

“Education For Employment” Planning in the School District of New Berlin



“The SDNB is committed to developing a passion for lifelong learning. We do this by ensuring that every student sees the relevance in what they are learning to their personal, academic, social and career goals. Students who are engaged are more likely to pursue rigorous learning experiences that challenge their understanding and develop their unique talents in ways that would otherwise not be possible. It is our collective work to ensure all students graduate as informed consumers of post-secondary education/training to encourage completion of a postsecondary credential with value in the labor market. This, in turn, will fuel innovation and job creation while supporting the projected workforce needs in the 21st Century Innovation Economy.”
Superintendent Joe Garza

This document was originally approved by the SDNB Board of Education in September 2016 and is updated annually to help students, parents and community members understand stated learning outcomes and how “Education for Employment” programs and services have been implemented in the SDNB. The objectives listed in related legislation include:

- Prepare all students for future employment;
- Ensure technological literacy to promote lifelong learning;
- Promote good citizenship;
- Promote cooperation among business, industry, labor, post-secondary schools, and K-12 public schools;
- Establish a role for public schools in the economic development of Wisconsin.

The SDNB considers this work a critical part of achieving the SDNB Vision of Our Graduate (<http://www.nbexcellence.org/district/graduate-vision.cfm>). As a result, related programming and services is part of the “SDNB Student Experience” for all students. A student’s “pathway to a career” includes all relevant learning experiences that help to inform their investment in post-secondary education/training and position them for success in a career of interest at some point in the future. This includes college/university, technical training, military training, etc.

The requirement for a long range Education For Employment Plan has been embedded in the District’s Strategic Plan (<http://www.nbexcellence.org/district/strategic-goals.cfm>) to ensure that it is integrated into the District and Building level continuous improvement plans annually. Action items were developed based on input received by administrators, staff, students, parents, post-secondary institutions, and local/regional/state industry and economic/workforce development representatives.

We are especially appreciative of the following organizations for their efforts to increase our collective impact by helping to align related aspects of our work in a purposeful way:

- AASA (Superintendents Association)
- Wisconsin Department of Workforce Development
- Pathways Wisconsin
- STEM Forward
- Waukesha County Business Alliance
- Commons Program
- New Berlin Chamber of Commerce
- Wisconsin Association of School Boards
- Wisconsin Department of Instruction
- CESA #1 and CESA #6
- WOW Workforce Development Board
- UW-Milwaukee
- Carroll University
- Business partners (e.g. sponsorship, mentorship, curriculum advisory, career based learning)
- Wisconsin Economic Development Corporation
- Junior Achievement of Wisconsin
- Milwaukee 7 Economic Development Partnership
- UW-Colleges Online
- UW-Waukesha
- Waukesha County Technical College

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The following documents show we are currently meeting/exceeding the legislative requirements as well as our next steps. This represents district-wide expectations rather than “points of light”. We recognize that there are additional programs and services that exceed these expectations offered in individual buildings and classrooms.

SDNB Objective	WI PI 26.03 Requirement	Current State	How We Measure Progress	New in 2018-2019
<p>SDNB BOE and district/building administrative team are knowledgeable about the industries/careers with high demand in the projected labor market and use that data to inform annual continuous improvement efforts.</p>	<p>Perform analysis of local, regional, and state labor market needs.</p>	<p>The following activities are done annually in support of this goal:</p> <ul style="list-style-type: none"> ● Annual labor market research is delivered to the BOE and administrative team. ● Active participation in local/regional/state sponsored activities regarding projected workforce needs. ● Collaboration with chambers of commerce and economic development organizations. ● Analysis of post-secondary completion rates in relation to labor market needs 	<p>Annual survey results indicate that SDNB administrators, students, and parents understand the relevance of SDNB programming and services.</p>	<p>No new action items are planned for 2018-19 as current programming is meeting stated objectives</p>
<p>Identified stakeholders acknowledge that the coursework, programs and services reflect a purposeful alignment to the environments students may transition to following their high school graduation.</p>	<p>Implement a strategy to engage businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected workforce needs</p>	<p>For 2017 - 2018 we had focus group conversations with our business and collegiate partners at our partnership breakfast to discuss our course alignment with the workforce needs.</p> <p>The following activities are done annually in support of this goal:</p> <ul style="list-style-type: none"> ● Active participation in local/regional/state-sponsored activities intended to build capacity toward shared objectives. ● Semi-annual partnership bulletin to inform broad distribution list of progress toward shared objectives. ● Program of Study focus groups are leveraged as needed to inform courses, programs and services needed. ● Ongoing publicity of progress toward shared objectives. ● Strong partnership with Junior Achievement of WI. ● Personal outreach to local businesses to fill specific needs. <p>Please refer to the Business Partnerships page for an overview for the ways in which the business community can get involved:</p> <ul style="list-style-type: none"> ● 	<p>Informal and/or formal stakeholder perception survey</p>	<p>No new action items are planned for 2018-19 as current programming is meeting stated objectives.</p> <p>We will continue to advocate and collaborate to ensure capacity building resources at the county/regional level to support K12 in this work.</p>

