calumet County will amount to 10.8 percent of the total county population. Even though Calumet County's population is shifting, an overwhelming majority is still in its prime working years. As a result, it is projected that the labor force, those seeking work or working will grow by 26.2%.

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DWD data reveals the following about Manitowoc County: By far Manufacturing comprises the largest share (31.5 percent) of employment in the county. Team assemblers, machinists, and production worker helpers are among the most common. Education and health comprise the second highest share at 19 percent. Employers in the trade, transportation, and utilities division proved the third largest at 18.0 percent. Holy Family Memorial is the largest employer, Manitowoc Cranes, Manitowoc Public School District, FPL energy Point Beach LLC, and Fisher Hamilton follow in the top employers by employment category.

DWD data reveals the following about Calumet County, which includes the districts of Brillion and New Holstein. Population of 45,990. Calumet County is projected to have an average age in the year 2010 of 35.8 years old. Calumet County has the second fastest population growth at 13.2 percent, median age of 40 years, and a median income level of \$56,174 in 2007. Manufacturing is the largest industry with 39 percent with food services and drinking places second. Ariens Co, Brillion Iron Works Co, Werotek, Kaytee Products Inc, and Endries International Inc are among the five largest employers in the 2nd quarter of 2008 in Calumet County.

ESRI information indicates Population by Race White: 97.9 % (Calumet); 92.2% (Manitowoc); Black: .2% (Calumet); .6% (Manitowoc) American Indian: .7% (Calumet); .5% (Manitowoc); Asian or Pacific Islander: .2% (Calumet); 4.5% (Manitowoc); Some other race: .3% (Calumet); 1.1% (Manitowoc); two or more races: .7% (Calumet); 1.0% (Manitowoc); hispanic origin: .9% (Calumet); 3.0% (Manitowoc).

49.1 percent are males and 50.9 percent are females in Manitowoc County, while 50.2 percent are males and 49.8 percent are females in Calumet Counties population.

The average home value in Manitowoc County is \$92,500, Calumet, \$150,000.

Sources: Wisconsin's Worknet, DWD, and Manitowoc County Economic Development Corporation

Manufacturing comprises 5 of the 10 largest employers in Manitowoc County. School districts and administrative units of governmental entities are also in the top list. Holy Family Memorial, Fisher Hamilton LLC, Manitowoc Public School District, County of Manitowoc, Manitowoc Cranes Inc, Federal Mogul Powertrain System, City of Manitowoc, Parker Hannifin Corp, Manitowoc Ice Inc, and Aurora Medical Center of Manitowoc are the largest employers in the County. Manufacturing wages comprise 38 percent of all payroll dollars, but 31 percent of the job base. The leisure hospitality sector comprises 9 percent of the job base, but only 2 percent of its total payroll dollars.

Manufacturing accounted for one-third of Calumet Counties total job market. Administrative and support services (temporary help services) were also among the largest employing agencies in the County. Brillion Iron Works Inc, Ariens Co, Payroll Alternative Inc, County of Calumet, Kaytee Products Inc., Buechel Stone Corp, Endries Intl Inc, Worthington Cylinder Acquisition, and Calumet Medical Center Inc are the top employers in the County. Calumet County's employed travel to counties with higher paying jobs. Manufacturing comprises 32 percent of the total job base, but 46 percent of the total payroll dollars. Leisure and hospitality comprise 10 percent of the county's jobs, but only 3 percent of the total payroll dollars.

Company	Product/Service	Employees
Holy Family Memorial Inc	General Medical Surgical hospitals	1000+
Manitowoc Cranes	Construction machinery mfg.	500 - 999
Manitowoc Public Schools	Elementary & secondary	500 - 999
Fisher Hamilton	Laboratory apparatus & furniture	500 - 999
Federal -Mogul Piston Rings	Carburetor, piston, ring, & valve mfg.	500 - 999
County of Manitowoc	Executive & legislative offices	500 - 999

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The top 5 non-farm occupations with the most openings and their respective wages include:

Computer and Mathematical Occupations +4.5 percent change; \$57,470 Annual Salary, \$29.48 Experienced Wage
Healthcare Practitioners and Technical Occupations +4.1 percent; \$59,284 Annual Salary, \$35.26 Experienced Wage

Personal Care and Service Occupations +3.8 percent; \$20,688 Annual Salary, \$11.25 Experienced Wage

Health Care Support Occupations +3.5 percent; \$25,929, Annual Salary, \$13.91 Experienced Wage

The self-sufficiency standard annual income for a single parent is \$22,836 in Manitowoc County; \$24,260 Calumet County. In 1997 women owned 23.3 percent of businesses in Manitowoc County and 26 percent of businesses in Calumet County compared to 24.4 percent statewide. 73 percent of the land in Manitowoc County is used for farming compared to 51 percent of the land in Wisconsin is used for farming.

Traditional farming comprises 2-3 percent of occupations in the Manitowoc/Calumet County Area

According to the DWD, Bureau of Workforce Information and Office of Economic Advisors, Wisconsin industry-occupation matrix, the top five occupations in food services and drinking places make up about 65 percent of its jobs. These occupations include food preparation, servers, waiters, waitresses, bartenders, managers, etc. Food service employers are the second largest employing industry in Manitowoc County.

Specialty trade contractors consisting of electricians, carpenters, plumbers, construction laborers, heating, AC, and refrigeration mechanics and installers are part of the top ten employing industries. Construction, trade, transportation, and utilities occupations in Manitowoc County pay at or above the respective statewide average. (DWD, Bureau of Workforce Information and Office of Economic Advisors)

Ambulatory health care services shows the greatest change in employment for the 2004-2014 industry projections. Hospitals including state and local government will grow employment growth by (22.7%); information/professional services/other services (15.5%); education and health services (including state and local government) (22.2%); leisure and hospitality (15.4%); and construction/mining/natural resources (17.6%); farming, fishing and forestry occupations (7%) according to the Bay Area Wisconsin Industry Projections 2004-2014.

Manitowoc county's future growth in population will be significantly impacted by the large baby boomer generation. As of the year 2007, Manitowoc County was the 19th most populous out of Wisconsin's 72 counties. In 2010 the average resident will have a projected age of 40 years old. It is projected that in 2010, when the oldest baby boomer is 64 years old, 15.9 percent of the total population in Manitowoc County will be 65 years or older. With this shift in the demographics of Manitowoc County's population could significantly affect both labor force growth as well as the supply and demand for goods in service in the county as well as affecting surrounding areas.

