

COPY

# Academic and Career Planning

Wisconsin s.s.121.02 / PI-26



Tomah Area School District



July 1, 2017 – June 30, 2022

Approved By the School Board On June 19, 2017

District Administrator Signature: Cindy Zahnte

Developed by (see PI26.03 (1)):

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
<b>Paul Skofronick</b>	Director of Pupil Services	Tomah Area School District
<b>Robert Joyce</b>	HS Principal	Tomah Area School District
<b>Steve Buss</b>	MS Principal	Tomah Area School District
<b>Jeff Adams</b>	HS Assistant Principal	Tomah Area School District
<b>Deb Schroeder</b>	Guidance	Tomah Area School District
<b>Gloria Kelbel</b>	Guidance	Tomah Area School District
<b>Jamie Schmitz</b>	Teacher	Tomah Area School District
<b>Kyle Guepfer</b>	Teacher	Tomah Area School District
<b>Dawn Tupper</b>	Teacher	Tomah Area School District
<b>Tammy Hewuse</b>	Guidance	Tomah Area School District
<b>Hilary Masica</b>	Guidance	Tomah Area School District
<b>Char Rabe</b>	Teacher	Tomah Area School District

*Tomah Area School District*

*Academic and Career Local Plan*

The Tomah Area School District is required by the Wisconsin Department of Public Instruction to have a five-year Academic and Career Plan (ACP). The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five-year span that will meet the requirements of the plan.

**Academic and Career Plan Coordinator**

➤ **Identify who will coordinate the district ACP program:**

**Paul Skofronick, Director of Pupil Services  
Robert Joyce, Tomah High School Principal  
Steve Buss, Tomah Middle School Principal**

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➤ **List the license/certification held by the coordinators:**

**Paul Skofronick, Director of Special Education and Pupil Services  
Robert Joyce, Principal, Career & Technical Education Coordinator  
Steve Buss, Principal**

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➤ **Detail the job description of coordinator:**

- 1. Create a college-going and career readiness culture**
  - 2. Leverage relationships with local businesses and community leaders**
  - 3. Coordinate family engagement opportunities with school leaders**
  - 4. Ensure that all secondary students (grade 6 – 12) have the means, opportunity, and preparation to succeed in post-secondary education ranging from two or four year colleges, apprenticeships, certification programs, military, etc. to be successful in the workplace**
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➤ **Identify the amount of time that has been allocated for coordination:**

**Over 40 hours**

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## **District Education for Employment and Academic and Career Goals**

➤ **Identify the goals and objectives that have been established as priorities in implementing an E4E and ACP program:**

- **Preparing students for 21<sup>st</sup> century employment opportunities**
- **Establishing career portfolios that have an academic and career plan for students grades 6-12.**
- **Expose students to different career opportunities**
- **Including community and industry partners in all career pathways**

➤ **Establish the incremental steps toward sustaining the goals of the plan**

**6<sup>th</sup> Grade Students will:**

- **Participate in a career day**
- **Receive career instruction from School Counselors**
- **Be exposed to ACP related information with School Counselors and parents**
- **Be exposed to various career pathways and employability skills through class instruction**

**7<sup>th</sup> Grade Students will:**

- **Participate in a career day**
- **Receive career instruction embedded within the English curriculum**
- **Receive career instruction from School Counselors**
- **Be exposed to various career pathways and employability skills through class instruction**

**8<sup>th</sup> Grade Students will:**

- **Participate in a career planning conference with their School Counselor and parents**
- **Participate in a career day**
- **Visits UW-La Crosse and WTC**
- **Visit Tomah High School for course explorations**
- **Receive five classroom lessons on career explorations**
- **Be exposed to ACP related information with School Counselors and parents**
- **Be exposed to various career pathways and employability skills through class instruction**

**9<sup>th</sup> Grade Students will:**

- **Begin career portfolio/academic and career plan for High School**
- **Complete career interest inventories**
- **Be introduced to job preparation skills such as application completion, interviewing, etc.**
- **Participate in a career portfolio review with their REACH teacher and parent(s)/guardian(s)**