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<p>By completion of the 6th grade, students will understand that there are a wide variety of opportunities available in their future and that it takes hard work, education and training to do them well. Students will learn how to set goals and develop action plans to reach those goals. Students will also understand that they are uniquely designed and that they need to leverage opportunities to discover what they like and don't like in order to determine the right fit for them.</p>	<p>Provide career awareness at the elementary 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>http://www.nbexcellence.org/district/business-community-partners.cfm</p> <p>Please refer to the following web page for the ways in which we support these objectives today.</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/acp-elementary.cfm <p>The specific expectations outlined in PI.26 are satisfied by the elementary Social Studies curriculum. The district-wide K-6 Jump into My Future Program provides an experiential learning opportunity to increase the relevance to students. These lessons are further extended and enriched through the Junior Achievement BizTown program delivered annually to all 5th grade students.</p> <p>All elementary building action plans reflect a commitment to helping students understand how to set meaningful goals and develop action plans to achieve them.</p> <p>The SDNB provides feedback to students and their parents on 'Dispositions for Future Success' on student report cards K12. This helps to align what teachers are seeing in the classroom with the dispositions that will help students be successful in college and career. More information can be found on the grading and reporting page of our web site:</p> <ul style="list-style-type: none"> ● Grading and Reporting in the SDNB 	<p>Students complete a reflection following the G5 BizTown program to demonstrate understanding.</p> <p>Students complete an additional reflection following the delivery of G6 ACP outcomes to demonstrate understanding.</p> <p>Trend data regarding dispositions for success by building and grade level.</p> <p>Annual staff and parent surveys include specific questions related to this objective to further inform continuous improvement.</p>	<p>New dispositions will be introduced and assessed during the 2018-2019 school year.</p> <p>Elementary Disposition Rubric Secondary Disposition Rubric</p> <p>As part of our work on the AASA Redefining Ready! Cohort and Regional Redefining Ready Committees, we will be evaluating how to align elementary indicators to our work to the CCR District Dashboard. These elementary indicators will be introduced to staff, students, and parents during the Spring of 2019.</p>

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SDNB Objective	WI PI 26.03 Requirement	Current State	How We Measure Progress	New in 2018-2019
<p>By completion of the 8th grade, students will understand how to align their personal skills and interests to a wide variety of careers and research how to effectively prepare for careers of interest. Students will learn how to use available resources to develop a 6-year course plan that will be revisited annually.</p>	<p>Provide career exploration at the middle school levels. Specifically,</p> <ul style="list-style-type: none"> ● Continuum of careers ● Alignment of personal interests/skills relate to those careers ● Work based learning ● Career research to identify personal preferences 	<p>All students take a Careers and Communication course in 7th grade to support stated objectives.</p> <p>Students are provided additional instruction through grade level advisory lessons.</p> <p>Middle school students participate in annual district-wide career days and industry tours based on their identified interests. This is part of our annual College and Career Readiness Event Series. Additional information can also be found here:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/cte.cfm <p>Students and staff are also able to leverage the Student and Leaders Network career video library or Inspire to explore additional careers as part of related instruction or through independent study.</p> <p>Note: Students are not exposed to work based learning in middle school as it is not generally age appropriate. However, they are exposed to project based learning in their courses.</p>	<p>Trend data regarding participation in CCR event series, and student and staff use of Student and Leaders Network career video library or Inspire should increase annually.</p> <p>Participants are surveyed following CCR events and activities; reflections are stored in ACP portfolio.</p> <p>Trend data regarding dispositions for success by building and grade level.</p> <p>Additional measures are included in ACP delivery.</p>	<p>During 8th Grade school counselor meetings, students will be sharing their ACP plan and lead out a portion of the meeting.</p> <p>Students will be able to transfer their goal setting skills from Advisory to other courses and content.</p> <p>Additional plans related to these outcomes are included in ACP delivery.</p>

