

**Kenosha Unified School District Education for Employment Plan**

**APPENDIX B**

**2018-2023**

<b>WI PI 26.03 Requirements</b>	<b>Description</b>	<b>KUSD Objectives</b>	<b>Initiatives to Achieve Objectives</b>	<b>Completion Date</b>	<b>Measurement Tool</b>	<b>Person Responsible</b>	<b>2022-2023 Status Update</b>
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	LMI data reviewed through Perkins CLNA process
			Gather labor market data from KABA, US Census Data, US Labor Statistics, WI Labor Market Information and Community Workplace Profiles	July annually		CTE Coordinator	M7 Region and county specific LMI shared
			Presentation by KABA to school administrators about the state of Kenosha County labor market	June Annually	Pre- and Post-survey	School Leadership	No changes
			Conduct business visits by all school administrators	Summer Annually	Focus group feedback	CTE Coordinator	Tours canceled due to COVID-19 and will be reevaluated
			Train school counselors on the use of labor market data found on the Department of Workforce Development (DWD) site	April Annually	Pre- and Post-survey	CTE & Student Support Coordinators	CTEC and Student Support Coordinator participate in ARC Network highlighting LMI and RCP with counselors
Conduct business visits by all school counselors	April Annually	Focus group feedback	KABA, CTE & Student Support Coordinators	Tours canceled due to COVID-19			
Train new CTE staff on the use of labor market data found on the Department of Workforce Development (DWD) and DPI site	August annually as needed	Pre- and Post-survey	CTE Coordinator	Perkins CLNA process and Regional Career			

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			Presentation by KABA to CTE staff and business partners about the state of Kenosha County labor market	August annually	Focus group feedback	CTE Coordinator	Pathways was used  Postponed, will re-evaluate. Perkins CLNA process and Regional Career Pathways was used
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 Xello during 6 <sup>th</sup> grade	October annually	Parent Participation report in Career Cruising	Counselors	The Xello parent portal was released and is introduced to MS families through fall conferences
			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	Schools continue to conduct ACP parent meetings
	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	Current practice. No changes needed
School robocalls about school-level opportunities and updates a minimum of 2 times per year	Annually	Current practice. No changes needed					
School and district website updates about ACP events as needed	August annually	Current practice, in addition to the district bulletin					

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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 themselves, set goals, and develop action plans that prepare them for life after high school.	Counselors introduce ACP via Xello to all students through guided activities annually	May annually	ACP completion report in Xello	Student Support Coordinator	Current practice. No changes needed
			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	Current practice. No changes needed
			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	On-going	Post Transition Plan (PTP) in annual IEP updates.	Case Managers & Transition Teachers	Current practice. No changes needed
2. The Career and Technical Education (CTE) provided in the school district.	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.	The following activities are part of the CTE department: <ul style="list-style-type: none"> <li>Partnerships with industry and post-secondary education to guide curriculum/programming and provide student mentorship</li> <li>Foundational skills that support clusters/pathways</li> <li>Industry and career exposure</li> <li>Course progressions that support clusters/pathways of interest</li> <li>Opportunity for project and/or work based learning aligned to cluster/pathway</li> <li>Opportunity to earn industry credentials aligned to cluster/pathway of interest</li> </ul>	August annually	Career and Technical Education Enrollment Report System (CTEERS)	Coordinator of Career & Technical Education	Perkins V Accountability Data Report completed December 2022  CTE Graduate follow-up survey submitted May, 2023  Gateway Technical College provides New Students Specialists (NSS) who work in the high school	

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			<ul style="list-style-type: none"> <li>● Post-secondary guidance aligned to cluster/pathway(s) of interest</li> <li>● Opportunity to earn post-secondary credits aligned to cluster/pathway(s) of interest</li> </ul>				<p>Building Trades Careers summer camp</p> <p>Parkside Navigators added to high schools</p> <p>Gateway Technical College transcribed credits for CTE students in 88 sections.</p> <p>CESA #1 ARC Network: College, Career, and Community Readiness held multiple meetings. KUSD attended each meeting.</p> <p>Students have the opportunity to participate in Career and Technical Student Organizations (DECA, FBLA, FCCLA, HOSA and SkillsUSA) &amp; Educators Rising</p>

