

E4E Plan
Oconomowoc Area School District
April, 2017

Section A: Introduction to the Plan

Each school board is required to provide access to an education for employment plan that is approved by the state superintendent and meets the requirements of the state statute and Ch. PI 26. The Education for Employment Plan is considered approved as long as the program complies with the requirements of the related statute and rules including PI26, and ss.115.28 (59) and 121.02(1)(m), Stats.

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, post-secondary education institutions, and workforce development organizations.

The Board shall annually review and, if necessary, update the long-range plan and education for employment program. This review shall evaluate pupil post-secondary outcomes. At the conclusion of the review, the Board shall prepare a report on the District's Education for Employment program. The report shall describe the current progress and future goals related to improving post-secondary outcomes. The report shall be published on the District website.

Section B: Coordinator of School to Career and Professional Studies

The monitoring and evaluation of the Education for Employment Plan and Program along with the requirements of the related Academic and Career Planning will be responsibility of the Coordinator for Career Programming and Professional Studies. The Coordinator will be responsible for the leadership and implementation of career programming and extended learning opportunities for students through our strategic initiatives.

The Essential Duties of the Coordinator include:

- Program Development and Evaluation
 - Define career strand offerings in partnership with economic development and business leaders following the direction of the Board and OASD administration
 - Develop and oversee professional studies curriculum in partnership with the Coordinator of Secondary Education and OHS staff
 - Manage and progressively monitor career strand effectiveness according to established success criteria through our Research Technology and Assessment program evaluation model(s)
 - Leading professional development responsibilities for staff and business partners
 - Work successfully with counselors and IB/AP coordinator to ensure successful integration of students' Academic and Career Plan
- Stakeholder Relationship Development and Management
 - Develop and maintain partnerships with CAPS (Center for Advanced Professional Studies) schools as part of the CAPS Network

- Recruit, train, and retain business partners ensuring curriculum input, mentorship opportunities, internships, guest teacher roles, and/or gifting of assets and/or financial support
- Develop and manage effective parent communication strategies
- Leadership and Management
 - Establish professional culture expectations within OHS and East Campus to reflect effective principles of collaboration, transparency, and accountability
 - Organize opportunities to connect students to events that exist within the CAPS network, as well as regional/state/national events associated with professional studies programming
- Program Operations
 - Establish a budget for career programming courses, utilizing Carl Perkins funding, as well as OHS budget allocations to support staff and students
 - Evaluate student enrollment in each pathway and determine adjustments necessary to course options to ensure the success of each program
 - Work in partnership with local universities and institutions (ie. WCTC, MSOE) to ensure OASD is utilizing all available resources for students
 - Serving as the district LVEC (is preferred, but not required)
 - Develop partnerships with businesses that would be capable of providing work placements for students with disabilities

Section C: Stakeholders

The following stakeholders have been meeting with the staff and administration to develop the programming and curriculum in the career and technical education programming. They provide ongoing consultation to the development of the career and professional studies programs in the areas of biomedical technology, engineering and manufacturing. Stakeholders are key in the development of authentic projects, course mentors and job shadowing/internship opportunities. These stakeholders represent the job market in the local area for students and graduates of OHS.

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Section D: Community and Local Job Market Profile

The following statistics are pulled from the Business Growth Strategy Report for Waukesha County 2016-2018. The report indicates job shortages in Waukesha County and the need for a skilled workforce. OASD will meet with area businesses as stakeholders and curriculum partners to determine the skills needed to have students enter the workforce with the major employers in Waukesha County that are listed below.