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<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, develop a financial plan, demonstrate that they are able to apply content knowledge in relevant ways, and prepare for their transition to life after high school.</p>	<p>Provide career planning and preparation 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>Students continually refine and revise their ACP through grade level advisory lessons. For more information on advisory periods, please see: http://www.nbexcellence.org/schools/west/parents/advisory-period.cfm (same structure at Eisenhower)</p> <p>High school students participate in annual district-wide career days and industry tours based on their identified interests. This is part of our annual College and Career Readiness Event Series. Additional information can also be found here: http://www.nbexcellence.org/district/cte.cfm</p> <p>Students and staff are also able to leverage the Student and Leaders Network career video library to explore additional careers as part of related instruction or through independent study. Additional career research and access to career coaches is provided through the Milwaukee 7 Talent Partnership and powered by Inspire of SE WI. For more information: https://m7talentpartnership.org/educators/. Students are eligible to take advantage of a wide variety of different career and service (work) based learning opportunities: http://www.nbexcellence.org/district/career-service-based-learning.cfm</p> <p>Students are able to apply what they are learning through: Project-based coursework, Career- and service-based learning opportunities, Career and Technical Education (covered later in this document), Elective coursework (i.e. economics, etc.), Co-curriculars.</p> <p>The SDNB offers an introductory course in entrepreneurship. This course offers an opportunity for transcribed credit through WCTC. We also offer an interdisciplinary Advanced Innovation and Design course leveraging</p>	<p>Trend data regarding participation in the CCR event series, progress towards CCR District Dashboard benchmarks, student and staff use of the Student and Leaders Network career video library, and the use of Inspire.</p> <p>Participants are surveyed following CCR events and activities; reflections are stored in ACP portfolio.</p> <p>Additional measures are included in ACP delivery.</p>	<p>In 2017, we implemented a change to the Financial Literacy requirements in the SDNB based on recommendations from staff and administration.</p> <p>District-wide, K12 teachers will be able to identify and demonstrate instructional practices that support the SDNB’s definition of a “maker culture” in their classroom and/or courses so that students are applying and extending their learning in meaningful ways.</p>

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		<p>curriculum from MIT and Stanford with an opportunity for credit/recognition through our post-secondary partners. Entrepreneurship is also taught as part of the PLTW Capstone Course – Engineering Design and Development. All students are encouraged to participate in one of the SDNB’s capstone learning experiences. For more information, please refer to: http://www.nbexcellence.org/district/capstone.cfm</p>		
SDNB Objective	WI PI 26.03 Requirement	Current State	How We Measure Progress	New in 2018-2019
The SDNB will ensure all students are provided with a strong CTE foundation and will be aware of the opportunities available both	Describe Career and Technical Education provided by the District.	<p>In the SDNB, CTE programming leverages the common elements of a “Career Pathways” implementation.</p> <p>Specifically,</p> <ul style="list-style-type: none"> ● Strong partnerships with industry and postsecondary education to 	<p>Improvement across all CCR District Dashboard benchmarks.</p> <p>We are also required to</p>	<p>New course for 2018-2019 entitled “How Machines Work” to increase student engagement/interest.</p> <p>In compliance with Board Policy</p>