**10<sup>th</sup> Grade Students will:**

- **Continue developing their portfolio/academic and career plan for High School**

- Review and retake career interest inventory
- Begin to get more involved in career pathways and get exposure to related post-secondary opportunities
- Establish resumes and practice more advanced interview skills
- Access various online employment resources for further career guidance
- Identify roles and responsibilities, skills, education/training needed for identified careers
- Review 9<sup>th</sup> grade assessment results and how they support post-secondary choices
- Participate in a career portfolio review with their REACH teacher and parent(s)/guardian(s)

**11<sup>th</sup> Grade Students will:**

- Continue developing and begin finalizing their portfolio/academic and career plan for High School
- Review and retake career interest inventory
- Continue involvement in a career pathway and get exposure to related post-secondary opportunities
- Review/update resumes, work on cover letters, practice interview skills
- Access various online employment resources for further career guidance
- Be exposed to potential financial plans to support post-secondary transitions
- Participate in the Reality Check simulation
- Review 10<sup>th</sup> and 11<sup>th</sup> grade assessment results and how they support post-secondary choices
- Participate in a career portfolio review with their School Counselor and parents discussing youth apprenticeship, school-to-work, job shadowing and college campus visits

**12<sup>th</sup> Grade Students will:**

- Finalize their portfolio/academic and career plan for High School
- Transition their academic and career plan portfolio elements to ensure access after graduation
- Continue involvement in a career pathway and get exposure to related post-secondary opportunities
- Participate in college, university, apprenticeship and employment opportunities and financial planning

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**Education for Employment Program**

*PI 26.03 (1) An education for employment program shall include a long-range plan approved by the board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institution, and workforce development organizations.*

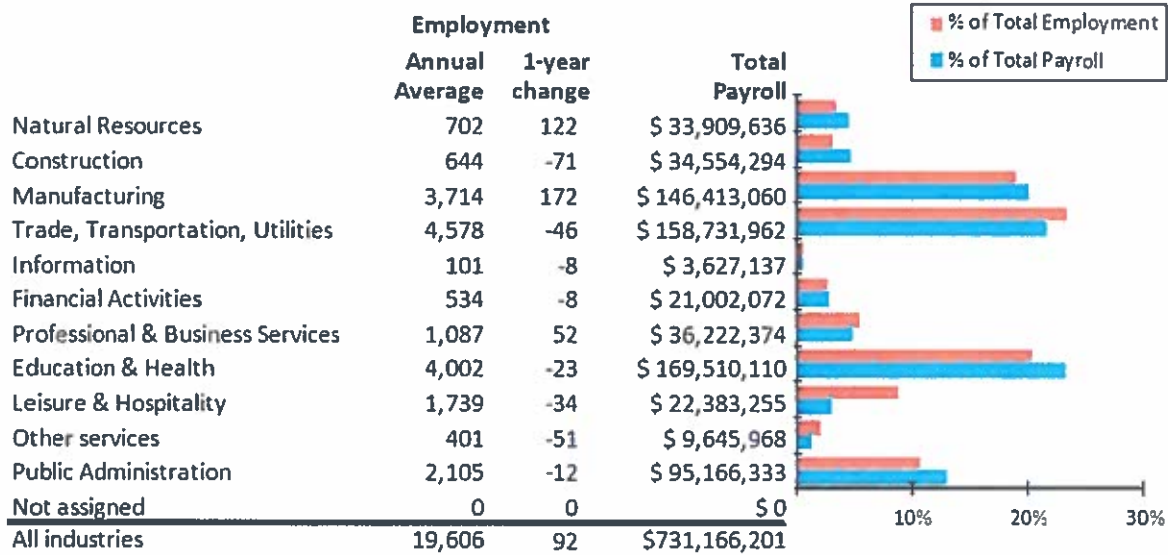
(As represented by the list of developers on previous page)

**Analysis of Regional Needs:**

➤ A part 1. An analysis of local, regional and state labor market needs:

