

Wisconsin Heights School District**Academic and Career Plan**

“Prepare the child for the road not the road for the child.”

Premise:

Learning has become the lifelong skill needed in the workforce. With technological advancement changing both personal and professional lives, it is imperative that students have a cultural knowledge base, the social and emotional skills and the aptitude for learning as the foundation for life after high school graduation. The Academic and Career Plan recognizes these needs as well as the demand for connecting strengths, curiosity and interest to students’ career pathways. The Wisconsin Heights School District will use Xello career development software to facilitate and store all students’ Academic and Career plans.

Vision:

Develop engaged citizens through diverse experiences and rigorous academic expectations.

Mission:

- 1) Utilizing best instructional practices to support rigorous academic standards;
- 2) Data-driven decision-making process;
- 3) Engagement with families and the community; and
- 4) Fostering positive relationships.

Goals:

- Require all 8th grade students to take a writing emphasis Career Exploration class beginning in 2019-2020 SY.
- Establish a Youth Apprenticeship Program by Spring 2020.
- Offer a summer career exploration class by Summer 2021.
- Increase the number of students earning high school credit through work experience by 5% by the 2021-22 school year.
- Increase the number of teachers meeting credentialing requirement to teach dual enrollment courses through the technical college and university systems.
- Increase the number of AP and dual enrollment opportunities available to students.

Academic and Career Planning and Parent Involvement

Middle School

Grade 6:

- 6th grade orientation -- Informational program provided for parents and students led by Building Leadership.

Grade 8:

- Future Quest Career Exploration Expo.
- Parent Night for High School.
- All 8th grade students will be taking a writing emphasis Career Exploration class beginning in 2019-2020 SY.

High School

Grade 9:

- Freshman Orientation -- Session for parents and students to help plan for the transition to high school. This also includes course selection and other extracurricular activities. Collaborative effort between building leadership and school counseling.

Grade 11:

- Post-secondary Planning Conference with Parents.

Grade 12:

- Senior Conferences with Students.
- Classroom guidance session on college application process.
- FAFSA financial aid night presentation.
- Classroom scholarship presentation.

Parents can help their students with the Academic and Career Planning Process by:

- Asking your student to show you what they have been doing on Xello (Online Career Development Resource) or by completing career and education exploration activities with your student.
- Knowing your student's interests, skills, and values.
- Encouraging your student to get involved in activities that match their interests, skills and values.

- Reminding your student that all careers have multiple pathways and encouraging them to explore all options.
- Talking to your student about your career experiences.
- Helping your student find the resources they need to be successful.

Elementary Academic and Career Planning

Delivery model:

Know – Who am I?:

- Developing self-awareness as a learner.
- Learning how to care for self.
- Managing emotions appropriately.
- Learning self-regulation and focus.
- Exhibiting empathy for peers.
- Working with others.

Exploring – What do I want to do?:

- Understanding why people work.
- Knowing the different kinds of working conditions.
- Learning the levels of training and education need for work.
- Connecting how classroom expectations connect to workplace expectations.

Grade 1:

Students will:

- Identify 1 career of interest.

Grade 2:

Students will:

- Identify student qualities that may be expected in a career.

Grade 3:

Students will:

- Identify the names of 10 careers.

Grade 4:

Students will:

- Match their personality according to Holland's Interest Inventory.
- Identify a career of interest in the category.

Grade 5:

Students will:

- Demonstrate how to look up a variety of occupations and look for a career of interest to them.
- Create a learner's resume.

Middle School Academic and Career Planning

Know – Who am I?:

- Becoming self-aware.
- Advocating for oneself.
- Evaluating strengths and weaknesses and connecting them to career pursuits.
- Understanding and managing emotions.
- Establishing relationships with peers and adults.
- Working as part of a team.
- Setting short-term and long-term goals.

Explore – What do I want to do?:

- Learning the Career Pathways.
- Understanding the career pathways through elective wheel.

Plan – How do I get there?:

- Connecting course enrollments to future plans.
- Locating and participating in experiences, groups and organizations that build personal and career skills.
- Using assessment data to improve skills and identify strengths.

Delivery model: Nine lessons delivered through homeroom throughout the school year.

CTE opportunities:

Students experience all areas of fine arts and CTE through an elective wheel.