As the population in Manitowoc County ages and the labor pool shrinks, employers may have stiffer competition recruiting qualified and skilled workers, whether they are trying to keep more baby boomers in the workforce longer or hiring a younger workforce from the area and surrounding areas. Female participation rate in the labor force has always historically been lower than male participation and this trend is predicted to continue.

The School District of Two Rivers serves approximately 1786 students. In the district we have 2 elementary schools, 1 middle school and 1 high school. We have 644 students in the elementary, 496 students in the middle school and 646 students in the high school. We also offer early childhood and 4 Year Old Kindergarten. We also offer alternative school programming at the high school level. Currently, the school district has 79 teachers, 6 administrators, 25 paraprofessionals and 45 other staff (which is comprised of office staff, custodians, transportation, computer technician and kitchen workers). Of these totals there are 79 fulltime teachers, 6 fulltime administration, 25 part time paraprofessionals, 19 fulltime other staff and 26 part time other staff.

Graduate follow up studies, such as the Vocational Education Enrollment Report System (VEERS) are conducted annually. Summaries are written and submitted to the Department of Public Instruction each summer. The VEERS (Vocational Education Enrollment Report System) documents follow-up on all seniors who have been identified as vocational concentrators (having a coherent sequence of three or more

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courses leading to a vocational career objective). The follow-up survey is sent approximately one year after high school graduation. The VEERS data is collected on an annual basis and is utilized by the Department of Public Instruction to analyze benchmarking standards set by the federal government as it relates to Carl Perkins Vocational Education funding.

Student needs and interests are analyzed through the use of WKCE (Wisconsin Knowledge and Concepts Exam) at the fourth, eighth, and tenth grade levels. Numerous amounts of time each summer are spent analyzing strengths and weaknesses for Two Rivers School District students. Changes are then made to curriculum in order to address these issues. MAPS (Multiple Assessment Programs and Services) testing has also been incorporated for grades 3-10. These tests measure student growth through the course of an academic year. Students can then be targeted for specific assistance in weakness areas. Also, the use of RTI has been implemented in all schools in the district. At the eighth and tenth grade levels, the WISCareers portion of the WKCE is also utilized to assist in measuring student interests. The ASVAB is also offered to all students in Grade 11 to assist in measuring student aptitudes and interests. In addition it is the goal of the Two Rivers School District to have every student tested in either the ASVAB, ACCUPLACER or ACT, depending on future career goals. Student needs and interests are also assessed through course enrollments each year.

Overall, it is the goal of the Two Rivers district's E4E plan to have an impact on local economic development and job creation. It is the goal of the school district to continue to grow and maintain community partnerships for classroom and work based experiences. Through the activities and goals outlined through this report, it is important to note that students will continue to develop employability skills that match workforce expectations demanded by our local employers. Through our Pre-K-12 efforts, district students will be exposed to citizenship, academic, and employability standards throughout their school years. By developing effective programs based on student needs and interests, surveying our former students, and evaluating programs and staff development, student achievement in the area of employability will be affected positively.

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.

In the Two Rivers School District partnerships are built through articulation and advanced placement agreements evident throughout the curriculum. Examples include articulation agreements with Lakeshore Technical College in the Business, Tech Education, and Language Arts departments. Silver Lake College serves as a partner for the Honors English course.. Also, we utilize many distance learning and online courses through Lakeshore Technical College and Northeast Wisconsin Technical College. Partnerships are also developed through the school-to-work and Youth Apprenticeship programs and are extended through speakers, job shadows, and community service projects built throughout the curriculum K-12.

FBLA has partnered with the Two Rivers Business Association to provide experiences for speakers and mentors. The school district partners with the Chamber of Manitowoc County for Career Expo for all 10th grade students and for Junior Leadership of Manitowoc County. The school district is also actively involved in the Tech Prep Council through Lakeshore Technical College and with various CESA programs.

The school district is also fostering a relationship with the Manitowoc County Partners in Education. This group is a partnership of county school district representatives, local businesses and coordinated through The Chamber of Manitowoc County. One of the goals of this group is to implement the Reality Store experience in local schools and to also implement Careers in the Café at the Middle Level. The school district has also fostered partnerships with the local Youth Apprenticeship consortium to better provide

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these experiences for our students. We also work with the Department of Vocational Rehabilitation to include them in student transition plans. In addition we work with the local Job Center and more specifically the WIA Youth Work Program to assist low income and parenting students with career transition programs. We utilize transition services through Project Youth for those students who are homeless in order to assist in their transitions from school to work and/or post secondary.

Two Rivers High School has partnered with Eggers Industries to offer the Woodlinks program to students interested in the manufacturing-woods field. In addition, students in the Culinary Arts program have the opportunity to participate in the National Restaurant Association's Pro-Start Program. Students have the opportunity to work with a mentor in the community to fulfill their work component and receive the national certification.

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.

Two Rivers currently offers a variety of courses in the Career and Technical Education programs. The areas include Business Education, Family and Consumer Sciences, and Technology Education.

In the area of **Business Education** there are 3.5 FTE teachers in grades 5-12. FBLA is very active in the Business department. Courses offered to students are as follows:

Middle School Courses:

Nine-week rotating exploration classes in the areas of Family and Consumer Sciences, Tech Education, and Computers/Keyboarding for grades 5, 6, and 7.

Skills for Tomorrow (required) 1 semester 8th grade

This course is designed to help students become more aware of themselves and their future. Students will assess themselves and explore possible careers. Students will also gain knowledge about college costs and its benefits, learn what it takes to land job, and what employers look for in employees. Students will become more aware of how to manage money. Discussion topics include creating a budget, the effects of interest, loans, making smart purchasing decisions, using credit wisely, banking, insurance, and planning for retirement.

High School Courses:

Introduction to Business 1 Credit open to grades 9 & 10

Introduction to Business provides knowledge and skills that all young adults need to become experienced consumers, workers, and citizens. Topics covered in this class include: career planning, consumer buying strategies, using a checkbook, understanding credit cards, economic systems, business ownership, the relationship between government and business, saving and investing, insurance, and budgeting. Computers as a tool will be incorporated into this class.

Recordkeeping 1 Credit 10-11-12

Recordkeeping provides the information and activities necessary to develop competency in both

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personal and business recordkeeping. We need to maintain records for taxes, budgets, credit, and banking for personal life, and sales, purchases, payroll, inventory, and accounting records are essential throughout the nature of business. Note: If you have taken Accounting, you may not sign up for this course. Students graduating in 2008 and beyond may take this course for .5 math credit, .5 elective credit.

