

Education for Employment Plan

September 2009-2014

**Valders Area
School District**

A. Introduction

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 Valders Area School Districts needs.

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

- Valders Area School District Elementary, Middle and High School Staff Members
- Manitowoc/Calumet County Carl Perkins Basic Grant Liaisons
- Manitowoc/Calumet County Youth Apprenticeship Program Liaisons
- Career and Technical Education Coordinator for Manitowoc County, Kari Krill
- Work Experience Liaison and Tech Prep Council Representative, Ellen Bartling, Deb Runnoe
- Career and Technical Educators in Manitowoc/Calumet County Consortium
- Manitowoc County Chamber of Commerce
- Manitowoc County Partners in Education
- Lakeshore Tech Prep Consortium council members
- Valders Area School District Counselors

➤ Lakeshore Technical College

➤ Manitowoc and Manitowoc/Calumet County Businesses

Upon completion of the Education for Employment plan, the Valders Area 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.

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

PI26.04 (2) The board shall designate a staff person certified under s .PI 34.32(7) (a), to coordinate and direct the education for employment plan

Kari Krull, Career and Technical Education Coordinator for the Manitowoc Public School District is the Education for Employment Coordinator.

Deb Runnoe will disseminate information on the Education for Employment plan to district principals, staff, stakeholders. 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 PK-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), Wis. Stats.

The local Tech Prep Council has been established through **Lakeshore Technical College**, with **Shelia Kornberg**, Tech Prep Coordinator. Each district in the Sheboygan and Manitowoc counties should have representation on this council. For the Valders Area School District, Deb Runnoe will serve in this role. This person will then disseminate all information to the local district and interest parties.

D. Develop a 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.

Labor Market Information, Local Economic Development, and Job Creation

- 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 |

- 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 show 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.

Current population demographics

- 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.
- 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.

Projected changes in current populations and demographics

- 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 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.
- 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

Graduate Follow-up Studies

- The Vocational Education Enrollment Report System (VEERS) documents follow-up on all seniors who have been identified as vocational concentrators (having a coherent sequence of 3 or more 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.

Community/District Demographics

- The Valders Area School District, a rural community in east central Wisconsin, contains approximately 8,000 people and encompasses 126 square miles. The district includes three incorporated villages and six townships. The Village of Valders has an estimated population of 993 and is located in central Manitowoc County. The area villages, along with surrounding rural areas, comprise a Valders Area School System consisting of grades PK-12 with approximately 1200 students. Thirty percent of the high school student body originates from nine rural parochial feeder schools. Elementary education is housed in a building 150 yards from the main complex, educating nearly 400 students. The middle

school, grades 5-8 and approximately 350 students, occupies a wing accessible from Jefferson Street, while the high school is accessible from West Wilson Street and supports approximately 420 students. Census projections suggest that the population of the VALDERS AREA SCHOOL DISTRICT will grow slowly in the future. The district is a member of CESA 7 and works in partnership with Lakeshore Technical College and Silver Lake College in the school-to-work consortium. Valders Schools operates as a common school district with 90% of its pupils bussed from rural areas. Sixty nine percent of its graduates attend post secondary school.

- The Village of Valders is in a growth pattern and various new areas of development have recently opened for industry as well as private housing. Farming, agribusiness, limestone quarrying, manufacturing, and lumbering make up the business base of the community. Dairying provides the largest revenue for the area. A volunteer fire department exists as a 31-man organization with all modern equipment. An ambulance service inaugurated in 1960 has grown to include two fully equipped ambulances with 40 trained EMT's.

Evaluation of Current Programs

- Surveys were distributed to all staff members to respond to employability skills within his/her specific grade level and/or discipline. A shared view among staff in each of the three buildings reflects an integrated approach to teach academic skills across disciplines. While in the elementary building the integration is a natural teaching method, the approach becomes more planned among the middle and high school levels. An example in the middle school is the cross-curricular projects of country and city research among English and social studies students. Departments within the high school integrate with a lesson-by-lesson basis, depending on the topic being discussed. Such connections include Spanish integration of history, geography, and science; and the current focus of integrated science, agriculture, and technology projects. While all buildings actively infuse world of work examples and competencies into curriculum, a clearly articulated grade level sequence of specific education units that emphasize employability skills and attitudes is not apparent. Surveys demonstrate a strong daily reinforcement of soft skills, including punctuality, attendance, responsibility, and teamwork. The perception among buildings is that the Guidance Department needs to take the lead role in providing students with career awareness, exploration, and planning; and that much of that planning occurs within the high school. Finally, survey results indicate that students have increased technological awareness as a variety of technologies are incorporated in the PK-12 curriculum to serve as both instructional strategies and learning activities.

Student Needs and Interests

- Post Graduation Intentions: Graduates are surveyed to learn of their future plans. There are six options and one other category to select from (as shown in the table below). The actual number of graduates is shown at the top of the table, but the numbers provided in each category represent the percent reporting that option locally and across the state. Data collected from 2008-2009 shows fewer students are going right to work after finishing high school.

| Post Graduation Intentions | | |
|--|----------|--------|
| | District | State |
| # of Graduates | 95 | 65,183 |
| 1 Year Tech College/Job Training Program | 15.8% | 1.3% |
| Military | .1% | 2.6% |
| Employment | .3% | 6.2% |
| 2 or 2+ Year Voc/Technical College | 22% | 22.1% |
| 2 or 4 year College/University | 40% | 50.8% |
| Seeking Employment | .2% | 2.5% |
| Other (Specify) | .3% | 17% |

- All VALDERS AREA SCHOOL DISTRICT students participate in the WKCE interest inventory testing. Information received through the WKCE Interest Inventory; optional PSAT, PLAN, ASVAB, ACT Prep Career Interest Survey; *WIS Careers*, the 8th grade exploratory program, as well as registration and orientation programs; help to identify the student's needs and interests.

Projected Impact of the Education for Employment Program

- Overall, it is the goal of the Valders Area School District's E4E plan to have an impact on local economic development and job creation. 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 PK-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 positively affected.

E. Collaboration and Partnership

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.

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

The following are the current partnerships established in the Valders Area School District

Section E: Collaboration and Partnerships

| Program Description: Elementary School | | | |
|---|---------------------|---------------------------|----------------------------|
| Needs and Goals: The staff uses a variety of business and community organizations to acclimate students to career opportunities and good citizenship. | | | |
| Collaborative Partners Involved: American Legion, Piggly Wiggly, Scott's Stuff, Valders Journal, Valders Fire Department, Local Police officer, Village of Valders | | | |
| Objectives/Activities | Timeline | Evaluation Method | Resources Allocated |
| Earth Day/Activity book | Determined by staff | Observation/student input | Time |
| Citizenship/Activity book | Determined by staff | Observation/student input | Time |
| Career Exploration /Field Trips | Determined by staff | Observation/student input | Determined within budget |
| Career Exploration/Guest speakers | Determined by staff | Observation/student input | Time |
| Citizenship/Remembrance of Vets | Determined by staff | Observation/student input | Time |

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

Section E: Collaboration and Partnerships

| Program Description: High School Science | | | |
|--|---------------------|--------------------------|----------------------------|
| Needs and Goals: Real life application of classroom concepts | | | |
| Collaborative Partners Involved: State Trooper Association, Sanitation Engineer from Manitowoc County | | | |
| Objectives/Activities | Timeline | Evaluation Method | Resources Allocated |
| Real life application of classroom concepts | Determined by staff | Observation | Time |

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

Section E: Collaboration and Partnerships

| Program Description: High School Technical Education | | | |
|---|---------------------|--|----------------------------|
| Needs and Goals: Career Exploration, Employability Skills | | | |
| Collaborative Partners Involved: Local business affiliated with the Woodlinks program, businesses in the Manitowoc Manufacturing project Mini-Chopper, Manitowoc Two Rivers Chamber of Commerce Partners in Education committee, Lakeshore Technical College (LTC) | | | |
| Objectives/Activities | Timeline | Evaluation Method | Resources Allocated |
| Career Exploration/Guest speakers, field trips, resources | Determined by staff | Observation | Time |
| Employability Skills/Guest speakers, field trips, curriculum | Determined by staff | Observation | Time |
| Advanced standing LTC/Intro to Engineering | Determined by staff | Observation/student input/Program evaluation LTC | Determined within budget |