Businesses plan to grow:

- More than two-thirds of Waukesha County businesses are Stage 1 businesses (2-9 employees) or Stage 2 businesses (10-99 employees).
- Strong job growth will continue: 84 percent indicated they plan to expand their workforce in the next three years.
 - 48 percent project to hire between one and nine employees
 - 20 percent plan to hire 10 to 19 employees
 - 19 percent project to hire 20 to 49 employees
 - 9 percent plan to hire 50 to 99 employees
 - 1 percent plan to hire 100 to 249 employees
 - 4 percent project to hire 250 employees or more
- 72 percent of respondents indicated they plan to expand/remodel their physical business in the next three years

Businesses face challenges:

- A majority of respondents across nearly every sector indicated a difficulty attracting/retaining employees.
- Staff recruitment issues include a lack of qualified applicants (77 percent) and difficulty finding workers that fit their business culture (61 percent).
- Businesses identified the major primary challenges to starting and growing their business as a skilled workforce (72 percent) and access to capital (39 percent)
- Businesses value infrastructure – 88 percent rated local streets and highways as either important or very important.
- A little over one-third of respondents (36 percent) believe that transit is an important issue.
- More than one quarter of respondents (29 percent), indicated they are struggling to identify financial resources. A total of 39 percent of business respondents said access to capital was a major roadblock to growth.

Link to Local Labor Market:

[Wisconsin County Profiles](#)

[Wisconsin Long Term Industry Projections](#)

[Wisconsin Long Term Occupation Projections](#)

Wisconsin's Major Employers Search Results: Waukesha County

<u>Location</u>	<u>Industry</u>
Waukesha	Insurance Agencies & Brokerages
Menomonee Falls	Commercial Gravure Printing
New Berlin	Marketing Consulting Services
Waukesha	Other Elect Component Mfg
Waukesha	Support Activities for Rail Trans
Brookfield	Data Processing Hosting & Related Services
Menomonee Falls	Colleges & Universities
Waukesha	Motor & Generator Mfg
Waukesha	Elect Equip & Wiring Merch Whls
Waukesha	Ind Valve Mfg
Menomonee Falls	Department Stores exc Discount
Pewaukee	Marketing Consulting Services
Brookfield	Ind Machinery Merch Whls
Oconomowoc	General Medical & Surgical Hospitals
Sussex	Commercial Gravure Printing
Sussex	Other Services Related to Advertising
Sussex	Commercial Gravure Printing
Waukesha	Elect Power & Specialty Transformer Mfg
Oconomowoc	Advertising Material Distribution Services
Eagle	Marinas
Delafield	Legislative Bodies
Pewaukee	Elementary & Secondary Schools
Menomonee Falls	Investment Advice
Butler	Stationery Product Mfg
Brookfield	General Medical & Surgical Hospitals

Oconomowoc Chamber of Commerce Industries:

Company	Contact Name
Engine Power, Inc	Brian Paulin
Industrial Vacuum Equipment Corp.	Kim Schaeffgen
WTC Machinery, LLC	Shawn Duffy
Lake Country Manufacturing, Inc.	Keven Kaszubowski
Neumann Co., Inc	Sue Neumann
Sentry Equipment Corporation	Sherri McDermott
Silgan Containers Mfg. Corp.	Steve Kaempf

Community Profile: The community profile listed below indicates that that families in Oconomowoc value higher education and retain higher education degrees. The OASD Counselors will work through the career software, Career Cruising, to help students identify career goals and pathways with a focus on higher education and skilled trades for all.

Oconomowoc Demographics

Education Levels

		National
Master's degree or higher	16%	11%
Bachelor's degree	28%	19%
Some college or associate's degree	28%	29%
More ▾		

Racial Diversity

White	91%
Hispanic	6%
Asian	1%

Gender

Female	50%
Male	50%

Age

<10 years	16%
10-17 years	11%
18-24 years	5%
More ▾	

Population

16,111

Unemployment Rate **3.1%**

Poverty Rate **5.4%**

Non-Citizens **2.4%**

District Profile

Total Enrollment:	5,300
District Boundaries:	120 sq miles, 13 municipalities in Jefferson, Dodge and Waukesha Counties
Within District Mobility	0.1%
Between District Mobility	2.3%
Race/Ethnicity:	
American Indian or Alaskan Native	0.3%

Asian	1.3%
Black or African American	0.8%
Hispanic / Latino	5.6%
Native Hawaiian or Pacific Islander	0.0%
White	89.3%
Two or More Races	2.7%

