

“Education For Employment” Planning

“The School District of New Berlin 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. We are committed to our role in fueling innovation and job creation while supporting the projected workforce needs in the 21st Century Innovation Economy for the benefit of our students, our region, and the State of Wisconsin.” - Superintendent Joe Garza



This document was drafted on behalf of the SDNB Board of Education 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 technical literacy; to promote life-long 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

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 it is annually integrated into the district- and building-level continuous improvement plans. Action items were developed based on input received by staff, students, parents, post-secondary institutions, and local/regional/state industry and workforce development representatives.

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 there are additional programs and services that exceed these expectations offered in individual buildings and classrooms.

“Education For Employment” Planning

WI PI 26.03 Requirement	SDNB Objective	Current State	How We Measure Progress	Planning for 2016-17
<p>Perform analysis of local, regional, and state labor market needs.</p>	<p>SDNB BOE and District/Building Administrative team are knowledgeable about the industries/careers with high demand in the projected labor market.</p>	<p>The following activities are done annually in support of this goal:</p> <ul style="list-style-type: none"> ● Annual labor market research. ● 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 admin understand the relevance of SDNB programming and services.</p>	<p>Deliver an analysis of projected labor market needs to the Administrative team along with how that has impacted prior deliverables and future plans. Pre- and post-test participants to confirm value in relation to objective.</p> <p><i>Note: We will continue to advocate for regional support with regard to delivery of projected labor market data in a manner appropriate for K12 audiences. It is currently not in a format suitable for inclusion in ACP instruction, family communication and professional learning plans. Trends in post-secondary completion rates in relation to labor market needs should be included in the overall analysis.</i></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>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>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. ● Quarterly partnership bulletin to inform broad distribution list of progress toward shared objectives. ● Annual feedback at annual Business Education Partnership Breakfast. ● Program of Study focus groups to inform courses, programs and services needed to expose/prepare students to/for ‘high demand’ careers and/or industries. ● Ongoing publicity of progress toward shared objectives. ● Strong partnership with Junior Achievement of WI to support ongoing volunteer needs. ● Personal outreach to local businesses to fill specific needs. <p>Please refer to the Business Partnerships page for an overview of the ways in which the business community can get involved:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/business-community-partners.cfm 	<p>Informal and/or formal stakeholder perception survey.</p>	<p>No changes anticipated at this time.</p> <p><i>Note: We will continue to advocate for capacity building resources at the county/regional level to support K12 in this work.</i></p>

“Education For Employment” Planning

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<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>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.</p> <p>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>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>The SDNB provides feedback to students and their parents on 'Dispositions for Future Success' on 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 here:</p> <p>Grading and reporting on dispositions for future success.</p>	<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>Both the G5 and G6 reflections are stored on the student's Google drive which is later transitioned into each students ACP portfolio in G7.</p> <p>Trend data regarding dispositions for success by building and grade level.</p>	<p>Incorporate additional questions into annual staff and parent surveys to inform continuous improvement efforts at each of our elementary schools.</p>

“Education For Employment” Planning

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<p>Provide career exploration at the middle school levels.</p> <p>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>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.</p> <p>Students will learn how to use available resources to develop a 6 year course plan that will be revisited annually.</p>	<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>Additional programs, services and supports to support stated outcomes are documented in other sections of this document.</p> <p>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 elective coursework and co-curriculars.</p>	<p>Trend data regarding participation in CCR event series should increase annually.</p> <p>Participants are surveyed following CCR events and activities and reflections are stored in ACP portfolio.</p> <p>Additional measures are included in ACP delivery addressed later in this document.</p>	<p>We plan to evaluate whether we can streamline the survey and reflection process associated with the CCR event series.</p> <p>Additional plans related to these outcomes are included in ACP delivery and are addressed later in this document.</p>