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

Section E: Collaboration and Partnerships

| Program Description: High School Family and Consumer Education | | | |
|---|---------------------|--------------------------|----------------------------|
| Needs and Goals: Resources | | | |
| Collaborative Partners Involved: Quilts n' Silks of Manitowoc | | | |
| Objectives/Activities | Timeline | Evaluation Method | Resources Allocated |
| Resources/To conduct demonstrations | Determined by staff | Curriculum completion | Time |

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

Section E: Collaboration and Partnerships

| Program Description: High School Special Education 9-12 | | | |
|--|---------------------|--------------------------|----------------------------|
| Needs and Goals: Development of Job Skills | | | |
| Collaborative Partners Involved: Christel's Piggly Wiggly, Village of Valders Recycling, Mr. Lucky's, Weber's BP, Valders Co-Op | | | |
| Objectives/Activities | Timeline | Evaluation Method | Resources Allocated |
| Develop job skills/Unpaid work experience | Determined by staff | Observation | Time, Staff |

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

Section E: Collaboration and Partnerships

| Program Description: High School Business and Information Technology | | | |
|--|---------------------|--|----------------------------|
| Needs and Goals: Career Exploration/Employability Skills | | | |
| Collaborative Partners Involved: Wisconsin Certified Public Accounts, Lakeshore Technical College, various businesses in community. | | | |
| Objectives/Activities | Timeline | Evaluation Method | Resources Allocated |
| Career Exploration/Guest Speaker | Determined by staff | Observation/student input | Time, Staff |
| Employability Skills/Advance Standing LTC Accounting I and Microsoft Office I | Determined by staff | Observation/student input/Program evaluation LTC | Time |
| Employability Skills/Work Experience | Determined by staff | Quarterly evaluations filled out by employers and weekly sheets completed by student | Time |

- Some additional partnerships with the community and businesses are:
The Valders Elementary Parent-Teacher Association functions to involve parents, teachers, students, grandparents, school officials, business people, government officials, senior citizens, singles, and couples without children. It provides parents and teachers a way to share experience and knowledge about children. It serves as the largest and most effective volunteer association working for the education, health, safety and well being of all children and youth.

A few of the PTA activities include:

- Fall Fest
- Spring Fling
- Science Night
- Staff Appreciation Event
- Bookmaking Night (Mrs. Sheree Schuh, Title Teacher)
- Game Night (Mrs. Sheree Schuh, Title Teacher)

PTA Sponsored Workshops include *Safe Kids*, put on by Officer Phil Kinzel of the Manitowoc Sheriff's Department; and *The Busy Child* presented by Rich Bahnaman, guidance counselor at Valders Elementary.

The Parent Advisory Council meets 4 times per year within the high school setting to examine issues relevant to academic or personal success of students. Agendas are developed by the principal, but are adjusted to meet the needs of those in attendance.

The Music Booster Organization is a group of parents that organize fundraisers and activities that stimulate the development of those students enrolled in band and choir. This group takes on the task of selling concessions at all home winter sporting events. Money raised goes to the funding of: awards for students achieving designated levels of commitment in music or participation in Solo and Ensemble Contests, summer camp opportunities for students, and the purchase of equipment not available through school funding.

The Valders Athletic Association is an organization that links resources and opportunities in the area of sports for the students. Purchasing equipment for sports teams not obtainable through school funding is one function of this group. A major contribution was the funding for the construction of new bleachers at the football field. Sports activities for children are also organized through this group and communicated through the school system; including youth flag football, youth soccer, youth t-ball, and youth baseball.

A partnership currently exists with the Manitowoc/ Two Rivers Chamber of Commerce in establishing work force development. Area businesses are also involved in a partnership with our school by offering students apprenticed learning opportunities within the guidelines of the offered program of Youth Apprenticeship.

Valders Area School District has created partnerships with other institutions of higher learning, specifically Silver Lake College and the University of Wisconsin Manitowoc. These partnerships have become a direct result of Youth Options programs in which senior students leave the Valders campus to take courses at the college. The students receive credit at both the high school and college level. The Advanced Placement courses through the College Board also facilitate college credit if the student passes the associated exam at the level determined by the college in which the student is about to enroll.

A goal of this plan is to further the advance standing and articulation agreements between Valders Area School District and LTC or other institutions of higher learning, which will further the specific career opportunities available to our students.

F. Career & Technical Education Programs

PI26.03 (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 practiced application of academic skills and applied technologies...

➤ Types of programs

Valders Area School District offers a variety of Career & Technical Education programs at the middle/high school level. The four areas in particular are: Agricultural Education, Business & Information Technology Education, Family and Consumer Education (FACE), Technical Education.

➤ Number of teachers

All programs have 1 teacher and FACE has 1 ½ teachers.

➤ The following courses are offered in each of the programs. In the middle school each program offers a .25 elective credit relating to their specific program. This class is offered during the 8th grade year and students rotate through the programs.

AGRICULTURE

Agribusiness (11-12)

This course is recommended for students who wish to become knowledgeable in the areas of business operation, management, and economics. The management and financial topics are valuable to students entering any occupational area. Areas of study include career opportunities, history of marketing, types of marketable goods, market

functions, supply and demand, recordkeeping, cooperative business management, taxes, insurance, financial records and analysis, legal issues, employer-employee relations, and farm/non-farm business planning. Students will serve as The Board of Directors for The Greenhouse Business, being responsible for stock sales, records and dividends.

Basic Shop Skills* (10-12)

Basic Shop Skills is a one-semester course that will focus on a variety of basic skill areas. Emphasis will be placed on hands-on instruction in basic electricity and wiring, wood construction, welding, plumbing, concrete, and small engines. Safety and careers will be integrated throughout the course.

Food Science/Agriculture Technology*(9-12)

This laboratory-based, semester course will focus on the application of technology to the agricultural industry. Students will work in both classroom and greenhouse labs. Topics will include food science, processing and safety, plant technology and cloning, along with an overview of biotechnology. The course will also include computer technology, FFA, recordkeeping, and current issues and careers in agriculture.

Horticulture* (10-12)

This laboratory-based semester course is for any student interested in horticulture as a career or hobby. Areas covered will include basic plant science, flowers, bedding plants, vegetables, gardening, and plant management. Greenhouse operation will be a major component of the semester. This includes plant selection, propagation, nutrition, pest control, and marketing. Computers, careers, and safety will be integrated throughout the semester.

Advanced Horticulture* (11-12) *Prerequisite: Horticulture*

This one-semester course will deal with advanced concepts in horticulture and greenhouse management. Students will develop and master concepts that are introduced in horticulture along with additional material that is introduced in this class. Topics will include marketing and production of indoor and outdoor foliage plants, plants for food, potted plants, fruit crops, cut flowers, and hydroponics. Emphasis will be on hands-on education using computers, the greenhouse, and lab facilities. Students will be responsible for day-to-day operation of the greenhouse.

Landscape Management* (9-12)

This semester-long course deals with the design, management and maintenance of landscaping, and its related fields. Topics include career opportunities, site development, landscape design, construction materials, plant material usage, economic analysis, and landscape maintenance. Emphasis will be on hands-on education using

computers, the greenhouse, and lab facilities.

Large Animal Science* (10-12)

Large Animal Science is a course for the student wanting to explore the science of animal management. The course includes a study of the meat processing industry, evaluation of animals, animal welfare vs. animal rights, animal health, nutrition, reproduction, behavior and genetics. Large Animal Science will also include an overview of the following animals and the appropriate management for each: beef, dairy, swine, sheep, goat, poultry, and horse. Current issues, career opportunities, and computer applications related to this course will be explored.