Student Groups:

Student with Disabilities	11.3%
Economically Disadvantaged	17.9%
Limited English Proficiency	1.4%

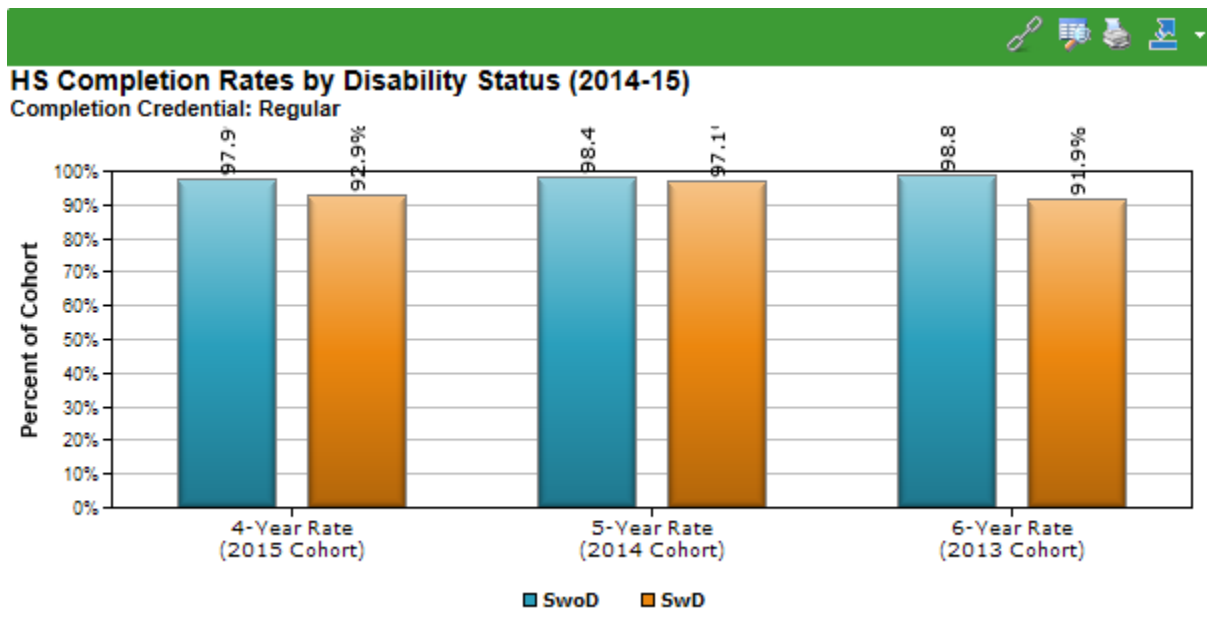
Post-Secondary Outcomes: Listed below are the post-secondary outcomes for students with disabilities that were part of the last audit. This audit occurs every five years and will be repeated in 2019/20. The data indicates that the Oconomowoc Area School District exceeds the statewide percentages for post-secondary outcomes for students with disabilities. The new Position for Coordinator of School to Career and Professional Studies will work with Learning Strategists to continue this positive progress. Students with disabilities are graduating at high rates from OHS.

Department of Public Instruction: 2014 percentages based on current total of 887 Statewide Respondents and 25 District Respondents

**Statewide Population = 1657; 887 Respondents; 54% Response Rate.
District Population = 37; 25 Respondents; 68% Response Rate.**

2014 Data for Indicator 14 Reporting Categories	District Percentages	Statewide Percentages
1. Higher Education <ul style="list-style-type: none"> Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training 	7 28.0%	244 27.5%
2. Competitive Employment <ul style="list-style-type: none"> 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater or the military AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment 	12 48.0%	332 37.4%
3. Other Postsecondary Education or Training <ul style="list-style-type: none"> Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR 	0 0.0%	24 2.7%

