



5000 W. Mequon Rd.
Mequon, WI 53092
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Revised: May 3, 2017

Education For Employment Plan



Education For Employment: Our Vision

The vision of the Mequon-Thiensville School District is to be an exemplary educational leader that supports and challenges all students to achieve their full potential.

The Mequon-Thiensville School District will carry out the District's mission and vision through the following goals:

- Maximizing the academic achievement and personal growth of each Mequon-Thiensville student,
- Achieving more effective decision-making through improved systems and processes,
- Ensuring fiscal stability and appropriate resources for programming and facilities, and
- Ensuring a climate and culture to sustain excellence.

Education for Employment (E4E) or PI-26 is legislation that requires Academic and Career Planning to take place in all public schools in the State of Wisconsin. The main objectives include:

- Prepare all students for future employment
- Ensure technical literacy to promote lifelong learning
- Promote good citizenship
- Promote cooperation among business, industry, labor, post-secondary schools, and public schools
- Establish a role for public schools in the economic development of Wisconsin

E4E is a school district program designed to build students' skills for workforce readiness. Through its implementation the program authentically engages students in developing their future identity to support their personal growth and achieve their career aspirations by providing meaningful experiences and making learning connections to build confidence, gain focus, and develop passion that informs their career pathway.

The focus of the MTSD E4E plan is to align current systems and strategically institute improved services to engage our staff in supporting students by developing their sense of internal motivation and nurturing a vision for their future so that all students graduate with a sense of purpose, capable of taking advantage of the vast opportunities to reach their career aspirations.

This document has been created to help staff, students, parents and community members understand how E4E programming and services are implemented in the MTSD.

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In Section 1 of the E4E plan, local, regional, state, national and international labor market needs are explored. Additionally, the education and training for occupations that fill these labor market needs are evaluated. An understanding of the labor market is the first stage of the creation of the plan.

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| WI PI 26.03 Requirement | MTSD Objective | Current State | Progress Measurement | Planning for 2017-2021 |
|---|--|--|---|---|
| <p>Perform analysis of local, state, national and global labor market data.</p> | <p>MTSD Administrative Team are knowledgeable about the trends in the projected labor market and associated industries/careers.</p> | <ul style="list-style-type: none"> ● Conduct labor market research. ● Participate in local/regional/state sponsored activities regarding projected workforce needs. ● Collaborate with Chamber of Commerce and economic development organizations. | <p>Annual survey results indicate that MTSD Administrators understand the relevance of MTSD programming and services.</p> | <p>Provide labor market trend analysis to the Administrative team and understand how they have impacted prior deliverables and future plans.</p> |
| <p>Implement a strategy to engage businesses, post-secondary education institutions, and workforce development organizations.</p> | <p>Community partners work with the district in order to help students build confidence, gain focus, and develop passion that informs student career pathways.</p> | <ul style="list-style-type: none"> ● Active participation in local/regional/state sponsored activities intended to build capacity toward shared objectives. ● Provide update to Chamber of Commerce. ● Strong partnership with Junior Achievement of WI to support ongoing volunteer needs. ● Personal outreach to local businesses to fill specific needs. ● Work-Based Learning | <p>Active documentation of community partnerships.</p> | <p>We will continue to advocate for capacity building resources to support students in this work.</p> <p>Ongoing publicity of progress towards shared objectives.</p> <p>Marketing of community partnerships.</p> |

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In Section 2 of the E4E plan, a comprehensive K-12 career development curriculum is evaluated and implemented. Throughout the curriculum, self-awareness, career exploration and career pathway decision making are explored. The comprehensive curriculum is an integral phase within the plan.

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| WI PI 26.03 Requirement | MTSD Objective | Current State | Progress Measurement | Planning for 2017-2021 |
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| <p>Provide career awareness at the elementary school levels. Specifically:</p> <ul style="list-style-type: none"> ● Why people work. ● The conditions under which people work. ● The levels of training and education needed for work. ● Common expectations for employees in the workplace. ● How expectations at school are related to expectations in the world of work. | <p>By completion of the 5th grade, students will understand that there is a wide variety of opportunities available in their future and that it takes hard work, education, and training to do them well.</p> <p>Students will also understand that they are uniquely designed. Students will discover how their strengths, interests and personality traits coincide with future career choices.</p> | <p>The specific expectations outlined in PI.26 are satisfied by the elementary school counseling curriculum and through the Junior Achievement Program delivered annually 4K through 5th grade.</p> <p>Please refer to the following web page which documents the elementary school counseling career curriculum.</p> <p>Junior Achievement Provided Career Lessons: Junior Achievement Curriculum.</p> | <p>Students K-3rd complete a reflection activity after the career guidance lesson to demonstrate understanding.</p> <p>Students in 4th grade complete a Career Cluster Interest Inventory.</p> <p>Students in 5th grade analyze and identify personality types related to career clusters.</p> <p>Students in 4th & 5th grade complete the School Perceptions Survey in which some questions target career development.</p> <p>Informal assessment based on student feedback and questions related to JA presentations.</p> | <p>More formalized assessment after JA presentations.</p> <p>Expand special interest day to all three elementary schools in the district.</p> |