Accounting 1 1 Credit 10-11-12

Glencoe Accounting is a program that addresses the needs of students who want a strong foundation in basic accounting theory and procedures, integrated with computerized accounting systems. This course is a blend of traditional methodology of accounting with current applications of computer technology. Students will be able to gain mastery of basic accounting concepts and procedures while they gain computer applications used to perform various accounting activities. This is an excellent course for students who plan on entering a career in business. LTC credit may be earned with a grade of "A" or "B" in this course.

Accounting 2 (Advanced) 1 Credit 11-12 Prerequisite: Accounting 1

Students enrolled in Accounting 2 will find this class designed to be used by the college accounting student as well as the vocational oriented student. This class covers much of the same materials that students will study in a beginning college accounting course, but at a level suitable for high school students. It also helps prepare those students for various tasks they will encounter on the job.

Computers as a tool will be incorporated into this class. Students in advanced accounting will study basic and advanced accounting principles, use common techniques to interpret financial statements, describe differences in accounting for different types of business organizations, accounting for not-for-profit organizations, accounting for departments, branches and manufacturing and information required for the planning and control of business. LTC credit may be earned with a grade of "A" or "B" in this course.

Accounting 3 .5 Credit 12 Prerequisite: Accounting 2

This course emphasizes advanced accounting theory and procedures, but also provides students with training in a computerized accounting system. This combination ensures a student a mastery in accounting concepts and procedures and a general understanding of how a computer can be used to perform various accounting activities. Accounting 3 will address the needs of a student who wants to enter a field in business in either the technical school or 4-year college setting. LTC credit may be earned with a grade of "A" or "B" in this course.

Business Math 1 Credit 10-11-12

This course is designed to introduce students to the elements of personal finance. Topics of discussion include: earnings, savings, taxes, insurance, borrowing, investing, and an introduction to business finance. Upon completion of this course, students will have a better understanding of the financial decisions they will face after high school. Students may take this class for 1 math credit.

Business/English Communications .5 English Credit – .5 Business Credit 11-12

Business/English Communications prepares the average to above average student to succeed in today's technologically enhanced workplace. This year-long course emphasizes effective communication skills, both written and verbal. Composition of business memos, reports, letters, and e-mail provides practical applications in writing skills. A major focus is the development of a career profile that prepares you for employment by identifying your interests, evaluation of your assets, and choosing a career path. You will learn to search the job market, write a persuasive resume, practice interviewing skills, and develop an effective job application letter. Computers will be used to produce all written communications. If enrollment is high enough, this course may be team taught by a business education teacher and a language arts teacher. ***This course will satisfy a .5 credit English graduation requirement.***

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Economics .5 Credit 10-11-12 Prerequisite: Intro to business (recommended)

Economics is a semester course designed to explain how the economy as a whole functions and how it is measured, along with various processes needed to make good economic decisions. In addition, students study the relationships of supply and demand, how firms organize and compete through pricing of goods and services, money and banking, business cycles, the role of government, how international trade affects the economy and how different economic systems can be compared with the market economy.

International Business .5 Credit 11-12

Students enrolled in International Business receive a background in global business activities. The class examines foreign cultures and how individual businesses respond to the differences in business practice, religion, and society of each country. We examine the integration of language, culture, and business principles as students discover their roles in international business. Computers as a tool will be incorporated into this class.

Sports & Entertainment Marketing 1 Credit 11-12

This course will develop the understanding of Sports & Entertainment Marketing and its role in business and society. It will teach the concepts of marketing through two popular and important topics in our society: sports and entertainment. Students will be faced with real-life problems and will have to develop and apply feasible solutions. They will be in contact with marketing representatives from professional sports teams and use what they learn to create new products. In addition, students will have the opportunity to be out in the field and witness the role that marketing plays in sports and entertainment.

Business & Personal Law 1 Credit 11-12

Business & Law is a one-year course that examines situations the individual citizen, consumer and employee may experience as a part of the legal system. Students expand their legal vocabulary, sharpen their ability to think analytically and identify legal issues that arise in everyday living. The course is designed to make students aware of their rights and responsibilities under the law and serve as a basic course for further study in the field of business or law. Sophomores may take this course by teacher recommendation.

Microsoft Word Applications .5 Credit 9-10-11-12

This class is designed to expand your knowledge of word processing skills. It is a project-oriented course that encourages independent thinking, decision-making, and the application of advanced features of word processing using Microsoft Word. Students gain competence integrating other software applications into word processing activities such as desktop publishing and web pages. Students will create quality business and personal documents (letters, tables, memos, and reports), and create professional-looking documents (brochures, invitations, news releases, newsletter, manuals, business cards, letterhead, forms, flyers, resumes, and web pages). LTC credit may be earned with a grade of "A" or "B" in this course.

Word Processing 2 .5 Credit 9-10-11-12 Prerequisite: Word Processing 1 or teacher recommendation

Prerequisite for this course is completion of Word Processing 1, or recommendation of Business teacher (strong knowledge of keyboarding skills and computer). This hands-on course provides additional instruction in information processing for the electronic office: reinforcement of correspondence from Word Processing 1 as well as preparation for entry-level positions in word processing. Students will learn to input, edit, record, and retrieve data, along with the more sophisticated word processing functions. LTC credit may be earned with a grade of "A" or "B" in this course.

College-Bound Keyboarding .5 Credit 10-11-12

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This is a course for students who have not previously enrolled in a structured word processing class in high school. This course gives students a working knowledge of the keyboard. Keyboard mastery is not stressed; however, correct procedure is emphasized. Students will be introduced to a variety of documents used at post-secondary schools. This course would be great for student who a planning to attend college or Tech schools. LTC credit may be earned with a grade of “A” or “B” in this course.

Computer Applications 1 .5 Credit 9-10-11-12

Upon completion of this course, students will have utilized essential computer applications which will enable them to achieve computer literacy. Students will have a basic foundation in creating documents in word processing, spreadsheets, multimedia presentations and graphics. Students will also receive enrichment in using the Internet. LTC credit may be earned with a grade of “A” or “B” in this course.

Computer Applications 2 .5 Credit 9-10-11-12 Prerequisite: Computer Applications 1 or teacher recommendation

Students **will** enhance computer technology and business applications skills including word processing, spreadsheets, databases, graphics, and Internet. Student **will** make connections between concepts and authentic tasks with hands-on applications and apply problem-solving skills to real-life situations through advanced integrated software applications. Students will work both independently and as a part of a team. This course is recommended for anyone interested in gaining advanced computer skills for college, work, or personal use. LTC credit may be earned with a grade of “A” or “B” in this course.