“Education For Employment” Planning

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<p>Provide career planning and preparation at the high school levels.</p> <p>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, develop a financial plan, and prepare for their transition to life after high school.</p>	<p>Students continually refine and revise their ACP through grade level advisory lessons. For more information on advisory periods, please see:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/schools/west/parents/advisory-period.cfm (same structure at Eisenhower) <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:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/cte.cfm <p>Additional career research and access to career coaches is provided through Inspire of SE WI. For more information: http://inspiresoutheastwisconsin.com/</p> <p>Students are eligible to take advantage of a wide variety of different career and service (work) based learning opportunities. For more information:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/career-service-based-learning.cfm <p>Students are able to apply what they are learning through:</p> <ul style="list-style-type: none"> ● 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>The SDNB provides a robust financial literacy program for all students. Students and their families are also provided information regarding financial aid annually. For more information:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/financial-literacy.cfm ● http://www.nbexcellence.org/district/scholarships.cfm 	<p>Trend data regarding participation in the CCR event series, CSBL, experiential learning opportunities, and the use of Inspire.</p> <p>Additional measures are included in ACP delivery addressed later in this document.</p>	<p>The Financial Literacy program will need to be reevaluated in light of State’s decision to include “The Real Game” (a Career Cruising product) in the State ACP Contract.</p> <p>The usability of Inspire in conjunction with the existing SDNB CSBL “Opportunity Board” will be evaluated to identify any required process improvements.</p> <p>Additional plans related to these outcomes are included in ACP delivery and are addressed later in this document.</p>

“Education For Employment” Planning

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		<p>The SDNB offers an introductory course in entrepreneurship. We also offer an interdisciplinary Advanced Innovation and Design course leveraging 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. For more information, please refer to:</p> <ul style="list-style-type: none"> • http://www.nbexcellence.org/district/capstone.cfm <p>Additional programs and services to support stated outcomes are documented in other sections of this document.</p>		

“Education For Employment” Planning

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Describe Career and Technical Education provided by the District.	The SDNB will ensure all students are provided with a strong CTE foundation and will be aware of the opportunities available both inside and outside of the district to explore and/or prepare for stated career interests.	<p>In the SDNB, CTE programming leverages the common elements of a “Career Pathways” implementation. Specifically,</p> <ul style="list-style-type: none"> ● Strong partnerships with industry and post-secondary education to guide curriculum/programming and provide student mentorship ● 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 ● Post-secondary guidance aligned to cluster/pathway(s) of interest ● Opportunity to earn post-secondary credits aligned to cluster/pathway(s) of interest <p>“Pathways” includes all forms of post-secondary education/training that lead to a post-secondary credential with value in the projected labor market. Desired elements were selected based on a preliminary gap analysis, cultural assessment, student demographics and a guiding principle to ensure programming remained holistic, inclusive, student-driven and flexible. <i>NOTE: Academic and Career Planning reinforces the need to balance priorities to support personal, academic, social and career goal attainment.</i></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 industries, careers and the preparation required for careers of interest. Please see the attached for more information:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/ccr-events.cfm 	<p>As part of our CCR dashboard, we are monitoring engagement in all of the learning opportunities referenced.</p> <p>We also are required to complete CTEERS reporting to support the State’s Carl Perkins reporting requirements. However, the current scope of this reporting does not meet our needs for the implementation of E4E in the SDNB.</p> <p>We leverage enrollment information to select students for a variety of technical honors throughout the school year that are celebrated at both a building and district level.</p>	<p>We will be reviewing prior feedback from POS focus groups for Manufacturing, IT, and Health Care to prioritize next steps.</p> <p>Program of Study web pages and content in the ACP guide will be improved for clarity, consistency, and usability.</p>

“Education For Employment” Planning

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		<p>The Program of Study framework and the opportunities available to support a student’s interest in one or more Programs of Study appears in the Academic and Career Planning Guide on our web site:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/cms_files/resources/ACPGuide1617d.pdf <p>We further highlight additional opportunities through our targeted programs of study on the Personalizing CTE page of our web site:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/cte-personalized.cfm <p>We feature ways to personalize a student’s education with work-based learning and industry credentials on the following page:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/personalized-education.cfm <p>Post-secondary alignment (a.k.a. pathways) for careers of interest are provided through:</p> <ul style="list-style-type: none"> ● Advanced Placement coursework ● On site dual enrollment/transcripted credit ● Off-site Youth Options/Course Options ● WCTC Dual Enrollment Academies (Senior) ● YA to RA Bridge Programs (highlighted in related Program of Study web pages) <p>For additional information on how we support secondary to post-secondary education alignment, please refer to the following page:</p> <ul style="list-style-type: none"> ● http://www.nbexcellence.org/district/college-in-high-school.cfm <p>All student transcripts specify the number of high school credits earned for each course, whether the course is eligible for post-secondary credit, and (if applicable) the post-secondary institution awarding credit.</p> <p>Academic and Career Planning embeds CTE into the planning for all students in grades 7-12 through purposeful grade level outcomes supported by C2/advisory teachers.</p>		