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| WI PI 26.03 (2b) Requirement | MTSD Objective | Current State | Progress Measurement | Planning for 2017-2021 |
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| <p>Provide career exploration at the middle school levels. Specifically:</p> <ul style="list-style-type: none"> ● Understanding the continuum of careers. ● Alignment of personal interests/skills related to those careers ● Work-based learning. ● Career research to identify personal preferences in relation to occupations. | <p>Per the American School Counseling Association K-12 College and Career Readiness Standards, middle school students in MTSD will:</p> <p>1) Understand the connection between school and the world of work and</p> <p>2) Plan for a successful transition from school to postsecondary education and/or the world of work.</p> | <p>Partnership with Junior Achievement to deliver career lesson in grades 6, 7, & 8 Junior Achievement Curriculum</p> <p>Financial Literacy is a required class in 6th grade that includes a Comprehensive Career Unit.</p> <p>Career lessons delivered by school counselor to all 6th, 7th, 8th grade, refer to BYOC School Counseling for Unit Details.</p> <p>Career Day in 8th grade (Careers aligned with Career Clusters).</p> <p>Work-based opportunities developed as outlined in student IEPs.</p> <p>Opportunities for involvement in work-based through clubs (i.e. Student Council).</p> <p>AVID CCR activities.</p> | <p>Utilize Family Connection as a digital portfolio to document results of career exploration activities and goal setting.</p> <p>Students that participate in Career Day will complete reflection sheets.</p> <p>School Perceptions Survey questions targeting career development.</p> | <p>Financial Literacy curriculum in 6th grade will be aligned with ACP standards.</p> <p>School Counselors will partner with ACP Coordinator and teachers to deliver expanded career curriculum during advisory.</p> <p>Continue with Career Day for 8th graders- expand to include Key Note Speaker.</p> |

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| WI PI 26.03 (2c) Requirement | MTSD Objective | Current State | Progress Measurement | Planning for 2017-2021 |
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| <p>Provide career awareness at the high school levels. Specifically:</p> <ul style="list-style-type: none"> • Career research to identify personal preferences for specific occupations. • School-supervised work-based learning experiences. • Career decision making. • Application of academic skills, applied tech, economics, entrepreneurship, and personal financial literacy. | <p>During high school, all students will research post-secondary options, revise their course plan to include an alignment to post-secondary education/training, understand the relevance of assessments, and prepare for their transition to life after high school.</p> | <ul style="list-style-type: none"> • Students take a career interest inventory in Family Connection freshman and sophomore year. • During the Sophomore student/parent conference, the career interest inventory results are explored and post-secondary planning begins. • ACT Aspire scores are used to determine appropriate course selection and ACT preparation. • Fall Career Fest program at Concordia. • Career and service-based coursework available in: CNA and Apprenticeship programs. • AP/dual-enrollment courses offered to help students earn college credit in high school. • Project-based coursework available in: PDP, Business electives, PLTW, robotics, computer science/technology. • Financial Literacy: Economics class required for all students; electives offered in Personal Finance, Employability Skills, PDP, Financial Management. • Fall Financial Aid evening program for families. • Jobs/apprenticeship/volunteer opportunities binder available in the counseling office. • Comprehensive scholarship list in family Connection. • Review of pre-ACT scores, identifying resources of ACT prep, goal setting of ACT. | <ul style="list-style-type: none"> • Utilize family connection as a digital portfolio to document results of career inventory, and post high school educational plan. • All 9th and 10th graders participate in ACT Aspire. • All 11th graders participate in the state mandated ACT • Regular progress monitoring via student grades. • All 11th graders are administered the ACT WorkKeys to assess workforce readiness skills. | <ul style="list-style-type: none"> • CNA and apprenticeship programs will be expanded. • Propose required course to address: financial literacy, employability skills, and “future identity.” Delivery method to be explored. • Career Day held in the spring of 2018. • Implementation of ACP in fall of 2017. • Graduate Interviews. |