- Grade 6, students participate in Art, Computers, and General Music.
- Grade 7, students participate in Spanish, Agriculture and Health.
- Grade 8, students participate in Technology Education, Family and Consumer Sciences, and Writing about Careers.
- All 8th grade students attend Future Quest that is organized through Dane County School to Career Consortium. Additionally as part of the 8th grade career's class students will visit a technical college and a university.

6th grade

Students will:

- Learn the scholarly behaviors that lead to achievement, i.e. managing assignments, workloads, and deadlines, prioritizing tasks and getting things done without constant reminders (Lythcott-Haims, 2017).
- Define the five areas of soft skill competencies and self-evaluate their level of understanding and competence: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making.
- Evaluate self and apply self-knowledge to career exploration.

- Learn how to introduce himself or herself to an adult.
- Explore their interests and potential careers.
- Understand the connection between school subjects related to careers they like.
- Learn the importance of considering consequences before making decisions.

7th grade

Students will:

- Learn scholarly behaviors that lead to achievement, i.e. managing assignments, workloads, and deadlines, prioritizing tasks and getting things done without constant reminders (Lythcott-Haims, 2017).
- Self-evaluate and set goals on the five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- Explore career pathways that play to strengths and interests.
- Understand how visual, auditory and tactile skills/strengths help them learn.
- Understand bias and how it affects the workplace.
- Explore the impact of bias on career choices.

8th grade:

Students will:

- Learn scholarly behaviors that lead to achievement, i.e. managing assignments, workloads, and deadlines, prioritizing tasks and getting things done without constant reminders (Lythcott-Haims, 2017).
- Self-evaluate and set goals on the five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- Determine career pathways most suited to individual.
- Realize the connection between academic achievement and post-secondary opportunities.
- Plan course enrollments that reflect potential career pathways.
- Identify skills needed for different occupations.
- Complete the Career Match assessment and reflect on different careers.
- Identify activities, clubs and resources that will help with the transition to high school.
- Understand transition as a part of growing older.

High School Academic and Career Planning

Know – Who am I?:

- Becoming self-aware.
- Exploring the Career Pathways and finding a focus.
- Evaluating strengths and weaknesses and connecting them to career pursuits.

- Understanding and managing emotions.
- Establishing relationships with peers and adults.
- Working as part of a team.
- Showing empathy.
- Connecting to community. Coping with setbacks.
- Resolving interpersonal conflicts.
- Demonstrating self-advocacy.
- Setting goals and reflecting.

Explore – What do I want to do?

- Understanding the career pathways through course enrollments.
- Completing career related activities.
- Taking career assessments to validate interests and skills.
- Researching labor statistics and career projections.

Plan – How do I get there?:

- Connecting course enrollments to future plans.
- Locating and participating in experiences, groups and organizations that build personal and career skills.
- Identifying training and education for post-secondary life.
- Completing necessary tests, courses for admission.
- Participating in summer work.
- Working through a Youth Apprenticeship.
- Planning for the cost of post-secondary training.

Go – Do IT!:

- Determining where and what to do after high school.
- Constructing applications for both school and scholarships.
- Understanding and applying for financial aid.
- Gathering documents and resources for employment.
- Understanding financial realities of careers, investment, etc.
- Selecting courses that advance personal and career goals.
- Adapting to changing interests and situations.

Delivery model: Nine lessons delivered through homeroom throughout the school year.

CTE opportunities:

All CTE areas are fully accessible to all students. Students have two options to explore work:

- Education for Employment is both a class and an approved work experience.
- Youth Apprenticeship is a formal partnership with a specific employer, student and the school for which the student concentrates in a CTE area and works in the associated field for a term of one or two-years.

Students are also able to access courses through Start College Now, Early College Credit program, and PLTW courses offered by Middleton-Cross Plains School District. Each CTE area takes course related field trips in support of learning and career exploration.

Grade 9:

Students will:

- Realize the connection between academic achievement and post-secondary opportunities.
- Understand how economic factors tie into employment.
- Understand how a criminal record influences employment.
- Connect personal needs and wants to career opportunities.
- Understand how to balance work and personal demands.
- Understand conflict and how to cope with it.
- Understand how personality affects career development.
- Assess what career factors are most important to them.
- Identify how to gain career-related experiences.