Competitive Employment and regardless of engagement in Other Employment		
4. Other Employment		
<ul style="list-style-type: none"> 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program 	3 12.0%	88 9.9%
A. Higher Education (1)	7 28.0%	244 27.5%
B. Higher Education plus Competitive Employment (1 + 2)	19 76.0%	576 64.9%
C. Higher Education plus Competitive Employment plus Other Postsecondary Education or Training plus Other Employment (1 + 2 + 3 + 4)	22 88.0%	688 77.6%
Criteria of Indicator 14 Reporting Categories Not Met ("C" + Criteria Not Met = 100%) <ul style="list-style-type: none"> <i>(a) Never participated in higher education or other postsecondary education or training; (b) never been competitively employed or otherwise employed; (c) underemployed; (d) has missing data elements</i> 	3 12.0%	199 22.4%



DPI Reported post-graduation plans from students that completed the survey in 2015/16.

Postgraduation Plans

Group By: All Students Gender Race/Ethnicity

[Download All District/School Data](#)

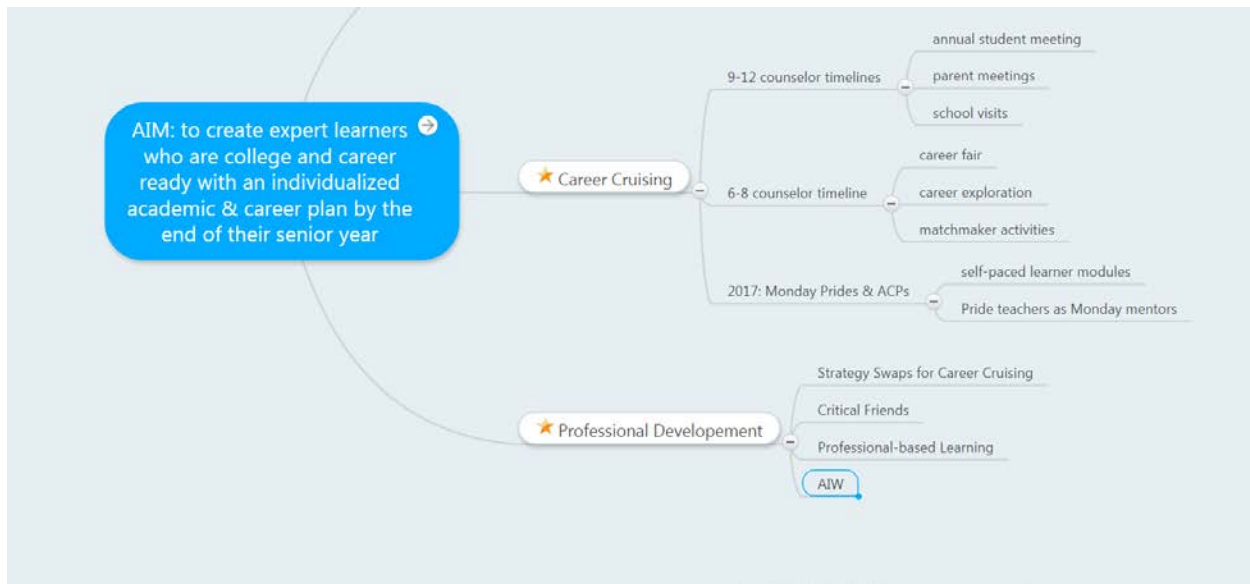
[Glossary](#) [Read about the Data](#)

District Name	Number of Graduates	4-Year College	Voc/ Tech College	Employment	Military	Job Training	Misc.
Oconomowoc Area	370	58.4%	18.6%	3.5%	2.7%	1.6%	15.1%
Beaver Dam Unified	259	42.3%	21.5%	8.2%	1.4%	2.2%	24.4%
Erin	0						
Friess Lake	0						
Hartford J1	0						
Hartford UHS	346	61.3%	21.1%	9.5%	1.2%	0.0%	6.9%
Herman #22	0						
Neosho J3	0						
Richfield J1	0						
Rubicon J6	0						
Slinger	233	62.8%	20.7%	7.0%	3.7%	5.8%	0.0%
Watertown Unified	*	47.4%	27.3%	16.6%	5.5%	1.6%	1.6%
West Bend	525	49.5%	25.5%	3.0%	4.4%	3.2%	14.3%
[Statewide]	59,983	52.2%	20.6%	6.0%	3.0%	1.4%	16.8%

