

Kenosha Unified School District Education for Employment Plan

APPENDIX B

2018-2021

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible
1 (a)	Analyze local, regional, and state labor market needs.	Increase knowledge of administration, counselors and Career & Technical Education (CTE) teachers about industries and careers with high demand in the projected labor market.	Create knowledge and use survey for counselors, administrators and CTE staff	August 2018	Survey	CTE & Student Support Coordinators
			Gather labor market data from KABA, US Census Data, US Labor Statistics, WI Labor Market Information and Community Workplace Profiles	July annually		CTE Coordinator
			Presentation by KABA to school administrators about the state of Kenosha County labor market	October annually	Pre- and Post- survey	School Leadership
			Conduct business visits by all school administrators	November annually	Focus group feedback	CTE Coordinator
			Train school counselors on the use of labor market data found on the Department of Workforce Development (DWD) site	December 2018 and as needed for new staff	Pre- and Post- survey	CTE & Student Support Coordinators w/ DWD rep
			Conduct business visits by all school counselors	March 2019	Focus group feedback	CTE & Student Support Coordinators
			Train new CTE staff on the use of labor market data found on the Department of Workforce Development (DWD) site	August annually as needed	Pre- and Post-survey	CTE Coordinator
			Presentation by KABA to CTE staff and business partners about the state of Kenosha County labor market	August annually	Focus group feedback	CTE Coordinator

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1 (b)	Develop a process to engage parents in academic and career planning including: 1. Inform about ACP services. 2. Multiple opportunities to participate in ACP planning.	Provide ACP programs and services that are valued by parents and help them better understand and support their student's goals and action plans.	Parents/guardians will be introduced to the parent portal of Career Cruising during 6 th grade	October annually	Parent Participation report in Career Cruising	Counselors
			A minimum of one formal parent meeting with student and counselor in 8th and 10th grade	Annually	Counselor Meeting Completion report	Counselors & school ACP teams
			Develop a parent feedback survey to gather feedback on the meeting process	September 2018	Parent survey	Student Support Coordinator
	3. Update parents throughout the year.		Information is provided through parent newsletters 2 times per year	Annually	School websites, event calendars, newsletters	School ACP teams, Student Support Coordinator
			School robocalls about school-level opportunities and updates a minimum of 2 times per year	Annually		
			School and district website updates about ACP events as needed	August annually		
			Include parent and student focus groups to help inform the ongoing communication plan for the district ACP implementation team	March annually	Focus group feedback	Student Support Coordinator
1 (c)	A description of all of the following: 1. How, in each year of the plan, the school district will support pupils in academic and career planning.	Provide age-appropriate ACP instruction, programs and services to students in grades 6-12 that are valued by students, help them better understand	Counselors introduce ACP via Career Cruising to all students through guided activities annually	May annually	ACP completion report in Career Cruising	Student Support Coordinator
			All grade-level outcomes are supported by lesson plans created by the district ACP leadership team and reviewed annually for summer updates	August annually	ACP feedback survey with counselors	Student Support Coordinator

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		<p>themselves, set goals, and develop action plans that prepare them for life after high school.</p>	<p>The ACP for students identified as Special Education is shared with their IEP team and the ACP is considered in overall goal setting and action planning to support all special needs the student may have</p>	On-going	<p>Post Transition Plan (PTP) in annual IEP updates.</p>	Case Managers
	<p>2. The Career and Technical Education (CTE) provided in the school district.</p>	<p>Ensure all students are provided with a strong CTE foundation and have awareness of the opportunities available both inside and outside of the district to explore and/or prepare for stated career interests.</p>	<p>The following activities are part of the CTE department:</p> <ul style="list-style-type: none"> ● Partnerships with industry and post-secondary education to guide curriculum/programming and provide student mentorship ● Foundational skills that support 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 	August annually	<p>Career and Technical Education Enrollment Report System (CTEERS)</p>	<p>Coordinator of Career & Technical Education</p>
	<p>3. The professional development provided to staff to assist them with delivering academic and career planning services to pupils in grades 6 to 12.</p>	<p>School administration will ensure that all staff understand the value of ACP and how to connect students and their families to resources that can help inform a student's ACP.</p>	<p>School ACP teams will select the training appropriate for their staff.</p> <ul style="list-style-type: none"> ● Career Cruising/Inspire training ● Staff meeting presentations from Coordinators of Student Support and CTE ● Small group presentations from Coordinators of Student Support and CTE ● Wisconsin School Counselors Association (WSCA) Conference 	On-going	<p>Frontline Surveys</p>	<p>CTE & Student Support Coordinators</p>

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	4. How the education for employment program will provide access to applied curricula; guidance and counseling services, technical preparation, youth apprenticeship and instruction in skills relating to employment.	During high school, all students will research post-secondary and career options, revise their course plan to include an alignment to post-secondary education/training, and prepare for their transition to life after high school.	Administrators and school staff new to the district or ACP will be provided with Career Cruising accounts and receive training to use this tool with proficiency	November annually	Career Cruising Advisor Reports	Counselors & Student Support Coordinator
			Counseling Services are available to all students	June annually	KUSD counselor assignments	Student Support Coordinator
			Youth Apprenticeship (YA)-School supervised work-based learning	August annually	YA End of Year report outcomes	CTE Coordinator
			Industry based certifications	September annually	ACT 59 report	CTE Coordinator
			Advanced standing and transcribed credit coursework	June annually	Gateway Technical College (GTC) report to high schools	CTE Coordinator
Start College Now (SCN) classes at Gateway Technical College	July annually	Report of all students in SCN courses	CTE Coordinator			
1 (d)	Implement a strategy to engage businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected needs.	Local businesses, post-secondary partners and workforce development will meet with KUSD staff to plan for future needs.	Businesses will be invited to the August CTE staff meeting to discuss curriculum, current employment needs, industry trends, etc.	Annually in August	Meeting evaluation	Coordinator of CTE
Participate in the Gateway Technical College Career Prep Consortium	Monthly meetings September-May	Outlook calendar	Coordinator of CTE			
KUSD CTE staff are members of Gateway Technical College's advisory committees	Twice yearly	Meeting minutes	Various CTE Staff			
Develop a Business Partnerships website page for an overview of the ways in which the business community	May 2019	KUSD webpage snapshot	ACP/Inspire Leadership Team			