Natural Resources Management* (9-12)

Natural Resources Management focuses on natural resources and wildlife issues. Topics include: career opportunities, forestry, aquaculture, efficient use of our natural resources, ecology, wildlife management, water and air quality. Students in this course will concentrate on the preservation of wildlife, the habitat they live in, and the problems concerning them. At the conclusion of this course students will be able to: identify various trees and understand their management; explain problems of forests such as fire, health, insects, disease, and harvest; identify big game, small game, birds, fish, and endangered species for Wisconsin. Instruction will be a combination of classroom, laboratory, and use of the aquaculture room. Several hands-on projects are part of this class, including taxidermy and fish production products.

Veterinary Science* (9-12)

Veterinary Science is a specialty hands-on course. It encompasses the science and study of domesticated animals such as rabbits, dogs, cats, rodents, reptiles, fish, and birds. In this course, students will also be trained with lab and computer activities to become a veterinarian, veterinarian assistant, and veterinarian technician. Proper care, management, nutrition, and breeding of domesticated animals will also be discussed along with maintenance of the aquaculture tank.

Ag Co-Op (12) *Prerequisite: Two semesters of agriculture education courses and enrollment in Agribusiness*

The Co-Op program is a full-year, senior level course designed to provide training and instruction for the purpose of securing employment in agriculture and agriculture-related occupations. The heart of the program is based on a cooperative arrangement between the school and area agricultural businesses. Students receive occupational experience under actual on-the-job training. On-the-job students are rotated through a series of planned and meaningful job experiences. The classroom phase of the program deals with the preparation for entry into the world of work and independent study in areas related to their job and career objectives. Students are paid for their work and are given one credit towards graduation upon completion of the program. Students interested in

co-op education in agriculture should meet with the agriculture instructor during the spring of their junior year.

BUSINESS AND INFORMATION TECHNOLOGY

Business Cents* (9-12)

This one-semester course explores a variety of business activities. Students consider and learn business skills to maintain a checkbook and the process of granting credit and credit cards. The class looks at the banking industry and how decisions are made to determine interest rates, mortgage loans, and other services. This course is relevant today as the fastest growing sector of the economy is start-up small businesses. Students interested in finding out more about the financial side of business would benefit from this class. Suggested follow-up courses include: Accounting I, Accounting II, Introduction to Business.

Keyboarding* (9-12)

For students entering from other schools and cannot key at least 25 wpm or students who have not successfully completed 8th grade business education. Keyboarding consists of two parts: students learn to key, by touch, both the alphabetic keys and numeric keys using the personal computer; proper keyboarding technique is emphasized. The remainder of the semester is spent learning word processing and spreadsheet programs. Suggested follow-up courses: Microsoft I, Introduction to Business, and Personal & Business Law. This course meets graduation requirement for Computer Science.

Microsoft I**** (9-12) *Prerequisite: Successful completion of 8th grade business education or Keyboarding.*

This **first semester course** acquaints students with the most popular computer program including word processing, spreadsheet, and PowerPoint of Microsoft Office. Topics to be covered include: formatting and editing of documents in word processing, spreadsheet; file management; multimedia presentations. The tools learned in this course are used daily in the outside work place and by college students completing their course work. This course is helpful prior to taking the Advanced Composition course. Suggested follow-up courses include: Microsoft II, Personal and Business Law and Introduction to Business. This course meets graduation requirement for Computer Science.

Microsoft II* (9-12) *Prerequisite: Microsoft I*

This **second semester course** is offered to emphasize advanced technologies in word processing and spreadsheet applications of Microsoft Office. Topics covered include: advanced file management, macros, merging, labels, sorting, templates, graphics,

charts and graphs, importing and exporting data, and creating a web page. An advanced unit on multimedia presentations is also included. The tools learned in this course are intended to enable students to work at entry-level positions in business. Suggested follow-up courses include: Advanced Spreadsheet & Database for Science and Business.

Introduction to Business* (9-12)

Have you ever wondered what business is all about or what would it take to start my own business? Well this is the course for you. Not only will you find out about the world of business, you will also have opportunity to actually start a business and run the business during class. Units covered during the course include: advertising, business and the economy, international business, banking, consumer rights, consumer credit, technology in business and personnel management. Suggested follow-up courses include: Personal & Business Law, and Accounting I.

PageMaker* (11-12) *Prerequisite: Completion of Microsoft I*

This semester-long course is designed for upper-level business students and has two goals: 1) to teach concepts related to desktop publishing such as page layout, design and organization of documents, use of type styles and fonts; and 2) to give students experience with a Windows software program, capable of page layout and design. Students prepare projects such as forms, newsletters, flyers and brochures using programs such as WordPerfect for Windows and Aldus PageMaker. Electronic publishing via the Internet are also explored. Suggested follow-up courses include: Microsoft II and Personal & Business Law.

Personal & Business Law* (10-12)

This semester-long course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees. The content includes the origin of law, ethics in law, kinds of laws, the court system, contracts for buying and selling goods, using credit, employer-employee relations, and property law-including landlord-tenant relations. Case studies and guest speakers are used throughout the course. This course provides relevant information for the future. Suggested follow-up courses include: Introduction to Business and Business Cents.

Business Management* (11-12) *Prerequisite: Microsoft I or Business Cents.*

This is a semester-long course where students learn business management principles, and set up and run their own businesses with other area high schools. Students explore business development, market analysis, and business operations during the course. Students look at business owners and operations in order to understand the skills needed for success. In addition, units covered include business communications: letter writing and listening skills, calculator applications in business, advertising, and business presentations. This course is intended for students who have a career goal in business.

Suggested follow-up courses include: CO-OP, PageMaker, Accounting I

Business Co-Op (12) Prerequisites: Career goal in business and teacher approval.

Accounting emphasis. Minimum: 1 year accounting and 1 semester of either Keyboarding, Microsoft I.

Clerical emphasis. Minimum: 2 years of business courses. This is a yearlong class, individualized to strengthen areas where a student needs help; plus 10-20 hours of work experience a week for one credit and pay from the employer cooperating in the program. Instructor will arrange job sites; students will interview for jobs. The instructor will coordinate work in class and on the job. Grades and credit will be given for each segment.

Accounting I** (10-12)**

Whether you are planning on being a Truck Driver or CEO of a company everyone needs accounting. Even if you don't plan to be an accountant understanding where the money goes in a business is very important. With this knowledge you will better be able to detect if someone is not correct in letting you know where the finances are going. In addition if you plan to take any business courses in a two or four-year college accounting will one of the first courses you take. Learning the fundamentals of accounting in high school will better prepare you for the fast pace of college. (College courses generally cover twice as much as a high school class). Also if you like working with numbers you will love this class. Suggested follow-up courses include: Accounting II, Business Management, Personal and Business Law, CO-OP.

Accounting II (11-12) *Prerequisite: Accounting I*

This course is open to students who have successfully completed Accounting I. Partnerships, corporations, departmentalized businesses, and cost and management accounting are among the topics covered. Students will use computers in their application of the same accounting principles they used in manual accounting. In addition, students learn electronic spreadsheet software. Students gain marketable skills for jobs ranging from specialized accounting clerks to full-charge bookkeepers. Suggested follow-up courses include: CO-OP and Business Management.

Advanced Spreadsheet and Database for Science and Business* (10-12)

Excel and Access will be the two-featured programs in this class. Students who plan to take advanced science courses or would like to learn the advanced features of Excel and Access would benefit from this class by learning how to construct line, scatter and bar graphs. Students will learn to write advanced equations using sine/cosine in degrees as well as create a database, use forms to enter information, and create queries to find information in the data. This class is an excellent follow-up to Microsoft Office I or II. Suggested follow-up courses include: advanced science courses, Accounting I, Introduction to Business.