Section E: Curriculum and Partnerships

The Expert Learner: the expert learner is strategic, self-regulated, and reflective. Our teachers are currently part of Professional Learning Communities during which they are given immediate feedback on classroom practices. The aim of the work is ensure that students are engaged in tasks that are authentic and rigorous. This branch of our professional development helps grow our CAPSTONE programming for which we are using a professional based learning approach where students are engaged in authentic, professional tasks and where teachers and students work with local industry partners to create these experiences. Students learn problem-solving, creativity, and collaboration, fostering their own strategic awareness.

As students work through the career exploration activities, they learn how their strengths and interests have many future paths and how to plan for those different paths. (see schematic flow chart)



Section F: Programs and Curriculum

The following rubrics demonstrate where OASD is on the continuum of meeting the College and Career Standards. The goal of the district will be to move from implementing status to institutionalization of standards and practices within the next three years.

EXPLORE RUBRIC:

<https://docs.google.com/a/student.oasd.k12.wi.us/document/d/1-1-iK6-ApsEwpx2QeEu7mh6Sdrq2uxllah8YOljxmMo/edit?usp=sharing>

KNOW RUBRIC:

<https://docs.google.com/a/student.oasd.k12.wi.us/document/d/1vUCW4dU90VF6EbLw3exlFi5CnPDcC-lyUGMY8axJcUw/edit?usp=sharing>

GO RUBRIC:

<https://docs.google.com/a/student.oasd.k12.wi.us/document/d/1eWtBly4UzXwTQ5lhnZHw60YK49WVuqgYFzcyVTfqSfc/edit?usp=sharing>

OHS SCHOOL TO CAREER OPPORTUNITIES

The OHS has realigned the Program Planning Guide during the 16/17 school year to align with career pathways that helps students with course selection. Additionally, there are many opportunities at OHS for work-based learning experiences. The CAPS Program will expand on these opportunities and interactions with authentic experiences in these career pathways.

Program Planning Guide/Career Clusters:

http://www.oasd.k12.wi.us/uploaded/OHS/Student_Services/Final_1PPG_17-18.pdf

Work Based Learning

Exceptional Opportunities:

-Youth Apprenticeships: The Youth Apprenticeship (YA) program is a rigorous one- or two-year program for high school juniors and seniors that combine academic and technical classroom instruction with paid work experience, allowing them to explore a career while still in high school. Youth apprentices receive occupational-related instruction and on-the-job training as part of their regular high school schedule, and they leave high school with a state skills certificate and career-related work experience. Those who successfully complete the YA program and graduate from high school may be eligible for advanced standing in specific technical college programs. YA students are partnered with a workplace mentor and are exposed to all facets of an industry resulting in attainment of competencies and skills set by the industry. WCTC staff provides the regional coordination for the Youth Apprenticeship programs offered in Waukesha County. To participate in the YA program, students must be:

- Enrolled in a public or private secondary school
- On target to graduate or have achieved at least junior standing
- At least 16 years old
- Interested in hands-on learning

-Youth Options: Wisconsin's youth options program allows public high school juniors and seniors, who meet certain requirements, to take postsecondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or tribally-controlled colleges. Approved courses count toward high school graduation and college credit. Eligibility requirements: The Youth Options Program permits full-time students to attend any Wisconsin institution of higher education for the purpose of taking one or more dual credit courses during or after school hours (school year only) up to a maximum of fifteen credits over two years. The school district will grant .25 high school credit for each semester credit offered by a post-secondary course. Dual credit courses are not computed into grade point averages. (A 3-credit UW-Waukesha or WCTC course equals .75 high school credit.) Students must apply for Youth Options courses no later than March 1 for the fall semester, and no later than October 1 for the spring semester. All Youth Options Program courses must be registered through your counselor and approved by district administration.