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							<p>Field trips to local employers occurred</p> <p>Two live Virtual Career Showcases hosted for MS students</p> <p>2022 seniors completed 188 qualified ACT 59 certifications</p> <p>KUSD students participated in the Gateway Technical Signing Day</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"> <li>● Xello training</li> <li>● Staff meeting presentations from Coordinators of Student Support and CTE</li> <li>● Small group presentations from Coordinators of Student Support and CTE</li> <li>● Wisconsin School Counselors Association (WSCA) Conference</li> </ul>	<p>On-going</p>	<p>Frontline Surveys</p>	<p>CTE &amp; Student Support Coordinators</p>	<p>Counselors attended Xello training in September 2022</p> <p>CTE staff participated in aligning career pathways with Perkins indicators.</p>

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			Administrators and school staff new to the district or ACP will be provided with Xello accounts and receive training to use this tool with proficiency	November annually	Xello Advisor Reports	Counselors & Student Support Coordinator	Xello training was provided by peers to any new counselor.
	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 postsecondary 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.	Counseling Services are available to all students	June annually	KUSD counselor assignments	Student Support Coordinator	Counselors have connected with students via Xello.
Youth Apprenticeship (YA)-School supervised work-based learning			August annually	YA End of Year report outcomes	CTE Coordinator	132-11th & 12th grade students participated in Youth Apprenticeship	
Students have an opportunity to operate a school based enterprise (school store)			June annually	Course Offering	Marketing Teacher	School stores operational at Bradford and ITHSA	
Industry based certifications			September annually	ACT 59 report	CTE Coordinator	2022 seniors completed 909 certifications. 186 seniors completed more than one certification. 188 were submitted for ACT 59 funding.	

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			<p>Advanced standing and transcribed credit coursework</p> <p>Start College Now (SCN) classes at Gateway Technical College</p> <p>Parkside Access to College Credit (PACC) courses at high schools &amp; Early College Credit Program (ECCP) at local post-secondary institutions</p>	<p>June annually</p> <p>July annually</p>	<p>Gateway Technical College (GTC) report to high schools</p> <p>Report of all students in SCN courses</p>	<p>CTE Coordinator</p> <p>CTE Coordinator</p>	<p>Gateway Technical College transcribed credits for CTE students in 88 sections.</p> <p>71 students applied for SCN courses</p> <p>63 students applied for ECCP courses</p>
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.	<p>Businesses will be invited to the August CTE staff meeting to discuss curriculum, current employment needs, industry trends, etc.</p> <p>Participate in the Gateway Technical College Career Prep Consortium</p> <p>KUSD CTE staff are members of Gateway Technical College's advisory committees</p>	<p>Annually in August</p> <p>Monthly meetings September-May</p> <p>Twice yearly</p>	<p>Meeting evaluation</p> <p>Outlook calendar</p> <p>Meeting minutes</p>	<p>Coordinator of CTE</p> <p>Coordinator of CTE</p> <p>Various CTE Staff</p>	<p>Did not hold due to COVID. Virtual throughout year and YA</p> <p>CTEC attended monthly Career Prep Consortium meetings</p> <p>CTEC participates in Southeast Wisconsin Workforce Development Board and</p>

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			<p>Youth Apprenticeship Steering Committee</p> <p>Perkins CTE Leadership Committee</p> <p>Develop a Business Partnerships website page for an overview of the ways in which the business community can get involved</p>	July 2021	<p>Meeting minutes</p> <p>Meeting minutes</p> <p>KUSD webpage snapshot</p>	<p>Coordinator of CTE</p> <p>Coordinator of CTE</p> <p>CTE staff / ACP/Inspire Leadership Team</p>	<p>Southeast Wisconsin Construction Advisory meetings.</p> <p>Continues to be developed. Business partners directed to KUSD CTE website and KUSD YA website</p>
2 (a)	<p>Provide career awareness at the elementary levels. Specifically:</p> <ol style="list-style-type: none"> <li>1. Why do people work?</li> <li>2. The conditions under which people work.</li> <li>3. The levels of training and education needed for work.</li> <li>Common expectations for employees in the workplace.</li> <li>5. How expectations at school are related</li> </ol>	<p>By completion of the 5<sup>th</sup> 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.</p>	<p>Career and skills exploration activities are conducted in each elementary grade level in the month of March</p>	March annually	<p>Teacher generated lesson plans</p> <p>Example Resources: <a href="#">Career Exploration-Elementary</a></p>	<p>Elementary School Counselors; Classroom teachers</p>	<p>Counselors discuss careers in conjunction with the Social Studies curriculum related to careers.</p> <p>4th and 5th grade students discuss strengths and interests and how they may lead to future career choices. Social skills and behavior expectations related to holding a job are highlighted during counselor lessons.</p>