FAMILY AND CONSUMER EDUCATION

Clothing and Textiles I* (9-12)

Whether you are considering a career in the fashion industry, wanting to save money or simply feel the urge to be creative, the basic sewing skills learned in this course will help you meet your needs. The skills introduced in this course will include such things as: identification of basic sewing equipment, machine operation and maintenance, purchasing and selecting patterns, fabrics and notions, fabric properties, clothing care, and careers in the clothing industry. Students will be creating "guided" projects that reinforce these skills. (Note: Students must provide their own material.)

Clothing and Textiles II * (9 -12) *Prerequisite: Clothing and Textiles I*

The emphasis for this course is on more individualized projects that build on basic sewing skills and challenge the student to explore more advanced projects. Advanced skills introduced in this course include instruction on the embroidery machine, zipper applications, making darts and pleats, appliqué, quilting, using interfacing and linings, and sewing with a variety of fabrics. (Note: Students must provide their own material.)

Foods & Nutrition* (9-12) *Course Fee*

This course is designed for students desiring to broaden their knowledge of BASIC food preparation principles. Areas of concentration include: working in a safe and sanitary kitchen, reading and following a recipe, kitchen utensils, basic nutrition, and various food preparation techniques, (i.e., microwaving, conventional and stove top). Students will also learn how the consumption of food directly affects health. This class is the prerequisite to all other foods classes offered at Valders High School.

Culinary Arts I* (10-12) *Course Fee Prerequisite: Foods & Nutrition (Passed with grade of C or better)*

This course builds onto the concepts previously learned in Foods & Nutrition. The course concentrates on the preparation of specialty foods items in each of the five food groups included in the USDA=s Food Guide Pyramid. Food science principles are integrated and applied throughout the entire semester to explain the importance of proper cooking techniques. Students are exposed to many different cooking experiences and also learn about menu planning, and comparison-shopping.

Culinary Arts II* (10-12) *Course Fee Prerequisite: Culinary Arts I*

Food service is one of the largest industries in the United States. During this semester-long course, students will be exploring the history behind the food service industry in the USA, proper kitchen protocol for in a food service setting, HAACP system of food safety, various specialty cooking techniques, and equipment usage. In addition,

students take an in-depth look at careers in the food service industry through opportunities to visit and talk with food service professionals. Students are exposed to A hands-on experiences in quantitative cooking.

Introduction to Health Occupations* (11-12) *Course Fee*

Health Occupations is a course designed for students interested in pursuing careers in the following health areas: nursing, physical therapy, occupational therapy, dietary, dental assistant, nursing assistant, physical therapy assistant, and physician office assistant, and many other careers in the medical field. This course introduces students to many health careers and develops basic skills common to all health occupations. In addition, this course introduces the student to the basic anatomy and physiology of the human body and to basic medical terminology. Labs present opportunities for students to apply learned content.

Child Development* (11-12)

Child Development emphasizes the responsibilities of the family in providing for the individual development and socialization of children. Students in this course explore the significance of societal expectations and its impact on the relationships between parents and children, along with the importance of providing a child with a nurturing and challenging environment. The class gives students comprehensive coverage of important topics such as effective parenting, impact of work and family life, fetal development, pregnancy, birth and delivery process, infant and toddler development.

Education Professions* (12)

(Replaces Educational Assistant Program & Advanced Child Development)

This course is recommended for students with interests in education and related career paths and is a requirement for the **Valders Area School District Educational Assistant Program**. This class provides experiences for study in higher education leading to child-related and/or education careers. A project-based approach (educational assistant program) will allow students to develop skills in higher order thinking, communication, leadership, and management processes, through the integration of classroom study and lab “hands-on” experiences. The course of study includes, but is not limited to: the history of education, future trends in education/alternate school structures or methods, controversial issues/ethics in education, educational philosophies, creating a classroom environment conducive to learning, planning and guiding developmentally appropriated activities, practices in guidance and discipline; application of basic health and safety principles when working within schools, resumes, and career portfolio development are required components. Students will be monitored & assessed in their laboratory/field experiences and in their own classroom work by both the assigned cooperating classroom teacher and the Education Professions Instructor.

Food Service Co-Op (12) *Course Fee Prerequisite: Introduction to Food Service*

The class prepares students for entry into the world of work. Through a cooperative agreement between the school and a food service establishment, students are placed in a job to work 10-20 hours per week. Students receive one credit for a job held during the entire school year. Students interview for jobs and are paid for their work. Students in the cooperative program must be enrolled in the classroom phase for one hour, earning one credit for the year-long course. Eighth hour students are allowed to leave so they may report to their food service job. **In April of the junior year, students must complete an application to apply to the program.** Applications are available from student services and a committee will screen applicants. Students are informed of their acceptance into the program in May of their junior year.

Interior Design* (11-12)

Interior Design introduces the student to the various housing options that are available today. This course will explore practical information about planning, decorating, and maintaining a home. Specific areas that will be covered include: elements and principles of design, furniture construction and selection, working with floor plans, arranging furniture, and choosing materials such as flooring, fabrics, and cabinetry.

Personal Resource Management* (12) *Course Fee*

For seniors, life beyond high school may be filled with many uncertainties. The focus of this course will be to equip students with the skills they will need to manage their life after graduation. Topics will be covered in a practical, hands-on format and will include the management of: finances, relationships, nutrition and diet, health care, stress, careers, housing, transportation, and retirement. A must for all seniors. Don't leave high school without this class!

TECHNOLOGY

CAD Design* (9-12)

Drafting and design skills are needed by today's engineers, contractors, machinists, and managers. The ability to read, develop, and interpret mechanical drawings and construction designs will continue to be a necessity in our technical world. Many industries have part or all of their design departments using CAD equipment. This class offering is devoted to CAD technologies in both architectural and mechanical design. Students spend nine weeks in each of these two areas. Students planning post-high school study in engineering, drafting, architectural design, construction planning or related technical fields, would certainly benefit from this course.

Communication Technology* (9 -12) *Course Fee*

Communication Technology is an 18-week course that covers the basics of design composition, the history of communication, Internet use and protocol, audio-video, computer presentations, and basic web page design. This course is a well-rounded look at graphic communication and trends in communication.

Advanced Communications Technology* (10-12) *Prerequisite: Communication Technology*

Students who completed the first-level communications class will have completed about 8 - 10 lab activities. There are more than 18 that have been developed. This course will allow the interested student to pursue those communication issues that were not attempted during the first- level course. Advanced communication topics will include using industrial logic controllers and the DYNA CNC controller. Opportunities to perform more advanced photography composition, development, and picture enlargement activities are provided. Drafting skills will be developed to a further degree, and advanced computer applications will be completed. This second-level communications class will give college-bound, as well as job-entry students, a head-start in this fast-paced society.

Construction Technology* (9-12) *Course Fee Prerequisite: CAD*

Construction Technology is a course in which students study residential construction methods and design. Students, working in groups, scale models of wall framing, foundation construction, interior finishing techniques, and exterior finishing. In-the-wall plumbing, electrical, and window and door installations will be covered. With the skills learned, a student should be able to understand the basics of residential construction methods. New innovations in passive and active solar systems are studied (with possible prototypes constructed). Students work with blueprint reading and development, construction estimating, heat loss, and architectural computer-aided design systems.

Intro to Engineering**** (11-12) *Prerequisite: CAD Course length: Full academic year*

Intro to Engineering is a project design and manufacturing oriented course for students with advanced skills in CAD and custom design. Working as a team in conjunction with the Manitowoc County High School Manufacturing Project, students design and build a mini-chopper or other type of high mileage vehicle. During the process, students create a project website and make numerous presentations to their corporate sponsor(s). In addition, technical data must be collected and prepared for presentation. Enrollment in the course is based on an application and interview process and the number of positions on the team is limited. Students who successfully complete the course may earn three credits of advanced standing in manufacturing from Lakeshore Technical College.

Manufacturing Technology* (9-12) *Course Fee Prerequisite: CAD*

Manufacturing Technology is an 18-week course provides opportunities to study the elements of manufacturing products. Areas of study include techniques common to manufacturing industrial products. A second area presented will be Industrial Enterprise. Students organize and control a small business and produce products that are designed, constructed, and marketed by students. Drafting skills will be introduced along with computer applications. One big benefit of this course is that students have the potential to make a profit!