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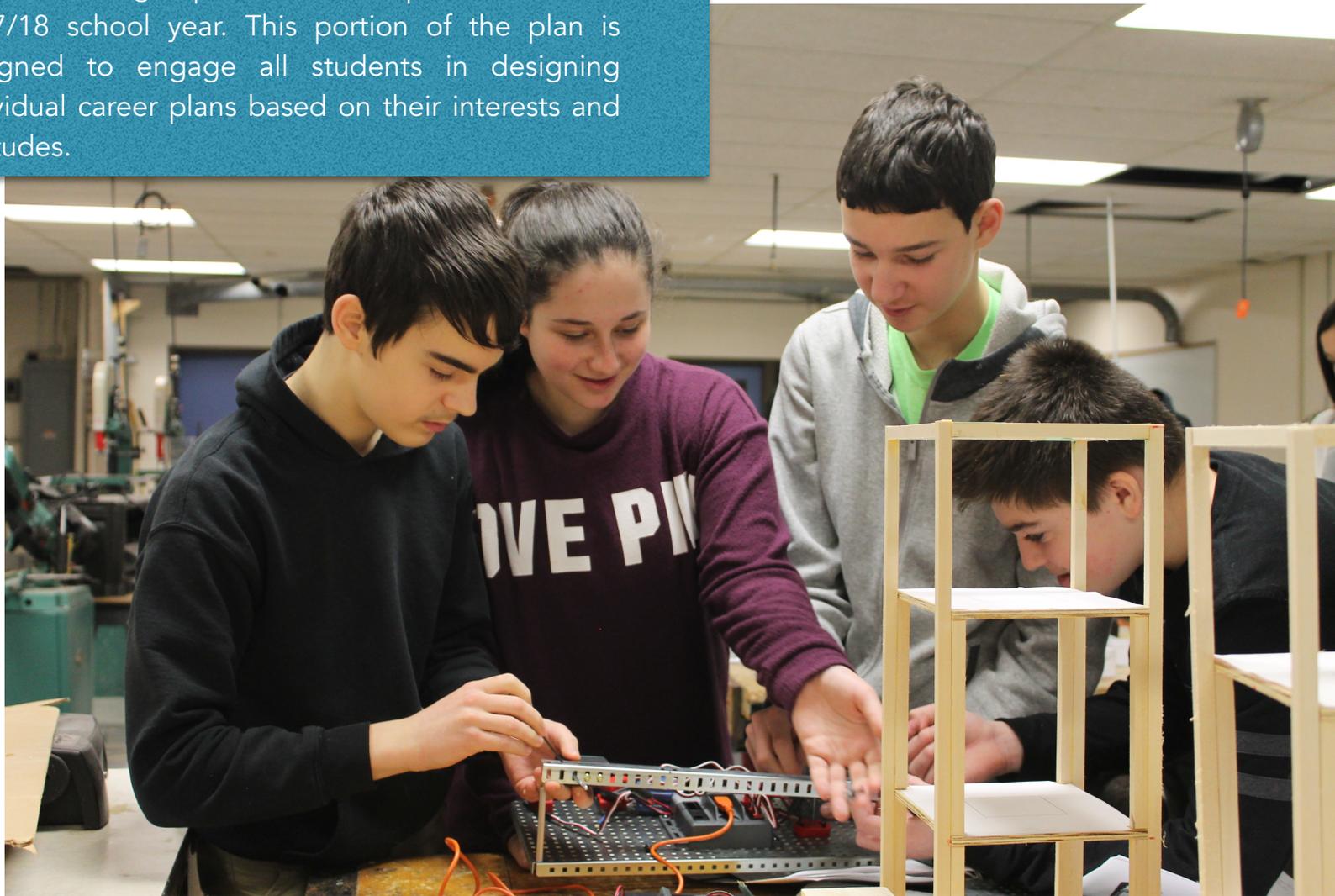
In Section 3 of the E4E plan, current Career and Technical Education offerings in the district are provided.