Web Page Design .5 Credit 11-12 Prerequisite: Computer Applications 1 or 2, or Graphic Arts 1, with a “C” or better

Web Page Design prepares a student to create and maintain a web page. The course will be centered on the use of graphic arts software and web page development software. Have fun designing web pages while learning the dos and don'ts of web page design by evaluating existing web pages and let your creative side show with the designing /editing software. These are useful skills in the technologically advanced world of today.

Independent Study .5 - 1 Credit 10-11-12 Prerequisite: Consent of the Instructor

Independent Study in technology is an opportunity for advanced students to apply principles, processes, and skills learned to the completion of a project that reflects their advanced standing. Students will select an area of interest and develop knowledge in their area of interest.

Desktop Publishing 1 Credit 9-10-11-12

This course will provide students with the hands-on computer skills they will need to produce professional quality layouts and graphic images on the computer. Computer hardware such as a personal computer, laser printer, ink-jet printer, CD ROM, scanner, and digital camera will be utilized. In addition to general class projects, students will import preexisting stories and graphics to a desktop publishing program so as to supply final layouts for school publications. This is an ideal course for students interested in the areas of laying out and designing newspapers, magazines, catalogs, forms, advertisements, stationery and business cards.

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In the area of **Family and Consumer Sciences Education** there are 2.5 FTE teachers in grades 5-12. In November of 2008 Two Rivers FCCLA affiliated and began their first year. The goal is to become an active chapter participating in conferences, projects, and Star Events. Courses offered to students are as follows:

Middle School Courses:

Nine-week rotating exploration classes in the areas of Family and Consumer Sciences, Tech Education, and Computers/Keyboarding for grades 5, 6, and 7.

Senior Chefs 1 semester 8
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This semester course is designed to appeal to an early adolescent's desire to learn more about the importance of eating the right foods. Emphasis is placed on the importance of healthy eating habits, proper diet, good nutritional practices, and the selection of the correct foods for the prevention of health problems now and in the future. Topics also include food safety, reading labels, social etiquette and manners, microwave cooking, and opportunities to experiment with recipes. Students will be exposed to career opportunities related to the area of nutrition and food preparation. All this will be topped by eating your creations!

SEW-FUN 1 semester 8*

This is a semester long FCE elective for 8th grade boys and girls who want to learn more about sewing. Students will learn to sew by hand, by machine, and to use the serger. They will become familiar with fabrics, sewing terms, tools and safety regarding the use of sewing machines and sewing equipment. Students will learn to use a pattern and follow directions to create several "hands-on" projects.

High School Courses:

Family/Foods and Society 1 Credit 9-10

Family, Foods, and Society is a comprehensive course that teaches a variety of areas in Family and Consumer Education in a purposeful, practical way. Students explore seven units of study- Interpersonal Relationships, Personal Development, Career Exploration, Relationships, Parenting and Child Development, Foods and Nutrition, and Clothing Care and Construction. Students are required to purchase a project to complete during the clothing unit.

Introduction to Foods and Clothing .5 Credit 9-10

Introduction to Foods and Clothing is a course designed for students who wish to learn the basics of foods and clothing/sewing. One quarter will be spent exploring nutrition and basic food preparation; the second quarter will be based on clothing care and basic clothing construction. Students are required to purchase a project to complete during the clothing unit. *Course open to 11th and 12th graders with pre-approval by the instructor.*

Topics for Today's Teens .5 Credit 9-10

Teens today are exposed to a variety of personal and social topics. This course is designed to examine such topics as teenage relationships, functions of the family and personal coping skills. It will guide the student through positive decision making skills to grow into a mature functioning adult.

Clothing Care and Construction 1 .5 Credit 10-11-12

Clothing Care and Construction 1 is a course open to students in grades 9-12. Students will study textile characteristics and the principles of clothing design, care, and construction. Students will

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construct a simple sewing project during the first quarter and an individual project during the second quarter. **Students are required to purchase materials for this course.**

Clothing Care and Construction 2 .5 Credit 10-11-12 Prerequisite: A grade of "C" or better in Clothing Care and Construction 1 or teacher consent

Clothing Care and Construction 2 is a course open to students who have completed Clothing Care and Construction 1. Students in this course will have the opportunity to develop advanced clothing construction skills and choose an advanced level project to complete. **Students are required to purchase materials for this course.**

Foods for Today .5 Credit 10-11-12

Foods for Today is a course which includes the study of wellness and nutrition in one's everyday life. Units of study include food safety and sanitation, wellness and nutrition throughout the life cycle, and basic food preparation. Recommended class for students interested in Culinary Arts..

Ethnic Foods .5 Credit 10-11-12

Explore food customs and ethnic foods from around the world. Students will have the opportunity to prepare and taste various foods from other cultures. A sense and taste of adventure is necessary! Recommended class for students interested in Culinary Arts.

Baking .5 Credit 10-11-12

In this course, students will learn the basics of baking breads, cakes, cookies, pies and other dessert items. This course is recommended for students interested in working in the food industry or anyone interested in learning how to bake a variety of foods. Recommended class for students interested in Culinary Arts.

Culinary Arts I 1 Credit 10-11-12

Students will learn various components of professional cooking including food safety and sanitation, equipment handling, and basic food preparation and planning. Students will work on the first year of National Restaurant Association ProStart program. Projects include the TRHS School House Coffee Cart, specialty meals, creative garnishes and cooking, and foods for special occasions. This course meets 2 hours per day for one semester.

Culinary Arts II 1 Credit 11-12 Prerequisite: Culinary Arts I

Student would complete the second year of the ProStart program through independent study. Completing the program provides students with experience credit when attending post secondary culinary education.

Food Science .5 Credit Science or elective 11-12

Food Science will cover food analysis, proper food handling, and food testing through scientific practices and principles. Topics included will be food additives, food contaminants, food spoilage, metabolism and developing new food products (such as beverages, preserved foods, cheese and ice cream).

Child Development .5 Credit 10-11-12

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Child Development is the study of physical, emotional, social, and intellectual development of the child from before birth to approximately age 6. Also covered are parenting roles, prenatal care and fetal development.

Skills for Employment .5 Credit 10-11-12

Skills for Employment is an opportunity for students to develop employability skills so they are better prepared to enter the work force and/or continue their preparation for future careers. Students will have the opportunity to obtain the Wisconsin Employability Skills Certificate which will increase their employability. This course will benefit all students, those employed and not employed. Students can select to work on Wisconsin Employability Skills Certificate.

Relationships 1 Credit 11-12

Relationships is a course that covers the personal relationships from dating through marriage, as well as the management of personal and family resources. Opportunities for exploring values and making personal decisions are utilized throughout this course. Individuals explore future personal decisions. Topics include personality, intimate relationships, parenting, and ending relationships.