Materials & Processes-I* (10-12) *Course Fee Prerequisite: Manufacturing Technology & CAD*

Materials and Processes I is the first course that allows students to devote an entire semester to product development and machine applications. Students go beyond what was learned in Manufacturing and becomes a skilled user of the tools and equipment needed to produce consumer goods. Activities include wood processing, plastic processing, and aluminum and steel processing. Students will be required to produce products that reinforce the knowledge needed to safely and efficiently operate equipment.

Materials & Processes-II* (10-12) *Course Fee Prerequisite: Materials & Processes-I*

Materials and Processes-II is a more in-depth study of material conditioning, machining, forming and finishing. Additional skill development in using metal lathes, mills, CNC mill, welding, heat treating, cabinet construction, drafting and mold design will be offered. Students take home their completed projects constructed from available lab equipment. Students take an industrial tour, plus several guest speakers from industry are used as presenters.

Tech Ed Co-Op (12) *Prerequisite: A minimum of **two** semesters of Technology Education Courses.*

This is a two-semester course for the twelfth grade technology student. The student is allowed to determine a career objective and obtain a job outside the school that is related to that career objective. Students work from 10 to 20 hours a week and earn high school credit. Students receive occupational experience under actual on-the-job training conditions in cooperation with an employer. Students are paid for their work, rotated through various learning experiences, and evaluated by the employer and instructor.

Transportation Technology* (9-12) *Course Fee Prerequisite: CAD*

This 18-week course is divided into four major areas of study including terrestrial (land), marine (water), atmospheric (heavier and lighter than air vehicles), and space technology. Students spend between three to five weeks in each area. Typical activities

include the design and construction of a CO₂ vehicle and heavier-than-air vehicle, wing construction techniques, propulsion methods, and power and energy applications. Students have an opportunity to develop a prototype vehicle with a propulsion system, structural, support, control and guidance system that are included within each mode of transportation.

Work Experience* (12)

School-supervised Work Experience is a course designed to give high school students a chance to choose a career area and explore it through work experience prior to graduation. Students will be excused from a portion of the school day for work and will receive credit toward graduation. This is a semester course, however, it can be taken for a total of one credit. Students interested must complete an application to be eligible. Staff and prospective employers will screen all applicants. Work Experience requires a student to be responsible, self-motivated, and self-reliant. Successful applicants will be notified of their placement. Mandatory: 10 hours minimum per week.

Career & Technical Student Organizations (CTSOs) offered

- Valders Area High School offers three CTSO organizations to student interested in learning and making application of skills learned in class. The following organizations are offered: FBLA, FFA, VICA (Skills USA)

District implementation of the Career Clusters Pathways model

- Career Cluster Pathways are currently shared in the guidance interviews during the Sophomore parent meetings. Further expansion of the program is currently underway.

The student experience

- Students involved in the CTSO programs at Valders Area School are exposed to a variety of experiences and opportunities to learn about a given industry. Each program offers introductory as well as advanced courses to give a student an understanding of all aspects of the industry. In addition the student organizations offered allow students to see first hand the world of work and their place in the success of a business.

Work-based learning opportunities

- At Valders Area High School we offer two work-based learning opportunities: Youth Apprenticeship Program and Work Experience. Youth Apprenticeship Program has currently one student enrolled and in the past few years one to two students have been enrolled. Work Experience currently has 23 students enrolled and in the past few years has 10-18 students enrolled.

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...

Valders Area School District has incorporated work-based learning methodology into the curriculum at the elementary, middle, and high school levels, while being aware that more can be done in this area to fully develop employability skills and resources. All teachers are made aware of and several have participated in the Applied Academics program through LTC. Teachers experience a week of specific job shadowing opportunities whereby those career connections can be infused as real world examples into the teaching methodology.

The adoption of the Everyday Math program promotes work-based learning. In addition staff PK-12 promote units in employability skills such as: attendance/reliability, workplace standards, teamwork, communication, initiative/flexibility, accuracy. The extent that each is covered is determined by the appropriateness of the the grade level. The elementary building is also the foundation for providing technological skills. Keyboarding and mouse operations are introduced at the kindergarten level, developing into use of the internet by grade three. Various software programs are available including Paws Wonderful World of Typing, 5 A Day Adventure, Amazing Writing Machine, Kid Works Deluxe, Millie's Math House, Planetary Taxi, Rescue Geo, and others. These interactive learning programs allow students to experience and develop work-based skills.

The middle school also promotes ways to incorporate work-based learning. The sixth grade math curriculum uses family informational letters that are sent home with key terms and concepts to be covered in the upcoming unit along with activities for the family to do together. This type of learning creates important partnerships with parents and fosters the real-world application of concepts being studied. The Middle School held its first annual Science Fair in 2008-2009 where twenty students completed independent projects that were judged by the high school science staff. In addition to the projects, students were treated to several thrilling experiments and assorted presentations from high school students and staff. Thirty-four teams competed in the Battle of the Books. This independent reading project promotes life-long learning and recognizing main ideas within the context of the novels, as well as teamwork and collaboration during the actual competition. The use of computer publishing programs aids in enhanced publication of student work. Eighteen students had their writing published in the *Young Anthology*. The Middle School Student Council also promotes various service learning opportunities throughout the year. Class competitions are held

to collect canned food for local food pantries, with the 2008-2009 school efforts bringing in thousands of food items for Peter's Pantry. In addition, the 8th grade social studies & language arts students create a travel brochure to a country of their choice. They have to research the country, travel costs, hotel costs, important points of interest, etc. This project improves their computer and internet research skills and important skill necessary in the 21st Century work force. Through the guidance department, a field trip is arranged to take the 8th grade to visit a technical college, allowing them to visualize the future learning opportunities that will be available to them. Technological skills are continuously developed, aided by additional software packages such as Ainsworth Typing Trainer, Art Dabber, BioLab Frog, Career Visions, and Microsoft Office 2007 Professional.

The high school also incorporates a wide variety of work-based learning methodologies. Job shadowing opportunities, Youth Apprenticeship Programs, Co-op Programs, and Work Experience are available to all high school students. Specific in-school simulations also take place within the various curriculums.

The Technical Education department works in conjunction with the Manitowoc County High School Manufacturing Project: Mini-chopper through business sponsorship, grant support, and in-kind donations, high school teams design and construct a mini-chopper representing their corporate sponsors. Within the curriculum, students learn and use mechanical design, computer aided drafting, machining, project management, budget management, welding, painting, fabricating, assembly, business presentation, and teamwork. In addition the students earn advanced standing at LTC. (See course description)

The fine arts department allows students to perform and demonstrate mastery of their skills in various concerts or art shows. Within the music department, the 2007-2008 school year was highlighted by a trip to Florida for performances by the band and choirs at Disney and Universal theme parks. As performers, these students became "employees" of Disney and needed to follow the rigid protocol of site performances. The art department showcases its talent by setting up art displays in school, and having a gallery presentation during the Olympian Conference Art Show. The Advanced Art curriculum has independent learning opportunities for the artist to develop his/her own goals, limits, and time schedule. This independent structure reflects the occupational standards of a craftsman in establishing one's own set of criteria.

The business education department offers a variety of work-based curriculum in various courses. Business Cents exposes students to the banking industry and has students create a mock bank to make application of concepts presented in class. Specific business skills such as management of a checkbook and credit are covered. Accounting I and II are courses designed to develop the correct procedures to follow when keeping records for an individual or a business. Students learn electronic spreadsheet software and gain marketable skills for jobs ranging from specialized accounting clerks to full-charge bookkeepers. Intro to Business allows students to explore business development, market analysis, and business operations. Students

then create and run their own businesses to simulate marketing and business operations skills. Business Co-op is available to senior students desiring an accounting or clerical emphasis. The year-long course is individualized to strengthen student skills while participating in 10-20 hours of work at arranged job sites. Students receive one credit and pay from the employer cooperating in the program.