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<p>inside and outside of the district to explore and/or prepare for stated career interests.</p>		<p>guide curriculum/programming and provide student mentorship</p> <ul style="list-style-type: none"> ● Foundational skills that support all clusters/pathways ● Industry and career exposure ● Course progressions that support clusters/pathways of interest ● Opportunity for project and/or work based learning aligned to cluster/pathway ● Opportunity to earn industry credentials aligned to cluster/pathway of interest ● Postsecondary guidance aligned to cluster/pathway(s) of interest ● Opportunity to earn postsecondary credits aligned to cluster/pathway(s) of interest <p>“Pathways” include alignment to post-secondary education/training that lead to a postsecondary credential. Programming is informed by an annual labor market analysis, student demographics/interests and a guiding principle to ensure programming remained holistic, inclusive, student-driven and flexible.</p> <p>Elements of the Common Career and Technical Core, such as the Career Development Standards, are leveraged to develop the scope and sequence of Advisory lessons in grades 7-12. Please refer to the following web page for an overview of the “CTE Foundations” provided to all students:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/cte.cfm <p>The College and Career Event Series is designed to provide exposure to <i>Continued from page 7</i> industries, careers and the preparation required for careers of interest.</p> <p>The Program of Study framework and opportunities available to support a student’s interest appears in the Academic and Career Planning Guide.</p>	<p>complete CTEERS reporting to support the state’s Carl Perkins requirements. This reporting is manually modified to meet SDNB needs.</p> <p>We monitor student engagement and performance in technical coursework to identify recipients of ‘Technical Honors’ at graduation.</p> <p>We will be continuing to analyze longitudinal data on the number of “Tech Honors” recipients by discipline each year.</p>	<p>6154, we will:</p> <ol style="list-style-type: none"> 1. Develop and maintain a minimum of three operational Programs of Study to include a sequence of related coursework and the opportunity to A) earn an industry credential, B) earn college credit, and C) participate in related experiential learning programs in order to support multiple pathways within high demand and/or interest career clusters. 2. Ensure that changes in scheduling, facility planning, etc. do not adversely impact access to supports and services identified in the district’s Education for Employment plan. 3. Provide on-site options that allow students to demonstrate readiness for college level coursework, including but not limited to college level english and math, prior to graduation to mitigate the need for remediation. <p>In addition, we will continue to provide additional College In High School options to expedite time to degree. This effort falls under the SDNB “More In Four” campaign</p>
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SDNB Objective	WI PI 26.03 Requirement	Current State	How We Measure Progress	New in 2018-2019
<p>The SDNB will provide age appropriate ACP instruction, programs and services to students in G6-12 that are valued</p>	<p>Implement a process to support students in the development and revision of their ACP.</p>	<p>Please refer to the Academic and Career Planning web page for information about ACP in the SDNB. http://www.nbexcellence.org/district/acp.cfm</p>	<p>Annual ACP Student Survey and Student Focus Groups</p> <p>Monitor individual student</p>	<p>8th Grade Counselor Conferences will be re-designed to allow students to share their ACP plan.</p>

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<p>by students and help them better understand themselves, set goals, and develop action plans that prepare them for life after high school.</p>		<p>Academic and Career Planning is a major part of our work in every building, every day, for every student. Our work is guided by the district ACP leadership teams who review all data and are responsible for continuous improvement planning. All grade level outcomes are supported by lesson plans created by teachers and counselors and delivered by advisory staff. Building administrators are accountable for ensuring that all lessons are delivered with fidelity. This district-wide approach ensures that all staff are knowledgeable on the Academic and Career Planning process and can assist students in the development and implementation of a student’s personal plan. The advisory scope and sequence is updated annually.</p> <p>Special education and TAG leaders are actively involved in providing any additional supports needed to meet the unique needs of these student populations. If a student is identified as Special Education or TAG, their ACP is shared with their support team so that it is considered in overall goal setting and action planning to support any special needs the student may have.</p>	<p>progress towards a CCR designation</p>	<p>Seniors will share their ACP with 8th graders during Advisory to highlight high level planning.</p> <p>In support of Policy 6154, we will:</p> <ol style="list-style-type: none"> 1. Help students monitor metrics that demonstrate an increase in activities and behaviors that the district believes will improve the likelihood of completing a postsecondary credential with value in the projected labor market. 2. Identify and monitor metrics that provide insight into the post-secondary outcomes of SDNB alumni.
SDNB Objective	WI PI 26.03 Requirement	Current State	How We Measure Progress	New in 2018-2019
<p>Building administration will ensure that all staff understand the value of ACP in relation to the Vision of the Graduate, can</p>	<p>Provide professional development to staff to deliver ACP in G6-12.</p>	<p>The Director of Secondary Teaching and Learning collaborates with building administration at the secondary level (G7-12) to meet this objective. They, in turn, have developed a scope and sequence for ACP professional learning (PL) modules delivered annually. All teaching staff</p>	<p>Annual ACP Staff Survey and Staff Focus Groups</p>	<p>Teachers will be provided one professional learning meeting per month to work with grade level advisory teams. This PL will allow</p>