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			can get involved			
2 (a)	<p>Provide career awareness at the elementary levels. Specifically:</p> <ul style="list-style-type: none"> 1. Why people work. 2. The conditions under which people work. 3. The levels of training and education needed for work. Common expectations for employees in the workplace. 5. How expectations at school are related to expectations in the world of work. 	By completion of the 5 th grade, students will understand that there are a wide variety of career opportunities available and that it takes hard work, education and training to do them well.	Career and skills exploration activities are conducted in each elementary grade level in the month of May	May annually	Career feedback survey	Elementary School Counselors
2 (b)	<p>Provide career exploration at the middle school levels. Specifically:</p> <ul style="list-style-type: none"> 1. Continuum of careers. 2. Alignment of personal interests/skills relate to those careers. 3. Work-based learning in high school. 4. Career research to identify personal preferences. 	By completion of the 8 th 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>Students are introduced to career cruising and complete grade level skill profile expectations...</p> <p>Grade 6: Career Matchmaker, My Skills and explore career clusters</p> <p>Grade 7: Learning Styles Inventory, inventory assessment and document activities</p> <p>Grade 8: Career selector, explore careers of interest, outline high school course planner and share portfolio with parent/counselor meeting</p> <p>Youth Apprenticeship presentation will be created as an ACP lesson for 8th grade</p>	<p>May annually</p> <p>December 2018</p>	Portfolio Completion Standards report in Career Cruising	<p>Counselors & Student Support Coordinator</p> <p>CTE Coordinator</p>

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2 (c)	<p>Provide career planning and preparation at the high school levels. Specifically:</p> <ol style="list-style-type: none"> 1. Career research to identify personal preferences for specific occupations. 2. School supervised work-based learning experiences 3. Career decision making 4. Application of academic skills, applied tech, economics, entrepreneurship and personal financial literacy. 5. Pupil access to career and technical education programs, including programs at technical colleges. 6. Pupil access to accurate national, regional and state labor market information, including labor market supply and demand. 7. Instruction and experience in developing and refining the skills and 	<p>All high school 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 skill profile completion:</p> <p>Grade 9: Career Matchmaker, My Skills, Learning Styles Inventory, Careers of Interest, School of Interest and School Selector. Also update 4-year education plan</p> <p>Grade 10: Career Matchmaker, My Skills, Learning Styles Inventory, Careers of Interest, School of Interest and School Selector. Update 4-year education plan, document activities and present portfolio to counselor and parent in formal meeting</p> <p>Grade 11: Career Matchmaker, My Skills, School of Interest, School Selector and Financial Aid selector</p> <p>Grade 12: School of interest, school selector and financial aid selector</p>	May annually	Portfolio completion standards report in Career Cruising	Counselors & Student Support Coordinator
			<p>High school students participate in the Business in Education Partnership Program (BEPP) to visit local colleges and businesses that provides career exploration connected with the labor market needs</p>	March annually	Participation exit survey	Student Support Coordinator & Chamber of Commerce
			<p>Students are able to apply what they are learning through:</p> <ul style="list-style-type: none"> ● Career and Technical Education courses ● Elective coursework (i.e. economics, entrepreneurship, etc.) ● Youth Apprenticeship (YA)-School supervised work-based learning teaches students the skills and behaviors needed to obtain and retain employment ● Advanced Standing and Transcribed Credit coursework is available to high school students through CTE courses ● Start College Now (SCN) courses at Gateway Technical College are available during the fall and 	August annually	Career and Technical Education Enrollment Report System (CTEERS)	Coordinator of CTE

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	behaviors needed by pupils to obtain and retain employment.		<p style="text-align: center;">spring semester</p> <p>KUSD requires financial literacy as a graduation requirement for all students (can be obtained by taking Personal Finance, Economics or Marketing)</p> <p>Students and their families are provided information regarding financial aid and the Gateway Promise</p> <p>KABA and KUSD work collaboratively together to onboard more companies to Inspire Southeast Wisconsin. Additional career research and access to career coaches is provided through Inspire of SE WI. For more information: http://inspiresoutheastwisconsin.com/</p>	<p>June annually</p> <p>May annually</p> <p>October-June monthly</p>	<p>Graduation requirements</p> <p>Evening with the counselors feedback survey</p> <p>Inspire Metrics</p>	<p>Counselors</p> <p>Counselors & New Student Specialist (GTC)</p> <p>Inspire Southeast Wisconsin Coordinator</p>
3 (a)	Provide academic and career planning services including individualized support appropriate to the pupil's needs from the district staff to complete and annually update a career plan.	Refer to 1 (c)				
3 (b)	Individualized education team may take a pupil's academic and career plan into account when developing the pupil's transition plan.	Refer to 1 (c)				
3 (c)	Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and exploration.	Refer to 1 (c)				
3 (d)	Access to a formal process for connecting pupils to	Refer to 2 (b) and 2 (c)				

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	<p>teachers and other school staff for assistance with the development and implementation of each pupil's academic plan.</p>					