The family and consumer education department offers work-based simulations. Skills of sewing, food preparation, food nutrition, menu planning, and understanding the various aspects of child development are woven throughout. The Food Service Co-op is available for students to receive credit and pay for their job performance at a food service establishment. The Introduction to Food Service students take an in-depth look at careers in the food service industry through opportunities to visit and talk with food service professionals. Health Occupations is a course which introduces the student to the many health careers and develops basic skills common to all health occupations. A course that has been developed specifically for seniors is Personal Resource Management. Topics are covered in a practical hands-on format including management of finances, relationships, diet, health care, housing, transportation, and retirement. This course equips students with life skills necessary to become autonomous and successful in the workplace.

The foreign language and English curriculums infuse communication skills into learning opportunities. Spanish is taught at five different course levels to stimulate fluency and understanding culture within expanding global connections. Oral and written communication skills are throughout all courses of the English department, aiding in the development of practical communicative skills used at the intra-personal, inter-personal, or group levels. Expressive techniques are embedded within the various activities accounting for organizational skills among various communicative purposes of persuasion, demonstration, exposition, description, or narration. Publications is the in-school simulation of the journalism profession in the creation of the school's newspaper and yearbook. Integrated technologies is also apparent as digital pictures and movies are recorded, edited, and published to create the *The Viking*, the *Valdris*, and the video yearbook available on CD.

The physical education/ health department allows the service learning opportunity of CPR training is offered on a limited basis to students 9-12. Students practice on mannequins to earn Red Cross certification in the areas of CPR and obstructed airways. The use of the automated defibrillator is also covered, providing foundational skills of good citizenship.

The social studies department offers a variety courses, examining aspects of geography, history, culture, and government. In-school simulations include participation in County Government Day, which examines the local establishment of governmental operations at the county level. The Economics course provides activities in a stock market simulation to develop awareness of current economic trends. The development of unions is examined in US History courses, showcasing its impact on labor organizations. History is brought to life by various artifacts and learning opportunities

for the students.

Work Experience is another option available to all high school students. This allows a school supervised work experience in a chosen career area by the student. Students can be excused from a portion of the school day for work and can generate one credit. Students must be employed prior to the start of class and complete an application to be eligible.

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.

Valders Area High School currently has one Tech Prep Program, Production Ag. The program is administered through Youth Apprentice. In 2008-09 we had one student enrolled. Course work one year was crops/soil and the other animals. In 2009-10 one student is enrolled in the program.

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...

The Guidance Department provides the structural support for the Education for Employment program to foster career awareness, exploration, planning, and preparation.

- Currently plans are under way to create a school counseling program mission statement and to establish an advisory committee. Individual plans are created in middle school and further emphasis of career goals in the high school. All counselors regularly attend workshops and conferences to advance their expertise. A formative evaluation tool has yet to be created.

Elementary students begin with a very simple introduction, allowing individual grades to select those materials that are suitable to the lesson design.

The middle school guidance counselor meets with 5th and 6th grade students on a weekly basis. Character education is the basis of this curriculum, targeting issues such as stereotyping and teamwork. The 5th grade participates in the DARE Program that is run through the Manitowoc County Sheriff's Department, meeting one hour per week for a semester. The sixth grade classes have a special focus on awareness of hobbies and

special interests that can then be linked to careers of interest. The 7th and 8th graders meet once every other week. While character education remains a focus of the curriculum, a transition is made to focus on career awareness and employability skills. Specifically one source being used is called Career Visions, a computer software program that links the World of Work with the World of Learning. This program has also been made available to the high school.

The high school Student Services program also is the central area for disseminating information and identifying personal preferences from which to define and establish future work roles. Job shadowing information and assistance are provided. Military, vocational, and college recruiter visits are arranged. College and scholarship applications are made available. Educational assistant programs are monitored. Mentoring opportunities are arranged to aid in social development. Community service projects and volunteer opportunities are also made available to all students through the Student Services Office. Information is continually updated through various links at the Valders Area School District web page. During the sophomore parent meeting career clusters are presented and information given to allow students further exploration of career possibilities. In addition follow up meetings individual sophomores has been established for the last 11 years.

Classroom teachers also have students explore the career possibilities that are unique to their particular discipline. Specific introductory and vocational courses within the high school are designed to target various employment opportunities present within that area, such as Art Introduction, Introduction to Business, Child Development, Introduction to Clothing, Introduction to Health Occupations, Introduction to Food Service, Chemistry, Electronics, Agribusiness, Horticulture, Dairy Industry, Veterinary Science, CAD Design, Manufacturing Technology, Small Engines, Publications, Economics, and Psychology. Various field trips and guest speakers are used to demonstrate the real world application of the course content. Within the required curriculum of English 10, all students participate in a 4-week unit of Career Explorations. Within this unit, an interest inventory is used to determine possible career options. Use of internet sites then provides a background of knowledge on one particular career of interest. Through the internet, the Career Visions software program, and personal connections, students locate an address of someone employed in the particular field of interest. The student develops a survey, and includes it with a business letter of request, which is written to the individual for personal feedback regarding the career. Additionally students gain awareness of specific job duties, typical hours and conditions, projected income, projected job availability and advancement opportunities, as well as the required training or schooling that is involved with the career. All students are also exposed to personality indicators and develop an understanding of how their own unique personality will need to suit the selected career to enhance one's level of satisfaction or success with the career.

Testing programs are administered through the Director of Curriculum and Instruction, with the results being distributed through Student Services. Grade 6 takes the Terra Nova, which includes an aptitude component relevant to career guidance. Grade 8 takes a similar component of career aptitude within the WKCE. High school testing furthers the career guidance: Grade 9 students are exposed to the Terra Nova, grade

10 to the WKCE and option PLAN, grade 11 to the Optional PSAT, ASVAB, or ACT/SAT tests.

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.

Valders Area School District provides our students with a firm foundation of good citizenship and creates links to academic and occupational standards.

Global Awareness

- In the elementary school special emphasis is placed on good citizenship especially during the PK-K classes. 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. As students grow units on community, are emphasized. Subjects such as the dairy industry, Veterans Day, earth day, cultures around the world introduced. Guest speakers are invited in to help students understand similarities and celebrate our differences.
- Currently, various opportunities are given to students in elementary school through career awareness in guidance programs. The elementary reading curriculum has life work skills interspersed throughout the text. Additionally, the library purchases books to feature new careers. The guidance counselor runs the TRIBES program to provide the foundations of good citizenship. The Everyday Math program has been implemented with success, incorporating real-world application of math problems and problem solving skills at the elementary level. Literacy is also a foundational goal, as the “Literacy First” program undergoes continual monitoring to ensure all elementary learners are proficient in reading by the end of fourth grade.
- In the middle school daily class discussions occur relating to these topics. As students grow classes become more specialized and global awareness is emphasized such as in World Geography, Music, Foreign Language, Art and Communication Arts, World History. .

- In the high school class discussion and assignments revolve around citizenship, types of careers the student may be interested in, how cultures differ and are the same from country to country and even regions within the same country. How the differences in cultures affect almost everything that is done in a country from food, the way of live to non-verbal communication.

Financial Literacy

- In the elementary school types of money is introduced and identification of specific coins, bills etc. As students advance concepts such as saving money and how that is accomplished are presented.
- In the middle school the concept of cost of items is introduced and budgeting. Units to estimate cost of groceries, clothing etc through the use of newspaper flyers and other media are used. Students then begin to put a budget together to experience wants do not always equate to need.
- In the high school the history of money is introduced from Ancient civilizations to the current currency used in America and throughout the world. Credit its use and dangers are presented. More in-depth budgeting is introduced with an out look to life after high school. Balancing of checkbooks and proper use of debit cards. In addition concepts of types of insurance, renting, purchasing a home and many types of loans are presented. This is complete through simulations and assignments.