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| <p>Describe Career and Technical Education (CTE) provided by the District.</p> | <p>In CTE classes students will gain skills that they will use the rest of their lives. These skills will be useful in life and in related career fields.</p> <p>Through CTE students will be exposed to potential careers, helping them make informed decisions about their future.</p> | <p>Follow the link to school curriculum. Select: Business & Technical Education as well as Engineering & Technology to see course offerings and curriculum.</p> <p>Ozaukee Youth Apprenticeship is used to provide students with hands on apprentice experiences.</p> <p>Course options at MATC is accessed to implement CNA and other courses.</p> <p>In sixth grade, all students engage in Family and Consumer Education and Project Lead the Way.</p> | <p>We are required to complete CTEERS reporting to support the state's Carl Perkins required reporting.</p> <p>Student WorkKeys results, perceptions survey and ACT registration questionnaire provide formal feedback on students career and technical plans.</p> | <ul style="list-style-type: none"> •Continue to develop unique partnerships with area Technical Schools and Businesses. •Proposed required course to address: financial literacy, employability skills, and "future identity." •CNA and apprenticeship programs will be expanded. •Career Day held in the spring of 2018. •Implementation of ACP in fall of 2017. |

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In Section 4 of the E4E plan, 6-12 Academic and Career Planning implementation is provided for the 2017/18 school year. This portion of the plan is designed to engage all students in designing individual career plans based on their interests and aptitudes.



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| <p>Implement a process to support students in the development and revision of their ACP.</p> | <p>ACP is a (6-12) school district program designed to build students' understanding of what career options are available to them.</p> <p>ACP focuses on students:</p> <ol style="list-style-type: none"> 1. Knowing themselves (strengths, weaknesses, likes and dislikes) 2. Exploring career options/clusters 3. Plan creation based on personal goal setting 4. Execution of the plan, making adjustments along the way <p>Through its implementation ACP authentically engages students in developing their future identity to support their personal growth and achieve their career aspirations by providing meaningful experiences and making learning connections to build confidence, gain focus, and develop passion that informs their career pathway.</p> <p>The focus of the MTSD's ACP plan is to align current systems and strategically institute improved services to engage our staff in supporting students by developing their sense of internal motivation and nurturing a vision for their future so that all students graduate with a sense of purpose, capable of taking advantage of the vast opportunities to reach their career aspirations.</p> | <p>Students will use Family Connections to complete career cluster inventories annually and results will be stored.</p> <p>Students will engage in group and individual conferences with their personal counselor.</p> <p>Employability Skills</p> | <p>Annual Student Survey</p> | <p>The ACP scope and sequence is reviewed annually as part of our continuous improvement processes.</p> <p>First High School Career Day.</p> <p>Future Identity course proposal for 18/19.</p> <p>Senior Exit Interviews long term goal.</p> |

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In Section 5 of the E4E plan, stakeholder engagements are identified. Students, faculty, parents and community members are critical components of the plan. Stakeholder engagement assures the process is implemented with fidelity and viewed as a vital element of the comprehensive college and career readiness educational experience.



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| WI PI 26.03 Requirement | MTSD Objective | Current State | Progress Measurement | Planning for 2017-2021 |
|--|--|---|---|--|
| Provide professional development to staff to deliver ACP in grades 6-12. | The ACP Coordinator will ensure that all staff understand the value of ACP in relation to the Vision of the Graduate, can communicate it clearly, and understand how to connect students and their families to resources that can help inform a student's ACP. | <p>Academic & Career Planning Coordinator, will engage with staff in 6-12 buildings around the purpose and initial implementation of ACP.</p> <p>ACP coordinator will develop and offer support around PPG opportunities for staff at the PPG Marketplace.</p> <p>Development of Career Day in all 6-12 buildings.</p> | Annual ACP staff survey | We will be developing a strategy for onboarding new staff that have not yet received any professional learning associated with ACP. This will be in place prior to the onset of the 2018-19 school year. |
| Implement a process to regularly engage parents in ACP. | The MTSD will provide ACP programs and services that are valued by parents and help them to better understand and support their student's goals and action plans. | <ul style="list-style-type: none"> •Evening programs or conference workshops are offered to parents of 10th, 11th and 12th graders outlining all available student services, including implementation of ACP. •10th grade parents are formally invited to attend an individual parent/student post high school conference. •All parents are given their own account on family connection so they can access the services and monitor/view their child's portfolio. •Parents are given Infinite Campus access to monitor grades and view the 4 year academic planner. •Individual conferences available on an as needed basis throughout the school year. | <p>Annual ACP parent survey</p> <p>Parent usage reports can be run on family connection</p> | Parent and student focus groups help to inform the ongoing communication plan for ACP. |