Grade 10:

Students will:

- Learn how to earn and manage money.
- Understand standard benefit packages associated with employment.
- Identify the value of transportation and deal with transportation snafus (Lythcott-Haims, 2017).
- Identify what they value and what type of work matches those values.
- Connect what type of lifestyle they want to earning potential of different careers.
- Understand and give examples of the soft skills employers seek -- time management, dependability, positive attitude, communication skills, problem solving skills, etc.
- Assess their employability skills.
- Solve problems and conflicts that commonly occur in the workplace.
- Use reason to work through an emotional situation.

Grade 11:

Students will:

- Learn what is meant by a “balanced application” and the importance of test scores, grades and rigor.
- Review career projections and outlooks as part of identifying their career pathway.
- Identify what options are available after high school graduation and indicate their top choice.
- Connect what type of training and/or education they need to work in their chosen field.
- Investigate three post-secondary training and/or education institutions that match their career goals and priorities.
- Plan to complete testing requirements for their chosen training or education.
- Explore how entrepreneurship can be part of their career trajectories.
- Create the documents of the job search: Resume, Cover Letter and Application.

- Practice interviewing with a professional.
- Understand how to make a good impression.

Grade 12:

Students will:

- Define what career success means to them.
- Identify backup plans for education and career.
- Apply to training and education programs of their choice.
- Request supplementary documents for applications.
- Learn how financial aid works and how to complete an application.
- Learn how scholarships are applied at public and private institutions.
- Identify weaknesses in skills and make short-term goals to close gaps.
- Understand how to work with tough people.
- Flexibility in adjusting to difficult situations.

Labor Market Analysis

Dane County added an estimated 30,465 residents from April 2010 to January 2016. With 518,538 people, Dane County is the second most populous county in Wisconsin; only Milwaukee County is larger. Dane County's 6.2% population growth rate over the period is larger than Wisconsin's (1.5%) and the United States' (4.8%) growth rates.

Dane County's five largest job sectors in 2016 were Education and Health; Trade, Transportation and Utilities; Professional and Business Services; Leisure and Hospitality; and Manufacturing. Education and Health comprised about 25% of Dane County's total jobs and payroll. Most sectors added jobs from 2015, save for manufacturing and public administration. Not all employment is covered by the Quarterly Census of Employment and Wages (QCEW) program; notable exclusions include unincorporated self-employed and small agricultural employers. Dane County's annual average wage of \$52,980 in 2016 is over 15% higher than the statewide average of \$46,031 and is a 1.8% increase from 2015. Dane County's highest-paying sector in 2016 was Information, with an average wage of \$89,040. The next highest paying sectors were Financial Activities (\$70,121), Professional and Business Services (\$65,910), Construction (\$64,964), and Manufacturing (\$58,029). Leisure and Hospitality is the only Dane County sector in which the annual average wage is lower than the statewide average. It is also the lowest paying of Dane County's sectors for which data is available. It should be noted that the QCEW does not factor in full or part-time status when annual average wages are calculated, so the high prevalence of part-time workers in Leisure and Hospitality contributes to making this number not representative of the wage to be expected for a full-time worker.

In 2016, Dane County had the lion's share of the region's jobs (72%). Sauk and Dodge had nearly 8% each, Jefferson 7%, Columbia almost 5%, and Marquette less than 1%. Ten-year regional employment growth of 8% is projected to exceed statewide job growth of 6% with South Central experiencing average annual growth of around 0.8% or 4,200 jobs per year.

All South Central WDA sectors are projected to have net positive job growth over the ten-year period. Education and Health Services is projected to contribute about 26% to total net job growth, followed by Professional and Business Services (15%), Leisure and Hospitality (12%), Information (12%), and Trade, Transportation, and Utilities (8%). The expansion of the Information sector is expected to continue with massive growth of 35%. Other double digit projected growth sectors are Construction (15%), Professional and Business Services (11%), and Leisure and Hospitality (11%).

Looking across the state, the South Central WDA has a larger projected job growth from 2014-2024 than any of the other ten WDAs in both numeric and percentage terms. The Information sector is projected to grow in only two of Wisconsin's 11 WDAs: South Central and North Central. Sub-sectors within Information range from Software Publishers to Newspaper and Book Publishers; this may help to explain the varying statewide performances. South Central is one of four WDAs projected to have double-digit growth in Construction, with the others being Waukesha-Ozaukee-Washington (WOW), West Central, and Western. Leisure and Hospitality growth in South Central ranks 2nd (Southeast) and Professional and Business Services growth ranks 3rd (West Central, WOW).