In the area of **Technology Education** there are 4 FTE teachers in grades 5-12. Students in the Technology Education area have participated in Skills USA. (goal?) Courses offered to students are as follows:

Middle School Courses:

Nine-week rotating exploration classes in the areas of Family and Consumer Sciences, Tech Education, and Computers/Keyboarding for grades 5, 6, and 7.

INDUSTRIAL ARTS-APPLIED TECHNOLOGY* 1 semester 8

This exciting semester class is designed for both boys and girls. This interesting course will cover a variety of “hands on” activities using a variety of materials and processes. Rockets, modified CO2 race car, boat, clocks, lamps, and creating your own design to make a T-shirt are some of the projects students in this class will undertake.

INDUSTRIAL ARTS-WOOD TECHNOLOGY* 1 semester 8

This exciting class is for boys or girls who want to expand their knowledge of woodworking, power equipment, hand tools, and finishing. Students will spend class time building projects such as a magazine rack, CD holder, or miniature a house of the student’s design. Those students who take the class for both semesters will have time to select a project of their own choice and design and build it.

High School Courses:

Drafting 1 1 Credit 9-10-11-12

This course will introduce students to basic drafting and design principles through the use of sketching, mechanical drawing, and computer-aided drafting (CAD) techniques. Students will explore basic graphic communication and design principles used by engineers and architects to communicate ideas to manufacturers and customers.

Desktop Publishing 1 Credit 9-10-11-12

This course will provide students with the hands-on computer skills they will need to produce professional quality layouts and graphic images on the computer. Computer hardware such as a

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through the construction of a scale model house. Common projects constructed in this class include: CD/DVD cabinets, nightstands, end tables, and small entertainment centers.

Note: Successful completion of this class could lead toward nationally recognized WoodLINKS certification and advanced placement in the Wood Technics program at Fox Valley Technical College in Oshkosh, WI.

Welding and Metals Process 1 Credit 9-10-11-12

This course is designed to be an introduction/exploration of MIG, arc and gas welding processes, and gas and plasma cutting processes. Student will also explore the metal casting process, and sheet metal processes and will work on basic machine tool projects. Students can expect a wealth of hands-on activities throughout the class. At the completion of the class, students will be competent in basic metalworking.

Woodworking 2 1 Credit 10-11-12 Prerequisite: Machine Woodworking I

This course will provide students with a review of technical woodworking information covered in Machine Woodworking 1. Students will study design principles and apply them to an individual, major project that is primarily of their choice, with approval by the instructor. Common projects constructed in this class include: gun cases, coffee tables, bars, end tables, curios, corner hutches, dining room tables, chests, entertainment centers, etc.

In addition to constructing a major woodworking project, course work will include wood bending, wood forming, wood lamination, plastic lamination, pattern making, machine maintenance and tool sharpening. A Major emphasis will be placed on safety as related to each area of study. Upon completion of this class, students will be competent in advanced finish carpentry and/or cabinet making as well as general tool/machine maintenance.

Note: Successful completion of this class could lead toward nationally recognized WoodLINKS certification and advanced placement in the Wood Technics program at Fox Valley Technical College in Oshkosh, WI.

Machine Tool 1 Credit 10-11-12

This course provides an introduction to metalworking and computer numerical control (CNC) machining. Throughout the year students will complete projects that incorporate many different machining operations to gain experience and expertise. Basic math skills including: algebra and geometry will be used daily to complete projects. Quality of work is an important part of the class, and projects will be completed within specified tolerances. At the completion of the class, students will be proficient in many of the machining operations and automated processes.

Plastics .5 Credit 9-10-11-12

Plastics production in industry is limitless as its finished products are found everywhere. Students will have an opportunity to study techniques in basic processes related to various methods of plastics production, such as compression molding, injection molding, rotational molding, , bending, engraving, tool coating and others. Typical projects include: a duck decoy, a goose decoy, a key tag, an engraved name plate, tool handle coating, Styrofoam balls, artificial fishing bait, a football tee, a desktop organizer and much more.

Power Technology Systems .5 Credit 9-10-11-12

This course will provide students with a basic understanding of mechanical repair and applications. Topics covered will be four-stroke and two-stroke engine operation, repair, and maintenance. Carburetion and transaxles will also be covered. At the completion of this class students will understand how a gas engine works and be able to complete basic maintenance and repair. This class also helps prepare students for Automotive Technology.

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Automotive Technology Systems 1 Credit 11-12 Prerequisites: Power Tech. Systems (C or higher)

This course will cover each of the major automotive systems. Students will complete lab activities in class, which will help them gain an understanding of the automotive systems. A high emphasis will be placed on preventative maintenance and electrical diagnosis. At the completion of this class students will have a basic understanding of automotive repair to prepare them for technical college, or to complete basic automotive repairs at home. Students must have earned a C or better in Power Technology Systems to take Automotive Technology.

Car Care/Consumer Automotives .5 Credit 10-11-12 Note: Cannot take if enrolled in or have taken Automotive Tech. Systems.

This course will inform students about basic automotive maintenance. Students will be able to identify basic car parts, complete routine automotive maintenance, and diagnose basic automotive problems. This will help them know what to look for when purchasing a vehicle and prevent being overcharged by a repair shop.

High Mileage Vehicle 1 credit 11-12

This course will incorporate every area of education. Students will select and complete several fundraisers in order to fund the project. The vehicle that the students will design and build will compete against other high schools at one or more competitions in the spring. Students must have received a B or better in one of the following classes: Automotive Technology, Metalworking I (Welding and Metals Processes), Metalworking II (Machine Tool), or Drafting I, and receive teacher recommendation. Students must be prepared to participate in activities outside of regular school hours (eg. Parade, Brat Fry, and weekend competitions). Students will gain an understanding of all areas of technology education and will gain valuable problem solving skills.

Basic Electricity 08560 .5 Credit 9-10-11-12

This course will help students explore basic electrical principles. Students will develop an understanding of basic electrical theory, electrical power generation, electrical power distribution, and electric motors. The students will also learn the skills in electrical home wiring. Students will complete labs that will allow them to see how electrical systems function.

Exploring Technology (Tech. Center) .5 Credit 9-10-11-12

This course is designed to provide students with a hands-on, high tech learning opportunity. The course utilizes computerized modules with multimedia presentations intended to prepare them for some of today's latest technology. The computerized modules include: Electronics, Pneumatics, Laser Engraving and Cutting, Residential Construction, Computer Aided Publishing, Graphics and Animation, Robotics and Automation, Sign and T-shirt Production, Electrical and Plumbing, Computer Aided Drafting (CAD), Mechanisms, and Computer Numeric Control (CNC) Machining.