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	to expectations in the world of work.						
2 (b)	Provide career exploration at the middle school levels. Specifically: <ol style="list-style-type: none"> <li>1. Continuum of careers.</li> <li>2. Alignment of personal interests/skills relate to those careers.</li> <li>3. Work-based learning in high school.</li> <li>4. Career research to identify personal preferences.</li> </ol>	By completion of the 8 <sup>th</sup> 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 are introduced to Xello and complete grade level skill profile expectations... <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 8<sup>th</sup> grade</p>	May annually          December 2018	Portfolio Completion Standards report in Xello	Counselors & Student Support Coordinator          CTE Coordinator	No changes- Middle school lessons have been uploaded and updates are in process based on student and counselor feedback. This work will be completed each summer.          Communication to counselors continues with CTEC and YA specialists

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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"> <li>1. Career research to identify personal preferences for specific occupations.</li> <li>2. School supervised work-based learning experiences</li> <li>3. Career decision making</li> <li>4. Application of academic skills, applied tech, economics, entrepreneurship and personal financial literacy.</li> <li>5. Pupil access to career and technical education programs, including</li> </ol>	<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 activities in Xello. The following lessons are available at each grade level. In addition to grade level lessons, assessments such as Matchmaker, Skills Lab, and Learning Styles Inventory are used for post-secondary planning. students are taught to use the Xello system to explore post-secondary options.</p> <p>Grade 9: Exploring Career Factors, Getting Experience, Study Skills &amp; Habits, and Personality Styles. Also update 4-year education plan</p> <p>Grade 10: Program Prospects, Work Values, Workplace Skills &amp; Attitudes, and Career &amp; Lifestyle Costs. Update 4-year education plan, document activities and present portfolio to counselor and parent in formal meeting</p> <p>Grade 11: Work/Life Balance, Choosing a College, Career Demand, Entrepreneurial Skills</p> <p>Grade 12: Career Back-up Plans, Defining Success, Career Path Choices, and Job Interviews</p>	<p>May annually</p>	<p>Portfolio completion standards report in Xello</p>	<p>Counselors &amp; Student Support Coordinator</p>	<p>During this year's schedule, counselors were able to provide lessons at every high school in an advisory format rather than through class time.</p>
			<p>High school students participate in the Business in Education Partnership Program (BEPP) to visit local colleges and businesses that</p>	<p>March annually</p>	<p>Participation exit survey</p>	<p>Student Support Coordinator &amp; Chamber of Commerce</p>	<p>Reassess for 2023-24</p>

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	<p>programs at technical colleges.</p> <p>6. Pupil access to accurate national, regional and state labor market information, including labor market supply and demand.</p> <p>7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.</p>		<p>provides career exploration connected with the labor market needs</p>				
			<p>Students are able to apply what they are learning through:</p> <ul style="list-style-type: none"> <li>● Career and Technical Education courses</li> <li>● Elective coursework (i.e. economics, entrepreneurship, etc.)</li> <li>● Youth Apprenticeship (YA)-School supervised work-based learning teaches students the skills and behaviors needed to obtain and retain employment</li> <li>● Advanced Standing and Transcribed Credit coursework is available to high school students through CTE courses</li> <li>● Start College Now (SCN) courses at Gateway Technical College are available during the fall and spring semester</li> <li>● Employability Skills 1 &amp; 2 courses including work experience</li> </ul>	August annually	<p>Career and Technical Education Enrollment Report System (CTEERS), Perkins V Accountability Report</p> <p>Course enrollment</p>	<p>Coordinator of CTE</p> <p>Transition Teachers and Student Support Coordinators</p>	<p>Offerings have been refined to include counselor input with the interests of students to streamline career path access in all components of this initiative. This includes sharing of the Regional Career Pathways.</p> <p>Current practice</p>
			<p>KUSD requires financial literacy as a graduation requirement for all students (can be obtained by taking Personal Finance, Economics or Marketing)</p>	June annually	Graduation requirements	Counselors	Curriculum updates and cycle in 23-24 to align to new standards
			<p>Students and their families are provided information regarding financial aid and the Gateway Promise</p>	October/May annually	Evening with the counselors feedback survey	Counselors & New Student Specialist (GTC)	Every school has a calendar to present these resources to students and their families.
3 (a)	Provide academic	Refer to 1 (c)					

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	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.						
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 teachers and other school staff for assistance with the development and implementation of each pupil's	Refer to 2 (b) and 2 (c)					

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	academic plan.						