-Course Options: Students are enrolled in a course for high school credit at a Wisconsin technical college, UW System institution, or Wisconsin nonprofit private institution of higher education under the Course Options program (student also receives college credit). Available for students in grade levels 9-12).

-Dual Enrollment Academy: WCTC's Dual Enrollment Academy is designed to provide high school seniors with a head start in jobs in high-demand fields while providing them an opportunity to earn college credits – prior to high school graduation. The initiative awards participants with a WCTC certificate (upon successful completion) along with high school credits. Students will spend the majority of their school day, both fall and spring semesters of their senior year, at WCTC participating in the Dual Enrollment Academy. There is no cost to the high school student for participation in this program; however, students will be required to provide their own safety equipment (e.g. shoes or goggles), school

supplies and transportation to and from WCTC. Beyond gaining college credit, participation in the Dual Enrollment Academy helps high school students ease the transition from high school to post-secondary education, giving them insight into college academics. The initiative also benefits business and industry by having an immediate impact on private-sector employers looking for skilled talent.

-Pride offerings: All students are invited to attend 45-minute sessions during homeroom to meet with professionals in different industries. Career specific presentations, hands-on activities and question/answer sessions are all incorporated within this time.

-Supervised Agriculture Experience: Co-op education is an accredited course available to junior and senior students enrolled in Career and technical Education courses that have completed the courses in the certificate area. The program is a supplement to formal classroom instruction with a relevant on the job experience. Students must work an average of 15 hours per week with a minimum 480 hours. A skill certificate in plant and or animal science will be awarded upon completion of the program requirements

Related Coursework:

-Building Trades 3: Building Trades 3 is the Capstone course in the Building Trades sequence. The class will work with trade's people on a student built home and various community-based projects. While working on these projects students will be applying skills that are in line with the apprenticeship skill standards. **Applications due to space restrictions.**

-Career Internship: This opportunity will benefit students in preparing them for the world beyond the classroom. Students must be employed or placed in a volunteer position in their chosen career cluster for 15 hours per week. This real life experience will complement the Career Portfolio class. Students will apply the use of digital technologies (Web 2.0) to reflect and communicate what they are learning through their job experience. Employability Skills Standards Certificates from the state of Wisconsin will be awarded to students demonstrating adequate skill development. Student must provide their own transportation to internship sites. (Students must have completed or be currently enrolled in the Career Portfolio class to take the internship class.

-Educational Internship: Students will work with mutually agreed upon OASD teacher and his/her classroom. Typically students in this course are preparing for a career in teaching with classroom activities including, but not limited to: One-on-one or small group student help, correcting student work (at elementary and middle schools), creating student projects and instructional tools, and preparing teaching materials. This course prepares students two and four year post-secondary education. Students wishing to intern at a school other than OHS must provide own transportation

Additional Opportunities

-Fieldtrips: Field trips, extracurricular trips, co-curricular trips, extended trips and other travel are considered logical extensions of the educational experiences provided for students. The trip must be a

learning process and substantially contribute to the objectives of the course or stated objectives of the group. It must be well planned beforehand and thoroughly evaluated after completion.

Center for Advanced Professional Studies (New Programming starting 17/18):

OCONOMOWOC AREA SCHOOL DISTRICT

THE ART OF DESIGNING YOUR FUTURE

Capstone experiences, interdisciplinary coursework, and professional-based learning.

Oconomowoc High School's CAPSTONE EXPERIENCES use a professional-based curricular model. Students learn through authentic, professional tasks created by local businesses. Courses engage students through complex problem solving, guest teachers, and onsite learning.

In addition, our CAPSTONE COURSES are interdisciplinary to help students understand the connections between academic standards and their practical application to the workforce.