Basic Electronics .5 Credits 10-11-12

This course will allow students to apply electronic principles to basic electronic circuitry design. Current, voltage, and resistance equations will be calculated in both series and parallel circuits. Students will explore electronic circuitry, components, mapping circuit boards, wiring common circuits, as well as soldering. (Note: Students will need to buy at least 2 small soldering projects for the soldering unit at the end of the semester.)

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Independent Study in Technology .5 or 1 Credit 11-12 Prerequisite: Grade of “B” or higher in an advanced Tech Education department course **and** consent of the Instructor

Independent Study in technology is an opportunity for advanced students to apply principles, processes, and skills learned to the completion of a project that reflects their advanced standing. Students will select an area of interest and develop knowledge in their area of interest. Independent Study opportunities are available in all areas of the Technology Education department.

In Spring of 2009 students, parents, and counselors began using Career Pathways for planning course selections. Students were encouraged to choose a pathway and use the information provided to plan their course selections for upcoming years. CTE courses are also using the Career Pathways to develop Programs of Study in each area. In 2009 Programs of Study were written in three areas.

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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.

Grade level instructors strive to reinforce basic skills as a large component of the everyday classroom. Through a wide variety of grade and age level appropriate experiences, career exploration is integrated into the classroom and courses offered in the district. Examples of these efforts at each level are as follows:

Elementary School:

Students are engaged in a variety of career exploration and service learning projects that are integrated into the classrooms. Simulations are provided at the elementary level in order to engage students in real world and career exploration activities.

- PK-6 grade student participate in field trips that engage them with guest speakers to learn about the world of work and career opportunities.
- PK-6 students show responsibility in the classroom by being assigned to jobs that display leadership qualities by performing classroom helper jobs.

Middle School:

- Students at the middle school level are engaged in many classroom career based activities. Students are also encouraged to take part in their community through various activities.
- All 8th grade students complete an Individual Learning Plan in their advisor/advisee group. The plan focuses on post secondary goals, school involvement, parent involvement, and transition. This information is then shared with parents at individual planning conferences.
- Middle School Students utilize WisCareers software to identify personal interests and abilities as related to careers of interest.
- Students will be participating in Careers in the Café during their lunch hours beginning Fall 2009.
- Students have access to field trips to explore different career options.
- Guest speakers are invited into the classroom to discuss career options and interests.
- Career research papers, career lessons and units, and activities are integrated into all CTE courses in the middle school as well as core classes.
- Students demonstrate employability skills and interpersonal skills by participating in various clubs, organizations, community activities, and classroom activities.

High School:

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- Participation in Youth Apprenticeship program
- Participation in Youth Options courses through LTC and UW Manitowoc
- Job Shadowing experiences offered through the classroom and work experience
- Work Experience programs (see below)
- High School students participation in Career and Technical Student Organizations such as FBLA and FCCLA along with many other club and organizational offerings.
- Students will complete community service requirements for high school graduation
- Students can receive industry based certification such as Nursing Assistant, WoodLINKS certification, and Pro Start.
- Students can obtain state skills certificates in employability skills through work experience and employability skills course.
- Sophomores participate in the annual Career Expo

The work based learning opportunities we have available at Two Rivers High School include Tech Prep, School to Work and Youth Apprenticeships. An appointed school district teacher coordinates the Tech Prep program. This program is available to juniors and seniors. Students have the opportunity to be placed in an area of career interest to complete a semester or year long internship, usually unpaid. Students must complete weekly reports and have signed worksite agreements on file. In the 2008-2009 school year we had approximately 15 students participating in this program.

An appointed school district teacher who also serves as the SWD Transition Coordinator also coordinates the School To Work program. This program is for SWD students to explore careers, develop job skills, and work in paid and unpaid positions, many with job coaches.

The Youth Apprenticeship program is coordinated through a county consortium with the coordinator, serving all county schools, located at Lincoln High School. Two Rivers High School has a local liaison who serves as a recruiter for the Youth Apprentice program every year and serves as the school representative for Two Rivers High School students. This person works collaboratively with the Youth Apprentice county coordinator throughout the year in regard to student progress in the program. Specific duties may include, but are not limited to, collecting weekly reports, assisting in getting students ready for the interview process, ACCUPLACER testing students, attending grading conferences etc. In the 2008-2009 school year we had 4 students participating in this program.

Under the Career Development and School Counseling section you will find more detailed information in regard to career planning and preparation across the grade levels. The At-Risk and Special Education populations also receive specialized programming in regard to work based learning. As a part of the At-Risk program students must complete a work readiness course and are required to have employment either paid or unpaid. Special Education students also complete a Careers class and participate in a Job Explore class which allows them to learn on the job skills and workplace readiness skills.

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.

Articulation Agreements

Two Rivers High School has established articulation agreements with LTC in the following areas:

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Accounting I, Computer Applications I & II, Speech I, Web Site Design, Welding

In the future we plan to continue adding additional course for advanced standing and transcribed credit for both Career and Technical Education courses as well as core academics.

Youth Options

Two Rivers High School affords its students the opportunity to participate in the Youth Options program. The Youth Options program allows students to take courses at LTC and UW-Manitowoc that aren't available within the district. Students previously have enrolled in the Certified Nursing Assistant course, business and information technology courses, advanced welding courses, emergency medical technician, and medical terminology.

Youth Apprenticeship

The Manitowoc Public School District offers youth apprenticeship to all schools within Manitowoc County. Currently Lincoln, Valders, Mishicot, Reedsville, Two Rivers, and Roncalli High Schools participate in the program. The 2008-09 school year had 52 students take part in the program and currently in the 2009-10 school year there are 39 students enrolled. This year has seen a significant decrease in numbers of employers that have the capability to take students on due to current economic conditions but an increase in students interested in participating in the program.

Kari Krull, Manitowoc County Youth Apprenticeship Coordinator, has and will continue to seek out new and willing employers to take on these students in the following program areas:

- Agriculture, Automotive technician, Automotive collision, Mechanical and Architectural drafting and design, Finance, Hospitality, Lodging and Tourism, Info Tech, Health Services- Pharmacy technician and nursing assistant, Manufacturing Machining, Manufacturing Woods, and Welding.

Annually for the past two years this program receives \$44,205.00 in grant funding to cover student expenses and program costs.

Two Rivers High School continues to offer the Youth Apprenticeship Program. In previous years we have had students participate in the areas of automotive, health care, finance, and hospitality, lodging, and tourism.