Like industries, all occupational groups are projected to grow. Rates range from Computer and Mathematical (26%) to Office and Administrative Support and Farming, Fishing, and Forestry (1%). An aging workforce and employee turnover contributes to the finding that a projected 73% of total annual

average openings come from replacement needs; the remaining 27% come from new jobs (growth openings). South Central's growth share of openings is the highest among the 11 WDAs.

Two occupational groups in South Central are projected to have more growth openings than replacement, Computer and Mathematical and Personal Care and Service. The occupational group projected to add the most jobs over the period in South Central is Computer and Mathematical (5,768 jobs), followed by Food Preparation and Serving (4,543 jobs) and Personal Care and Service (4,531 jobs). Food Preparation and Serving is expected to have the most annual openings (1,857), followed by Office and Administrative Support (1,762) and Sales and Related (1,558). Of these openings across the three groups, almost 82% of them are of the replacement variety. The occupational group with the least amount of projected annual average openings is Legal (78), with Farming, Fishing, and Forestry (230) and Community and Social Service (232) having more. Annual average openings as a share of projected 2024 employment ranges from 2% to 4.5% for all occupational groups.

Considerable age variation exists across industries. The industry with the greatest share of workers under age 25 by a considerable margin is Leisure and Hospitality, with 36.1% of workers not yet a quarter century old. This is significantly larger than the All Industries under age 25 share of 13.8%. Leisure and Hospitality in all WDAs across the state is the industry that has the highest share of workers under 25. High school and college students commonly work in restaurants and hotels.

An incredible four out of ten workers in Information in South Central are age 25-34 and 62.4% are under 35. The next highest share for Information under age 35 is 36.2% (West Central). The wide-ranging sub-sector composition within Information was referenced earlier in this report. Except for Leisure and Hospitality, all South Central industries have 56% to 72% of their workers age 25-54. This age range is considered the "prime age" of labor force participation. The industry with the highest share of workers age 55 and over is Public Administration, with nearly three in ten workers at or above what some consider a traditional retirement age. Next is Natural Resources with 27.8% and Manufacturing with 25.3%. The baby boomer exodus from the workforce will affect these industries particularly hard, though recent data shows older Americans are working longer into their golden years. South Central has the 2nd lowest share of its workforce age 55 and over (22.2%), with only Milwaukee County lower (22.0%); the Northwest WDA has the highest share of older workers (28.8%).

This information was taken directly from:

State of Wisconsin Department of Workforce Development (2017). *2017 Economic and Workforce Profile: Dane County*. Accessed 12/4/2018.

https://www.jobcenterofwisconsin.com/wisconomy/wits_info/downloads/CP/dane_profile.pdf

Education for Employment Programming

Regional Employment Projections

South Central Workforce Development Area Industry Projections, 2014-2024				
Columbia, Dane, Dodge, Jefferson, Marquette and Sauk Counties				
Industry	2014 Employment	Projected 2024 Employment	Change Employment	Percent change
All Industries	532,717	574,104	41,927	8%
Natural Resources	13,692	14,038	346	3%
Construction	18,924	21,696	2,772	15%
Manufacturing	54,210	55,848	1,638	3%
Trade, Transportation and Utilities	78,055	81,252	3,197	4%
Information	14,696	19,786	5,090	35%
Financial Activities	26,566	28,495	1,929	7%
Professional and Business Services	54,617	60,826	6,209	11%
Education and Health Services	130,684	141,557	10,873	8%
Leisure and Hospitality	45,259	50,418	5,159	11%
Other Services	27,695	29,494	1,803	7%
Public Administration	40,651	40,989	338	1%
Self-Employed and Unpaid Family Workers	27,128	29,701	2,573	9%

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, November 2016.