CAPSTONE COURSES

2017	2018	2019
<p>AP Seminar: Digital Communication: AP® Digital Seminar is a year-long capstone course that has students investigate real-world issues from multiple perspectives. Students will work alongside several mentors and entrepreneurs from local businesses to gain skills in their integrated career pathways.</p>	<p>Biomedical Innovations & AP Research: the fourth course in PLTW's biomedical strand paired with AP research allows students to gain the necessary research skills to design solutions for the pressing health issues of the 21st century, while working with local professionals for real-world experience & onsite learning.</p>	<p>Global Business: For students interested in international business, this course focuses on language, culture, and international business relations. Designed for students in years 4 & 5 of a foreign language with a business mind. Students learn complex problem-solving through authentic learning experiences.</p>

PRINCIPLES OF CAPSTONES

- Authentic Learning**
Final projects, called charters, are designed with local business partners to provide students with authentic industry problems.
- Professional-based curriculum**
Teachers work with local industry to weave industry standards with academic standards.
- Staying Connected**
Students form connections with local professionals through mentor ships, guest teachers, and onsite learning.

Did you know? Active listening and complex problem solving are among the top skills desired for the ten highest growing jobs in south east Wisconsin?

NAME OF BUSINESS IS A PROUD SPONSOR OF #OCONCAPS

IF YOUR BUSINESS IS INTERESTED IN WORKING WITH OCONCAPS, CONTACT KRISTA WERCHOWSKI @ 262-560-2128

MENTORS

PROJECT SPONSORS

SITE VISITS

GUEST TEACHERS

CURRICULUM PANEL

HELPING TO DESIGN TOMORROW'S LEADERS

Section G: Career Planning

Career Cruising is a comprehensive online program that helps students make informed decisions about colleges, scholarships and careers. School counselors, parents and students work collaboratively with the Career Cruising program by connecting learning to their Academic and Career Plans. Students will work in small group sessions with the school counselor to connect their academic achievements with post-secondary goals through Career Cruising.

Career Cruising Activities: Matchmaker, Resume, Learning Styles, MySkills, Career Exploration, College Selector / Compare Schools, Financial Aid Search.

Staff participate in professional development days, strategy swaps, faculty meetings, and structured Career Cruising lesson plans provided to pride advisors.

Section H: Program Access, Non-Discrimination and Closing Achievement Gaps

Strategic Plan: <http://www.oasd.k12.wi.us/page.cfm?p=8652>

Non Discrimination Statement: The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs, activities or opportunities shall not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap. Specifically, the Oconomowoc Area School District prohibits staff, students and volunteers from discriminating against others based on any of these characteristics.

Career Planning for Students with Disabilities:

- **Job experiences** – Staff provide students with work release, community job placement, job coaching, community partnerships, and/or job shadow individualized based on the needs of the student.
- **Career counseling** – Students with disabilities participate in grade level meetings, career coaching (WCTC), one-on-one meetings, and discuss transition goals through the IEP process. Teachers conduct career interest interviews, utilizing <http://www.witig.org> resources, And counselors provide consultation with learning strategists, and through pride period lessons Students with disabilities are connected with the [Department of Vocational Rehabilitation](#) and [Aging and Disability Resource Center](#) as they qualify for services.
- **Assessments/inventories** – Students with disabilities participate in *Career Cruising* to create learner profiles that are reviewed by learning strategists and counselors.
- **Transition Program (Ages 18-21)** – OHS provides site-based learning, vocational training, functional academics, recreation, social and self-advocacy skill building for students that have not met transition goals after their 4 year high school experience.

Career Planning for ELL

- The ELL Staff and School Counselors educate parents and staff using the [WIDA](#) standards for language acquisition.
- ELL Program Coordination and translation is available to counselors as needed during transition activities

Section I: Family and Community Communication Plan

How families are informed each year about ACP services and programming?

- [Program Planning Guide](#)

- [OHS Webpage](#)

- Parent nights

- [Monthly Newsletter](#)

- Parent/teacher conferences: 10/4/17, 12/7/17, 2/22/18, 5/3/18
- Open House: 8/29/17

What are the multiple opportunities for families to participate their child's academic and career planning?