State Skills Certificates

Students enrolled in the Employability Skills course at Two Rivers High School create an employability portfolio, pre and post tests, gain employment experience in a career area of interest, and complete job shadows. These students complete the course by receiving a state Employability Skills certificate.

Manitowoc County Manufacturing Project (Mini Chopper)

Lakeshore Technical College, Economic Development Corporation of Manitowoc County, and the Chamber of Manitowoc County have partnered to bring high school students in Manitowoc County an experience that promotes careers in the manufacturing field. Two Rivers High School would like to offer the Mini-Chopper program in the future. Obtaining sponsorship and high teacher turnover has inhibited our involvement. Students that participate and successfully

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complete the mini chopper program will have the opportunity to receive advanced standing elective credit in Mechanical Design from LTC.

Industry recognized certifications and credentials

Students enrolled in Career and Technical Education courses at Two Rivers High School have a variety of opportunities to receive industry-based certifications and credentials.

Students enrolled in Culinary Arts classes can obtain the Pro Start national certification which will enable them to be eligible for scholarships from the National Restaurant Association and gain employment in a related career area.

Students enrolled in General Woods and Advanced Woods courses at Two Rivers High School have the opportunity to learn from the WoodLINKS curriculum and take the national WoodLINKS certification exam. Students who obtain this certification and continue on to a program in manufacturing woods will gain advanced standing within a technical college setting.

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.

All the school counselors in the district have participated in the Level 1 and 2 trainings for the WI Comprehensive School Counseling Model. During this time long range goals were set for the implementation of this model which included the writing of curriculum, development of Student/Parent Individual Planning Conferences at Grades 8 and 10, working on developing the comprehensive and sequential delivery of services, development of a mission statement and individual learning plan guidelines

Students in grade 8 develop Individual Learning Plans (ILP) with the assistance of their advisor. This ILP will continue to be revised throughout high school with the guidance of their school counselor. This ILP will be the base of the Student/Parent Individual Planning Conference, which will occur in grades 8 and 10

Ongoing professional development is a must and has included Level 1 and 2 WCSCM trainings, Career Cluster Training at CESA 7, the Careers Conference, WSCA and WISCareers/ILP/ePortfolio training. In the future, counselors and other staff members involved in the delivery of the WCSCM will continue to seek out appropriate professional development opportunities as needed. At this time it is planned for counselors to attend Level 3 training in the 2011-2012 school year after sufficient data has been obtained from conferencing and ILP development. At that time it is planned to undergo a program evaluation to determine what changes can be made to the school counseling program to make a positive impact on student achievement. At this time an advisory committee will also assist in this evaluation. Starting in the 2009-2010 school year, the other curricular areas will be aligning their curriculum with the school counseling standards so the school counseling program can better assess where gaps are in the curriculum.

The following bulleted areas are what is currently being done and will continue to be done in addition to the aforementioned items:

- Career Expo every January for all sophomores—this is held either at Silver Lake College, LTC, UW-Manitowoc
- All Sophomores use WISCareers to help identify areas of interest for post-secondary planning.
- Many SWD students do the COPPS in addition to career surveys as freshman each year.

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- High School Careers classes for special education students-includes interest inventories, resumes, interviewing, job applications, investigating post secondary options etc. and a Job Explore class which gets students out on worksites to learn job place skills
- Extra-curriculars such as FBLA and FCCLA The technical education teachers are also exploring options to get our students involved in Skills USA
- Seniors—Meet one-on-one with them to finalize plans in the fall of senior year.
- Juniors—Meet one-on-one with juniors to go over plans for after high school
- During scheduling time in January, go over 4 year plans again, things needed to get into different post secondary programs
- Newsletters sent home to parents
- Administer ASVAB, PLAN, EXPLORE and PSAT tests
- Take students to the Wisconsin Education Fair—Grades 11 and 12 primarily but sometimes Grade 10
- Skills for Employment class focuses on career readiness and basic employment competencies. Discussion is leaning to this course being a pre requisite for the Tech Prep/School to Work program. Also, participate in the Youth Apprenticeship Program
- Have had speakers come in to speak with 10th graders on careers/college plans
- Guidance website has numerous links to career exploration, college sites, etc.
- Almost every class goes over the skills needed to make it in a career such as being on time, working hard etc. Also most classes will link what the students are learning to how it can be used in “the real world”.

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.

In the elementary school many of these areas are explored within the social studies curriculum. These would include units on community, being good citizens, jobs and learning about our country. At the 5th grade level students spend time on character education and ways to deal with bullying. They identify earth friendly habits and how they impact the environment, including the conservation of energy. The employability skills are enforced everyday through daily expectations and daily procedures.

In the Middle School 6th and 7th grade students study different countries culture, challenges and connections to the world. During the Civics Unit student learn about their involvement in and participation in local, state and national governments. In regard to employability skills students are expected to be here at school, participate in group activities, do oral presentations in different classes, make corrections on tasks and tests. Students receive demerits, detentions, in school suspension, and/or Saturday school for failure to follow rules and policies at the middle school.

Numerous opportunities are provided in all subject areas regarding career decision-making and employability skills at the 9-12 level. The high school guidance counselors also meet with students to discuss this topic during general course and post-high school planning sessions. Consumer Economics is a required course for all seniors which addresses the application of economics both personally and globally. Financial literacy is an important component of this course; students learn how to compute compound interest, monthly installments and complete a final project which explores adult living and budgeting. Government is a required course for juniors which addresses all aspects of government. Students at the

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high school also participate in local government days, work voting polls, watch a WI Supreme Court session and meet with local legislators. In World History the course is generally exploring global cultures and the challenges the world has and is facing. We also have a Sociology course which address the study of global cultures, connections and challenges. All freshmen students are required to take World History which also covers many global awareness topics. Workplace Reading And Writing and Skills for Employment are courses offered at the high school level which directly covers the topics of employability skills, communications on the job, resume preparation, etc. These courses are not required, however, many students do take Workplace Reading and Writing for a half Language credit. Many of these topics are also touched upon throughout the English/Language Arts curriculum from grades 6-12.

All classes reinforce expectations to get work done on time and accurately, work in groups, communicate steps in solving problems orally and written and the importance of being in class to learn new material. In our special education department student work is many times based on employability skills. Students also attend different career and college readiness events on local campuses. In Career and Technical Education courses students address careers in the specific areas. Many of our business classes also address financial literacy and entrepreneurial literacy. Students in Business Math address all the areas of math within the business world including exchange rates, time zones, taxes, checking and savings accounts, and calculating interest. In the Social Skills and Language curriculum students learn how to work with others and work on writing communication skills.