**Industry Employment and Wages**

**2014 Employment and Wage Distribution by Industry in Monroe County**



Source: WI DWD, DET, BWITS, Quarterly Census Employment and Wages, June 2015

Source: [http://worknet.wisconsin.gov/worknet\\_info/Downloads/CP/monroe\\_profile.pdf](http://worknet.wisconsin.gov/worknet_info/Downloads/CP/monroe_profile.pdf)

In an analysis of the Monroe County workforce, the three top industries are Trade, Education/Health, and Manufacturing. 23 percent of jobs were in the Trade sector, 20 percent in Education/Health, and 19 percent in Manufacturing.

Looking at the future of the Western Wisconsin workforce, the top three industries for 2022 are projected to be Professional and Business Services (28 percent), Construction (21 percent), and Education and Health Services (15 percent).

Wisconsin's top three industries as of 2015 are Manufacturing, Health Care and Social Assistance, and Retail Trade ([http://wisconsinjobcenter.org/labormarketinfo/pdf/jobs\\_by\\_industry.pdf](http://wisconsinjobcenter.org/labormarketinfo/pdf/jobs_by_industry.pdf)). The three fastest growing job sectors in Wisconsin are expected to be Construction (18.36 percent increase), Professional and Business Services (14.54 percent increase), and Educational/Health Services (11.10 percent increase).

➤ A part 2. An analysis of the educational and training requirements for the occupations to fill those needs:

	Certificate	Technical Degree	Associates Degree	Bachelors Degree	On the Job Training	Work Experience
Dental Hygienist			x		x	
Medical Assistant	x	x			x	
Medical and Health Services Manager	x	x		x	x	x
Medical Records and Health Information Technician			x		x	
Dental Assistant	x	x			x	
Registered Nurse			x	x	x	
Licensed Practical Nurse	x	x			x	
Construction Laborers					x	
Carpenter	x	x			x	
Industrial Machinery Mechanic	x	x			x	
Construction Manager				x	x	x
General and Operations Manager			x	x	x	x
Elementary School Teacher			x		x	
Heavy and Tractor-Trailer Truck Driver	x	x	x		x	

By looking at Monroe County workforce and determining the top 3 areas, we were able to dig into the careers that are of high need. Above is a table that showcases the careers and what type of education and training is recommended.

➤ **B: A process used to engage parents in Academic and Career Planning that includes:**

1. **Inform parents each school year about academic and career planning services their child receives through newsletters and parent teacher conferences.**
  2. **Provide parents with opportunities during the school year to participate in their child's academic and career planning.**
  3. **Update parents throughout the school year on the progress of their child's academic and career planning.**
- **Parents and students grade 6-7 can meet with School Counselors for updates on progress on their child's portfolio. Parents and students in eight grade will attend a career counseling session to formally review student career portfolio.**
  - **Parents and students grade 9-12 will meet with REACH teacher and School Counselor to review academic and career planning progress and career portfolio development.**
  - **Activity to engage families will be included in Middle and High School newsletters. The activity will be centered on families engaging their student in conversations about career paths.**
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➤ **C: A description of each of the following:**

1. **How will the school district support students in academic and career planning (as detailed in section (2) and (3) below)?**
  2. **The career and technical education provided in the school district.**
  3. **The professional development provided to staff to assist staff with delivering academic and career planning services to students in grades 6 -12.**
- **School Counselors ensure that students plan appropriate coursework to participate in school-to-work and Youth Apprenticeship programs**
  - **Teachers, School Counselors, and School Administration will participate in professional development opportunities to provide relevant course work and proper career guidance for students**
  - **Career pathways have been established with electives that lead to an employment concentration**
  - **Career Pathway Specialist have been identified in nine distinct pathways. These pathways are child care/food/hospitality, automotive, medical, engineering, agriculture, metals/productions, construction, and business. The Career Pathway Specialists are THS teachers who are given the charge of meeting at least twice a year with the Advisory Council for their career pathway, are investigating innovative practice and industry certifications, and who will be responsible for targeting students for job shadow or apprenticeship opportunities. They would be required to attend at least two CESA 4 CTE networking meetings each year. They are able to rely on the CTE Coordinator Assistant to provide them with help (sending out a mailing, calling an employer, etc...) throughout the year.**
  - **Explore the possibility to make an independent job shadow opportunity a graduation requirement.**
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## **Career Counseling**