Employment Projections								
South Central Workforce Development Area Occupation Projections, 2014-2024								
Columbia, Dane, Dodge, Jefferson, Marquette, and Sauk Counties								
Occupation Group	Employment				Average Annual Openings			Annual Wage
	2014	2024	Number change	% change	Growth	Replacement	Total	
All occupations	532177	574104	41927	8%	4517	12266	16783	\$37880
Management	36782	39698	2916	8%	296	813	1109	\$92072
Business and financial	33629	37069	3440	10%	354	667	1021	\$59529

Computer and mathematical	21946	27714	5768	26%	577	338	915	\$71989
Architecture and Engineering	10118	11116	998	10%	103	254	357	\$66174
Life, Physical and Social Science	8961	10036	1075	12%	108	255	363	\$56408
Community and Social Service	7876	8514	638	8%	64	168	232	\$42663
Legal	34967	3651	154	4%	18	60	78	\$65558
Education, training and library	45980	47604	1624	4%	170	970	1140	\$43519
Arts, Entertainment and Media	10806	11323	517	5%	62	247	309	\$44236
Healthcare Practitioners	27663	29700	2067	7%	209	565	804	\$65,279
Protective Service	9625	9884	259	3%	28	240	268	\$38051
Food Preparation and Serving	37486	42029	4543	12%	459	1398	1857	\$19645
Building and grounds maintenance	18161	19922	1761	10%	176	367	543	\$22740
Personal Care and related service	20540	25071	4531	22%	454	379	833	22612
Sales and related	43280	45755	2475	6%	259	1299	1558	\$25516
Office and administrative support	72798	73608	810	1%	239	1523	1762	\$34635
Farming, fishing and forestry	8211	8266	55	1%	17	213	230	\$28160
Construction and extraction	18768	20746	1978	11%	199	288	487	\$50690
Installation, maintenance and repair	16811	18170	1359	8%	142	396	538	\$44331
Production	39384	40278	894	2%	172	868	1040	\$32945

Transportation and material moving	28612	30617	2005	7%	203	681	884	\$30876
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Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, September 2015.

The South Central WDA has a larger projected job growth from 2014-2024 than any of the other WDAs in both numeric and percentage terms.

Implications for Practice

The South Central WDA needs workers of all different training and education levels to fill jobs. Students need to experience career exploration and development systemically over the course of K-12 education, maintaining the fine balance of building present skills and knowledge while also looking towards the future.

In elementary grades, Academic and Career Planning will make explicit connections between the world of learning and the world of working. Chapter PI 26 indicates that elementary students need to develop an understanding of the following concepts:

1. Why people work
2. The kinds of conditions under which people work
3. The levels of training and education needed for work
4. Common expectations for employees in the workplace
5. How expectations of school are related to expectations in the world of work (Department of Public Instruction, pages 75-76).

Additionally, the Wisconsin Heights School District prioritizes Social/Emotional Learning for all students as an important aspect of students' development and eventual employment. Since work is typically a social endeavor, focusing on students' emotional development, self-concept, and social competence helps students acquire and translate this social emotional learning into the soft skills required for employment and healthy functioning.

At the middle school level, the focus of career development is one of both knowing (oneself and what opportunities exist) and exploring. Students and teachers work together to continue social and emotional learning with more of an emphasis of how these skills translate to work while also concentrating on developing those scholarly behaviors that lead to successful learning. Priority is given to students understanding the connection between academics and learning to future career opportunities. Additionally, students begin to explore career and technical areas through an elective "wheel" where they experience 12 weeks of instruction in elective areas over the course of three years to further illuminate not only course taking possibilities but also connected career pathways. Significantly, all 8th grade students will participate in a writing emphasis career exploration class that gives them an opportunity for more intense study of careers. Beginning in middle school students are also able to access two Career Based Student Organizations, FFA and SKILLS USA.

At the high school level, students have access to a comprehensive curricula as well as the ability to take college courses through ECCP (grade 9-12) and Start College Now (grades 11-12). Additionally students are able to take online courses through BYU Online High School and through Wisconsin Virtual School. Academic and Career Planning shifts to students connecting interests and strengths to career pathways, taking associated coursework, gaining work experience, exploring post-secondary training and education, building soft skills and scholarly behaviors needed for a successful high school and post high school life. Students learn the practical application of academic and soft skills in life and work. In addition, raising students' awareness and knowledge of finances, economics, and labor markets is an important part of this work.

Parents are an important part of the academic and career development process. Parents are informed of career development opportunities and activities that students are participating in as part of their learning. Orientations at the 6th and 9th grade level emphasize the importance of exploration, learning and planning as students matriculate. School counseling schedules conferences with parents to begin and continue the discussion of career development and interests.

Resources

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