Students in the high school also partner with multiple businesses in the area for student volunteer activities. Beginning with the class of 2012 all TRHS students are required to complete 20 hours of community service.

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.

To help students become caring, contributing, productive, and responsible citizens, the entire district program reflects a clear commitment to helping students acquire the skills, attitudes, values and knowledge to achieve the ideal. Citizenship development includes in-class instructional opportunities woven throughout the curriculum. District core abilities are as follows:

- Develop self-confidence and create a positive self-image.
- Be respectful, sensitive, and compassionate to people.
- Develop a good work ethic resulting in gainful employment.
- Be a good communicator.
- Develop lifelong learning.
- Be a responsible citizen.
-

These core abilities underly all programming and curriculum throughout the district. Real-world experiences and activities are integrated throughout the curriculum from PreK through the 12th grade. Students need to see the relevance of their learning and teachers are willing and able to provide students with such connections.

The school district works diligently to provide students with opportunities to explore future career opportunities. At the middle school students work with their advisor in the advisor/advisee program on career exploration and will provide direct guidance in working on their Individual Learning Plan. At the

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high school students are provided with job shadow opportunities and opportunities to meet with professionals in their intended career areas. Students are also provided with work experience opportunities.

The school district provides many programs to assist students in closing the achievement gap. Child Study Teams or Building Consultation Teams are conducted to assist in identifying students who may need assistance. Every year school test data is analyzed and student strengths and weaknesses are identified to assist in not only overall curriculum programming but also to identify students who may need more assistance. At the middle school and high school, at risk programming is provided for students to provide additional assistance for regular classrooms and for those students who are behind in graduation credits. We have an alternative program for high school students who are deficient in graduation credits that meets less hours per day to accommodate the student needs and learning styles. We have also starting taking some of our female students to the Learn, Earn and Prosper (LEAP) Conference to expose them to some of the non traditional career opportunities.

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**

Two Rivers School District is always in search of ways to implement educational programming that will benefit all students. Students have taken courses via online networks to pursue other courses we do not have at TRHS in a variety of areas including Career and Technical Education. We have had students take AP exams in math and chemistry. In our Honors English course students can also earn college credits through Silver Lake College. Two Rivers utilizes Youth Options to provide courses for students to either pursue future career goals or if we cannot offer the level of programming needed. The most popular courses include Medical Terminology and EMT-Basic. The Youth Options program is coordinated through the high school counselors. Two Rivers utilizes technical college courses as well as high school courses to deliver Youth Apprenticeship programming for students. Distance education (DL Lab) is effective in delivering courses to Two Rivers that students would not otherwise be able to partake in. Examples include World Languages, Astrology, advanced level course we do not offer.

Articulation agreements are revised and created with Lakeshore Technical College on an annual basis. Currently articulated credit is available in the Business and Information Technology, Language Arts, and the Technology Education departments. All agreements are revisited every three years. We are looking to expand our offerings in advanced standing courses.

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Career and technical education including business and information technology, family/consumer sciences, and technology and engineering education programs are offered 6-12 grade students. School-to-Careers opportunities are offered through 9-12 work experience programs and shadowing opportunities K-12 (health care being the most popular). Youth apprenticeship programs are: automotive collision, automotive technician, drafting and design, financial services, health services-certified nursing assistant, health services-pharmacy tech, industrial equipment technology, information technology, hospitality, lodging and tourism, production agriculture/animal science, and welding. Youth Apprenticeship is locally coordinated by a school liaison and coordinated and evaluated county wide by the Youth Apprenticeship consortium coordinator.

Career development activities are provided through classroom instruction, field trips, career days, career fairs, and career exploration seminars. Two Rivers School District participates, with other Manitowoc County schools, in the three-day career expo sponsored by the Chamber of Manitowoc County, technical, private and two-year colleges, public and private schools, and local businesses. All students are given an opportunity to participate in a technical career awareness event highlighting manufacturing, construction, automotive, health services, and other careers. The school district is also involved in the Tech Prep Consortium coordinated through Lakeshore Technical College. This consortium oversees the state Tech Prep grant and county programming in this area.

All areas have adopted the core academic state standards in their programs. All career and technical curriculum includes program area and core content standards or is in the process of revision to include these standards. Also, as electives we offer courses in Relationships and personal business which cover topics such as checking accounts, savings, investing, renting apartments, buying cars etc. As a required senior course students also must complete Consumer Economics which covers many topics in personal finance, taxes, economic systems, supply and demand, stock markets, inflation, federal reserve system, unemployment etc.

All career and technical courses integrate parts of SCANS skills. These courses in the 9-12 grade levels integrate industry-based skill standards to give students the opportunity to master the state skills standards and/or youth apprenticeship competencies. Vocational skills are addressed in the classroom through a variety of methods including, but not limited to, career research, class choice advisement, and having classroom procedures in place which mimic workplace expectations. Additionally, the inclusion of the ILP process will also assist in facilitating these goals.

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.

In order to fully implement the Tech Prep program many opportunities will be provided for staff. The opportunities that will be provided in the next two years will be addressed below. However, the professional development opportunities will need to be continually revised and addressed as need assessments are done.

- On August 12, 2009 a Tech Prep training day will be held at Lakeshore Technical College. This day will be provided for Tech Prep school liaisons to learn more about Tech Prep and their responsibilities as a liaison.
- Work on curriculum and cross curricular mapping will continue throughout the next five years with the goal for this to be completed by 2014 and gap assessment to begin.

Education for Employment Plan

- During the 2010-11 school year it is anticipated that the school counselors will attend Level 3 of the Wisconsin Comprehensive School Counseling Model.
- We will continue with reading initiatives within the district and the implementation and training of staff on RTI.
- October of 2009 Career Cluster Training in Kimberly
- Continued participation in professional conferences

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.

Two Rivers Public Schools continuously evaluate the effectiveness of their education for employment programs and other programs through administrative and staff data retreats, as well as staff and in-service meetings. The districts also completes the VEERS report on a regular basis to identify programs of study and to assess enrollment numbers to determine class offerings and appropriations of grant dollars.

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.

All educational experiences outside of the normal high school curriculum, such as Youth Apprenticeship and Youth Options are listed on the students' grade transcripts indicating the title of the course or program and the credit earned. We are currently configuring our computer based transcript generator to list transcribed credits (Youth Apprenticeship, Youth Options, and advanced standing) to include the name of the institution issuing the credit in the comment section. Additionally, this same process is being developed to include industry certifications.