*PI 26.03 (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:*

- **A: Career awareness at the Elementary grade levels**
  - Why people work
  - The kinds of 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
  
- **B: Career exploration at the Middle School grade levels**
  - Developing an understanding of the continuum of careers across work environments, duties, and responsibilities
  - How a pupil's personal interests and skills relate to those careers
  - Potential work-based learning experiences
  - Career research identifying personal preferences in relation to occupations and careers pupils may pursue
  
- **C: Career planning and preparation at the High School grade levels**
  - Conducting career research to identify personal preferences in relation to specific occupations
  - School supervised work-based learning experiences
  - Instruction in career decision making
  - Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy
  - Pupil access to career and technical educational programs
  - Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand

- **Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment**

### **Program Access**

*PI 26.03 (3) An education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services including providing each pupil with all of the following:*

- **A: Each pupil shall receive individualized support appropriate to the pupil's needs from school district staff to assist with completing and annually updating an academic career plan.**
- **B: If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team, if appropriate, will take the pupils' academic and career plan into account when developing the pupils transition services under s. 115.787(2)(g) and Indicator 13.**
- **C. Each pupil shall have access to a career planning software tool that allows pupils to engage in career exploration and career planning and preparation.**
- **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 academic and career plan.**

### **General Requirements for School Boards:**

*PI 26.04 (1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for post-secondary credit, and, if applicable, a course's participating post-secondary institution.*

- **Identify, through a narrative explanation or through example, a student's transcript.**

*Each student's transcript contains the name of each course completed, the number of High School credits earned for each course, and whether such course is eligible for post-secondary credit and institution that will be providing the credit.*

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### **Documentation/Reporting**

*PI 26.04 (2) annually review and, if necessary, update the long-range plan and education for employment program under s. PI26.03. This review shall evaluate postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.*

- Describe the mechanism through which ACP Team will annually report, to the local school board, progress toward meeting the goals and objectives of the ACP plan.

An annual presentation to the Tomah Board of Education will be made in July outlining the progress toward meeting the goals and objectives of the ACP plan, and recommended changes/improvements for the upcoming school year.

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- Detail the mechanism the local school board will use to annually review and revise, if necessary, the district plan.

The Tomah Board of Education upon on being presented the annual ACP report will have the ability to recommend additional modification(s) for implementation to improve student exposure to ACP.

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- Describe how the district ACP program will be evaluated to measure program effectiveness.

SMART goals will be established each year, which tie into the goals and objectives of the ACP plan. The goal will be reviewed and a determination will be made as to whether or not the goals and objectives were met.

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Annual Review:

II. Describe the school district (optional).

- A. Include information on student demographics.

The Tomah Area School District comprises 3000 students who attend seven Elementary schools, a Montessori Elementary school, a Middle School, a High School and Alternative School. Demographics show student population consist of 87 percent white and 13 percent other race/ethnicity groups, and 45 percent poverty.

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- B. Include information regarding post-secondary outcomes.

Based on WISEdash public portal the 2014-2015 Post-graduation plans: 4 year-37%  
Vocational/Tech-30% Employment-12% Military-5% Job Training-1% Misc.-15%

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- C. Date of annual review:

July

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**Publication of Plan**

*PI 26.04 (3) Publish its long-range plan under s. PI 26.03 (1) and the report under sib. (2) on the school district's website.*

[www.tomah.k12.wi.us](http://www.tomah.k12.wi.us)

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**Program Approval:**

*PI 26.05 A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss.115.28(59) and 121.02(1)(m), Stats.*

➤ School Board approval for the plan was completed by the board on:

**June 19, 2017**

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