“Education For Employment” Planning

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<p>Implement a process to support students in the development and revision of their ACP.</p>	<p>The SDNB will provide age-appropriate ACP instruction, programs and services to students in G6-12 that are valued by students and help them better understand themselves, set goals, and develop action plans that prepare them for life after high school.</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>All grade-level outcomes are supported by lesson plans created by the counseling team and delivered by advisory staff.</p> <p>This 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.</p> <p>All ACP lessons are housed in the SDNB Learning Management System – PowerSchools Learning (formerly Haiku).</p> <p>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>Annual ACP Student Survey</p>	<p>We will be converting from WisCareers/Career Locker to Career Cruising/Inspire.</p> <p>Changes will be required to advisory lessons to support the conversion to Career Cruising/Inspire.</p> <p>The ACP scope and sequence is reviewed annually as part of our continuous improvement processes.</p> <p>The following improvement opportunities will be addressed in 2016-17:</p> <ol style="list-style-type: none"> 1. Onboarding of transfer students. Requires individualized support. 2. Strengthen scope and sequence related to post-secondary planning. 3. Consistency in advisory instruction. Requires additional administrative monitoring and support. 4. Completion and sharing of ACP artifacts. Requires additional monitoring (Career Cruising will help). Individualized support is required. 5. Purposeful transition from teacher led to student led process. 6. Additional transparency for content of ACP advisory lessons for staff and parents. 7. Strengthen alignment for Special Education and TAG students. 8. Improve accessibility to service opportunities.

“Education For Employment” Planning

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<p>Provide professional development to staff to deliver ACP in G6-12.</p>	<p>Building administration will ensure that all staff understand the value 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>	<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 receives ACP PL.</p> <p>The Director of Elementary Teaching and Learning collaborates with building administration at the elementary level (G6) to meet this objective. Building administration (vs teaching staff) delivers related ACP instruction to 6th grade students at this 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>Annual ACP Staff Survey</p>	<p>All professional learning modules need to be revised to support the conversion to Career Cruising/Inspire.</p> <p>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 onset of the 2016-17 school year.</p>
<p>Implement a process to regularly engage parents in ACP.</p>	<p>The SDNB will provide ACP programs and services that are valued by parents and help them better understand and support their student's goals and action plans.</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: http://www.nbexcellence.org/cms_files/resources/ACPSecondaryParentEngagement1516.pdf <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. For example,</p> <ul style="list-style-type: none"> • http://www.nbexcellence.org/cms_files/resources/ReportCard15-16WExplanationSecondary.pdf 	<p>Annual ACP Parent Survey</p>	<p>Parent and student focus groups help to inform the ongoing communication plan for ACP</p> <p>In addition to the parent engagement plans already drafted, the template of 'Annual Notifications required by State law' will be updated to include a link to this document and/or the ACP page of our web site in compliance with PI.26.</p> <p>Changes to parent engagement plans at the secondary level will be required to support the conversion to Career Cruising/Inspire as parents will have access to a new parent portal.</p> <p>The following improvement opportunities will be addressed:</p> <ol style="list-style-type: none"> 1. Evaluate the feasibility and perceived value of incorporating ACP into parent teacher conferences in 2017-18. 2. Evaluate how/whether to effectively engage parents in the annual review of the SDNB Education for Employment plan. 3. Need to include elementary parents in the Annual ACP Parent Survey and/or engage elementary PTOs in a more meaningful way.

“Education For Employment” Planning

Additional Board Notes:

School Districts are not required to publish their Education for Employment plans until the 2017-18 school year. The Board of Education has approved this plan in advance of that requirement in an effort to engage others in a discussion about the benefits and perceived barriers associated with Education for Employment planning in support of shared objectives.

In addition to the objectives and requirements noted previously, Education for Employment legislation lists technical literacy and good citizenship 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.

This plan is governed by the Board of Education. The Superintendent is accountable for ensuring it is implemented with fidelity. Beginning in the 2016-17 school year, progress and action planning will be 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 Board’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.

Drafted by: Laura Schmidt obo/Joe Garza

Presented to / Adopted by: Board of Education on Sept. 12, 2016

Reviewed annually in March to support planning for the following school year

Website location: www.nbexcellence.org/district/annualnotices.cfm