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<p>communicate it clearly, and understand how to connect students and their families to resources that can help inform a student’s ACP.</p>		<p>receive ACP PL on a monthly basis.</p> <p>The Director of Elementary Teaching and Learning collaborates with building administration at the elementary level (G6) to meet this objective. ACP instruction to 6th grade students is provided by building administrators and/or teaching staff.</p> <p>All new teachers receive onboarding information around Academic and Career Planning, Advisory, Career Cruising and Inspire. These learning experiences will be supported throughout the year by returning staff and during collaborative team time.</p> <p>Regular communication is also provided through staff newsletters. The defined scope and sequence of entries is designed to support the PL occurring in buildings.</p>		<p>teachers to create/adjust engaging learning experiences related to the stated learning targets for each advisory lesson.</p>
SDNB Objective	WI PI 26.03 Requirement	Current State	How We Measure Progress	New in 2018-2019
<p>The SDNB will provide ACP programs and services that are valued by parents and help them better understand and support</p>	<p>Implement a process to regularly engage parents in ACP.</p>	<p>Please refer the following links for the SDNB’s current ACP parent engagement plans:</p> <ul style="list-style-type: none"> ● Elementary: http://www.nbexcellence.org/district/acp-elementary.cfm ● Secondary: Go to ‘Learn Ways to Get and Stay Engaged with your 	<p>Annual ACP Parent Survey and Parent Focus Groups</p>	<p>New dispositions will be introduced and assessed during the 2018-2019 school year. Elementary Disposition Rubric</p>

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<p>their student’s goals and action plans.</p>		<p>Student’s ACP’ from the SDNB ACP web page.</p> <p>Regular communication is also provided through parent newsletters. The defined scope and sequence of entries is designed to support the parent engagement plans above.</p> <p>In addition, the SDNB provides feedback to parents on ‘Dispositions for Future Success’ on K12 student report cards. This helps to align what teachers are seeing in the classroom with the dispositions that will help them be successful in college and career. More information can be found on on the grading and reporting page of our website:</p> <ul style="list-style-type: none"> ● Grading and Reporting in the SDNB 		<p>Secondary Disposition Rubric</p>
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Additional Items Not Included in Administrative Rule

In addition to the objectives and requirements noted previously, Education for Employment legislation lists good citizenship and technological literacy as key objectives without a corresponding requirement in the administrative rule. While this is a perceived gap in the legislation, the School District of New Berlin provides purposeful programming to support those shared objectives as well. Additional information on those initiatives can be found here:

Good Citizenship:

- As part of developing good citizens, students are encouraged to participate in Service Learning as part of monitoring their progress towards College and Career Readiness. The District already hosts a number of opportunities to get involved to help others and promotes opportunities from community organizations as well. We implemented additional structure around this work in 2017-18 to ensure all students have access to meaningful service learning opportunities.

Technological literacy:

- Supported for all students by the SDNB Digital Learning and SDNB Digital Citizenship initiatives. We will more purposefully align this work to the standards for “Technological Literacy” employed at the postsecondary level and evaluate how the district’s proposed definition of “Maker Culture” further supports this objective.
- Students with an interest in furthering their exposure to technology and its impact on the world around them are encouraged to register for one of the district’s many computer science and/or information technology learning opportunities. This continues to be a key focus area for the District given how ubiquitous technology is across industry sectors and day to day life. More information on these offerings can be found in the ACP guide and here: <http://www.nbexcellence.org/district/information-technology.cfm>

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Progress and action planning is reviewed annually by the Board of Education. All progress has been and will continue to be embedded into the Annual Report distributed to the community each summer. It will be posted publicly to the District's website prior to the onset of the school year and included in the annual notices sent to parents to ensure they are aware of the programming and services provided to students to support the objectives of this legislation.

Webpage: <https://www.nbexcellence.org/district/education-for-employment.cfm>

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