Entrepreneurial Literacy

- In the elementary school the primary concept is presented through Kids in Business. It begins to give students the idea of how a business works.
- In the middle school knowledge of business operations come from class discussions about positive and negative number, what it means to be in the red or in the black.
- In the high school class discussion of entrepreneur's past and present occur. In some classes such as Intro to Business and Agribusiness students actually start and run their own business with team members. Students are responsible for all aspects of the business from start to finish. In other classes' simulations and class discussion of food production and sales, construction, and business management is presented.

Civic Literacy

- In the elementary school units presenting the concepts of participation and knowledge of local, state and national government are covered. This concept ties into good citizenship presented earlier. In addition students take a field trip

to Manitowoc County Courthouse to see the mock trial of the State WI vs. the Big Bad Wolf.

- In the middle school class discussions revolving around the democracy in ancient times to current societies, the Bill of Rights, and comparison of our government to other governments in the Eastern Hemisphere is covered. In addition the question: Why do we go to war? is addressed.
- In the high school concepts of how do we effectively participate in local, state, and national government is presented in a variety of ways such as: debates, discussions, group activities, assignments, field trips to country government etc.

Employability Skills

- In all schools in the Valders Area School District an attendance policy is in place. The concept is further reinforced in the individual classrooms in each school with the student being held to higher standards as they progress in grade level.
- In the elementary school all concepts are presented and reinforced. Teamwork and group activities occur on a daily basis. This is the foundation of class work in the Kindergarten classes. Rules and consequences are put into place at each grade level for things such as missing assignments, tardiness etc.
- In the middle school emphasis is placed on making choices and consequences of choice both positive and negative. When working in groups like in life students many times are placed at random. We do not always get to work with only the people we like and this is a great way to teach teamwork and producing a good product even if the work is hard. Communication in the classroom is constant and students must learn to pay attention and respond even if they are not so inclined. Initiative, flexibility and accuracy is reflective in their grade. Students also have workplace skills and experiences infused into the curriculum. Guidance classes develop personal and interrelationship skills that are required within the workplace environment. Students in grade 5 and 6 have weekly class periods that are focused on character education. Issues of stereotyping, getting along with others, and working cooperatively are addressed. Seventh and 8th grade students have bi-monthly guidance classes. While character education remains a focus, transitions to career guidance occurs. Middle school students in grade 5 also participate in the DARE program to develop healthy habits of living. Students in grade 8 participate in the 9-week vocational exploration program. Exploratory Spanish in grade 7 and Spanish I in grade 8 are available, developing the multi-cultural awareness necessary in our global economy. Orientation programs at the end of grade 8 provide awareness to both student and parents of upcoming opportunities in the high school career.

- In the high school more intent emphasis is placed on making choices. Many times these choices are reflected in grades earned by students. As in life students are rewarded for good performance and consequences set up when performance is lacking. Through many of the projects, simulations, and assignments students are required to work in teams, communicate effectively, be creative and flexible and above all accurate in the work in they turn in whether it is a written assignment (no plagiarism) or single/group presentation. Reflection of work completed is also emphasis zed.

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 foundation of good citizenship and which links academic and occupational standards to workplace skills and experiences... (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...

Program Access, Nondiscrimination, and Closing Achievement Gaps

- At the Valders Area School District we have established a district plan to ensure progress is made in all these areas. All department programs are open to any student in the Valders Area School District as students attain the proper grade level and prerequisites. Our district has not received any nondiscrimination complaints in the past few years. The closing of achievement gaps is addressed each year and often during the school year. At the beginning of each school year the Item Analysis of the WKCE is analyzed by staff at the elementary, middle, and high school levels. Each building sets goals to help close gaps. In particular we have found critical thinking skills and making inferences are two areas of concern. Students are reevaluated 3 to 4 times a year. A district plan is in place to continue closing the gap with major emphasis placed in grades 3-8.

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....

School district standards (s.121.02 (1), Wis. Stats.)

- The Valders Area School District has adopted the core academic state standards in their career and technical programs. All career and technical curriculum includes program area and Power standards.

Vocational skills

- Career development activities are provided at all grade levels through classroom instruction, field trips, career days, career fairs, and career exploration seminars. The program requirements at the elementary and middle school level involve both academic and personal development. Prevocational skills are addressed daily with a variety of tasks to form foundational skills of safety, deadlines, responsibility, self-monitoring behaviors, responding to expectations, tolerance, decision-making, values, friends, and family. Specific educational requirements in the middle school that serves the Education for Employment program are the exploratory programs that allow the students to experience a quarter of each of the vocational areas. These areas include nine weeks of instruction in business, agriculture, technology, and family and consumer education for all 8th graders. Exploratory Spanish is available to all 7th graders, with the option of taking Spanish I in grade 8. The exploratory nature of these courses allows students to develop an awareness of vocational opportunities that are available within a broad spectrum of skills. Participation in programs centered in the high school also offer students vocational awareness and planning strategies. Orientation programs for students entering 9th grade along with their parents are made available. Sophomores are required to participate in the Career Expo in which career cluster seminars are presented. The juniors attend the Education Fair to allow information gathering on available options.

High school graduation requirements

- Wisconsin law establishes minimum credit requirements for high school graduation. The district meets or exceeds all requirements. The table below shows the graduation requirements for the class of 2010 and beyond. Computer science, health, and electives exceed the minimum requirements of the state.

| High School Graduation Requirements | | | | | | | | | | | | |
|-------------------------------------|----------|---------|--------------|--------------|------|---------|----------------|-----------|--------|--------|-----------|-------|
| Subject | | English | Foreign Lang | Comp Science | Math | Science | Social Studies | Fine Arts | Phy Ed | Health | Electives | Total |
| Credits Required | District | 4.00 | 0.00 | 0.50 | 2.00 | 2.00 | 3.00 | 0.00 | 1.50 | 0.75 | 11 | 24.75 |
| | State | 4.00 | 0.00 | 0.00 | 2.00 | 2.00 | 3.00 | 0.00 | 1.50 | 0.50 | 8.50 | 21.50 |

- 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.

Tech prep programs, Youth Options, Youth Apprenticeship, others

- Other career and technical education programs including agriculture and natural resources, business and information technology, family/consumer, manufacturing and health services occupations are offered to students. School-to-Careers opportunities are offered through 11-12 work experience programs, PK-12 shadowing opportunities, business, agriculture, food service, and technology education co-ops. Youth apprenticeship programs are offered in automotive collision and technician, drafting and design, finance, manufacturing/machining, health services, welding, information technology, industrial equipment technology, and agriculture production-animal and plant science. Youth Apprenticeship maintains a rigorous one or two-year elective program combining academic and technical classroom instruction with mentored on-the-job learning for high school students. Students usually attend classes at Valders High School in the morning or afternoon, with the other part of the day spent working on the job and taking a job-related class off-site, possibly at LTC or Lincoln High School. They are earning and learning at the work site, while receiving high school credit, usually 1.5 elective credits per semester. Each program requires a minimum of 450 worksite hours per year as well as classroom instruction. Valders career and technical areas are revising and/or implementing curriculum to address the first year of the youth apprenticeship programs. Second-year youth apprenticeship curriculum for auto technician, auto collision and all of the manufacturing/machining and industrial equipment curriculum is taught by Lakeshore Technical College. As part of the tech prep consortium, needs are addressed concerning professional development programs to articulate courses, provide externships, speaker bureaus, shadowing, career development, and applied learning experiences. Valders Area School District provides higher education opportunities with the Youth Options Programs to provide an opportunity for juniors and seniors to pursue course work not available on our campus. Course work can be taken at an institution of higher education, including private and public colleges and technical colleges. The student does not have to pay for courses taken if the School Board determines that the course may receive high school and college credit. Tech Prep programs offered to middle/high school students are advertised over announcements and through staff/individual teachers talking to specific students they believe may benefit or be interested in individual offering. Many students throughout the years have participated in these programs. Advanced Placement Programs through the College Board allow students to enroll in high school classes which are taught at a rigorous academic level. Students who want to earn college credit for the high school course can do so by taking and passing the Advanced Placement test. Each test taken requires a fee of \$78 which is paid for by the student. Valders Area School District does offer Advanced Placement Test opportunities in the content areas of math, biology, chemistry and English. Students that enroll in Calculus or AP English may take the Advanced Placement Tests. Each year we have had a small number of students taking the exams. Advanced standing agreements have been created

with Lakeshore Technical College and need updated revision on an annual basis. Advanced Standing credit is available from LTC for Accounting I, Microsoft Office I, and Intro to Engineering. Advanced standing is noted on their transcript. An at-risk program/proposal was adopted several years ago. At present, teachers who have a concern with the performance of a student that is not currently identified in the special education program are asked to request a BCT (Building Consultation Team). The request is made through the Guidance department. They are held on Wednesday mornings from 7:30-8:00 a.m. All staff with whom the student is currently enrolled are invited including parents and the student. The Director of Special Education is also in attendance. Concerns about the student's performance are discussed and plans begun to help the student succeed if it is determined that testing is not required. In addition teachers frequently work with students after school hours to assist them in passing courses and learning the material. At times, 504s are created for students who are at risk. We have participated in the Manitowoc County consortium, which provides an alternative school setting from 4:00 - 8:15 on evenings Monday through Friday, which gives students who are credit-deficient and in danger of not graduating an opportunity to earn high school credit. The guidance (student services) department and the principal peruse the transcripts of students who are credit deficient (especially seniors) and complete an at-risk checklist. If the students meet the requirements (which they usually do), the student attends the alternative school to earn the necessary credits. The PASS program is also available for students to work on site. This year, one student has successfully completed the program and will definitely graduate. We purchase one seat in the 12-student school, but we can send a variety of students. When one student completes the program, we can send another. Some students attended the alternative school full-time, while the others attended the regular high school classes during the day and attended the alternative classes in the evening. The Valders Area School District provides for a number of extra/co-curricular student activities. Data shown in the table below represents offerings for grades 6 through 12. Information from the table shows the middle school students are more involved in academic offerings than anything else. High school students are more involved in athletics. We recognize the importance of involvement and commitment to one's school as predictors of success, and as additional areas where students can obtain foundations of good citizenship and employability skills. Other high school sponsored community activities are formally sponsored through the school and emphasize service and involvement with the community. Though there are numerous informal opportunities for students, the results in the table below show local programs exceed the average in the state.

| High School Sponsored Community Activities | | | | |
|--|------------------------|-------------------|--|------|
| | Enrollment (9 - 12) | # of Offerings | Participation Rate % Required Voluntary | |
| District | 418 | 17 | 57.5 | 44.7 |
| State Totals | 283,186 | 23.9 (Avg) | 6.9 | 17. |

M. District Goals Relating to E4E

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...

| Extra/Co-Curricular Participation Rate | | | | | |
|--|------------------------|-------------------|----------------------|----------|-------|
| School | Enrollment (6 - 12) | # of Offerings | Participation Rate % | | |
| | | | Academic | Athletic | Music |
| Valders Middle | 262 | 24 | 53.1 | 69.8 | 69.1 |
| Valders High | 409 | 31 | 41.8 | 61.4 | 25.7 |
| District Totals (6-12) | 671 | 55 | 46.7 | 38.8 | 27.5 |
| State Average (6-12) | 624012 | 20.1 (Avg) | 22.9 | 27.8 | 9.8 |

In support of the overall **E4E** program goals outlined at the beginning of this document, the Valders Area School District is in support of the following activities to gain and maintain the **E4E** goals:

- Continue to align PK-12 district curriculum with the Wisconsin Academic Standards
- Identify specific grade level employability skills to enhance the rigorous academic and technical coursework for integration of career preparation and CTE Standards
- Continue existing partnerships and explore new opportunities for Youth Apprenticeships in Manitowoc and surrounding counties
- Address specific needs of staff to enhance infusion of technology
- Provide students with an understanding of the range and nature of available occupations, specifically targeting awareness at the elementary and early middle school levels
- Continue to support special populations through transition programs

- Continue efforts to increase articulation agreements
- Re-establish partnerships with local businesses and leaders
- Valders Area School District is a member of CESA 7 through which many opportunities of staff development and training exist. Workshops and for-credit coursework are available to teachers and are communicated via e-mail to building principals who then forward the information to appropriate staff.
- Valders Area School District is a member of the Lakeshore Tech Prep Council. This partnership also provides opportunities for staff development, as communicated from Sheila Kornberg who is the coordinator of this regional council. In addition to providing professional development for teachers, this partnership with LTC allows the school district to facilitate advance standing and articulation agreements to better serve our students in vocational training areas. It remains a goal of this plan to further these agreements between these two institutions.

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 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.

Student Transcripts

- Coursework completed outside of the normal high school curriculum will be documented on the high school transcript in a manner dependent upon the means by which the coursework was obtained.
 - If coursework was completed under the Youth Options Program, having met the specified requirements as outlined in Board Policy IKG, the student will have the course documented on the high school transcript, granting ¼ high school credit per one semester credit offered by the institution of higher learning.
 - If coursework was completed as enrichment for the student's benefit, and course content has not been articulated as an agreement between the two learning institutions; the course will be listed on the transcript as an achievement of the student. No credit will be awarded the student; and the student's GPA will not be affected by such coursework.

- If the coursework obtained at an institution of higher learning supports rather than prevents a pupil from completing the high school graduation requirements as established by the Valders School Board, then the course will be listed on the transcript, credit will be given by granting ¼ high school credit per one semester credit offered by the institution of higher learning, and grades will be included and averaged in the student's GPA.
- High school courses taken at a technical college will count as credit (1/2 per class) if the student receives a passing grade. The grade will affect the GPA.
- Students who are at-risk and attend classes at the alternative school in Manitowoc will receive credit (1/2 per class) for each class successfully completed. Since these classes are graded Pass/Fail, they do not affect the GPA.

Reports and Accountability

The Valders Area School District develops, maintain, evaluates, and improves upon Career and Technical Education programs in light of labor market information and also evaluates programs through VEERS.

- One measure soft skills of employability, including punctuality, attendance, responsibility, and teamwork. Since school attendance is directly linked to program success, one evaluative measure can track student attendance. The attendance at Valders exceeds the state average, yet the differences between state and local figures would be even larger if students were tracked on an hour by hour basis, rather than the state defined unit of attendance as one-half day. Student attendance is critical for learning to occur, so a strong partnership between home and school needs to result to achieve success.

| School | Enrollment (PK - 12) | Possible Days of Attendance | Actual Days of Attendance | Attendance Rate % |
|------------------------|----------------------|-----------------------------|---------------------------|-------------------|
| Valders Elementary | 355 | 63,499.0 | 63,423.0 | 99.90 |
| Valders Middle | 334 | 59,049.0 | 56,803.5 | 96.20 |
| Valders High | 409 | 72,434.0 | 69,768.0 | 96.3 |
| District Totals K - 12 | 1,098 | 198,395.0 | 192,017.5 | 96.79 |
| State Totals K - 12 | 866,787 | 151,015,598.0 | 142651379.0 | 94.46 |

The integral component of program effectiveness will be the evaluation of the District Goals as outlined in the plan. Evaluative indicators for each of the goals includes:

- Completion of curriculum maps to represent actual classroom instruction and benchmarked according to Wisconsin Academic Standards.

- Examining current and additional opportunities for Manitowoc County Youth Apprenticeships in fostering the partnerships between schools and businesses.
- Identified areas of growth among staff incorporating technology into the curriculum as evidenced by lesson plans and specific staff development needs that are fulfilled.
- Examine the specific activities and tools available at the elementary and middle school levels that provide students with an understanding of the range and nature of available occupations.
- Track the transition of special populations within the district from school to the specific transitional goal established in the IEP to determine if needs are being met.
- Examine the current and newly made articulation agreements made with institutions of higher learning.