Families can participate in their child's academic and career planning by attending parent nights, conferences, individual meetings, campus open houses and college visits, promotional communications regarding college and career enrichment experiences, Exceptional Academic Opportunities Information Nights, College & Career Symposium, Incoming 9th grade and through Parochial school visits.

How do families receive updates on progress throughout the year on child's planning?

Families receive updates on progress throughout the year by accessing to child's Career Cruising account, Skyward-Family Access, parent nights, conferences, monthly newsletter, teacher communication, IEPs, 504s as well as gifted and talented meetings.

How are students and families notified of opportunities?

Notification of opportunities are disseminated through email, Message Center, handouts, postcards, monthly newsletters, grade level meetings, parent conferences, twitter, OHS webpage, announcements, Pride and teachers.

Section J: Annual Review and Evaluation of Post- Secondary Outcomes

The Coordinator of School to Career and Professional Studies in cooperation with the Director of Instructional Services and High School Principal, will review the following PDSA, evaluate programs and outcomes to prepare an annual report to the Board.

**Academic and Career Plan
PDSA
OASD 2017**

Self-Awareness Activities KNOW			Exploration Activities EXPLORE		CAREER-PLANNING ACTIVITIES - PLAN		Management Activities - GO
Writing Personal Reflections	Identifying Strengths	Identifying Needs	Career Interests	Setting Career Goals	Resume Builders	Cover Letters	Modify Academic goals if necessary
Setting Personal Goals	Reviewing Goals	Revising Goals	Career Cluster Exploration	Career Pathway Exploration	Investigate Post- secondary options	Campus visits and reflections	Modify course sequence if necessary
Ability Profiler	Learning Style Assessment	Personality Assessment	Creation of Program of Study	Job Fair	Applications to post- secondary options	Leadership Opportunities	Modify career goals if necessary
Academic Preparation			CTSO	Career Research	Personal Finance	Financial Plan	Update quarterly
Graduation Requirements	Virtual COurses	AP/IB/ Capstones	Interviews of Career Experts (INSPIRE)	Career Research Paper (AM LIT)	FAFSA	Scholarship Info	
Elective Courses aligned to POS	CTE Courses HSOB PLTW	Dual Enrollment YO CO	Job Shadowing	Work-based Learning	Gather letters of recomm.	Mock interviews (WH & Speech)	
Clubs	ASVAB	Work Keys	Internships	Youth Apprenticeship	Choosing post- secondary option	Decision- making reflection	
ACT/SAT	GEAC		Service Learning	Work Experience	Academic Planning activities		
			Volunteer Work	Labor Market Awareness	Setting academic goals	Intentional sequence of courses	

PLAN

VISION: Foster expert learners who will have a comprehensive academic and career plan based on their interests, goals, financial and local labor market awareness.

GOAL: Students will . . .

- Understand their own interests, strengths, values, learning styles
- Create a vision of their future
- Develop individual goals
- Prepare a personal plan for achieving their vision and goal

DO

Students will benefit from the following activities

2. REVISED E4E plan
3. Professional- based Capstone programming
4. Career Coordinator as strategy to engage businesses
5. Career Cruising and INSPIRE
6. Communication plan for parents
 - Freshman Year: parents introduced to *Career Cruising* at Parent Night
 - Sophomore Year: Students and parents meet individually with counselors and review ACP
 - Junior Year: Parents invited to college and career symposium in spring
 - Senior Year: Senior parent night held in early fall for post-secondary financial planning

STUDY

- Post-secondary data as collected by the DPI
 - Increase percentage of students with a post-secondary plan for 4 yr or 2 yr school
- Continue to increase students with disabilities percentage in 4 yr plan, 2 yr plan, competitive employment or job training
- Parent feedback through Studer data
 - Increase Studer score in the two components of parent communication
- Senior exit surveys
 - Decrease in the number of students who choose “undecided” under the post-secondary plan question
 - Increase number of students who choose “*Career Cruising*” as a useful resource
- Increase in Capstone Enrollment
- Increase our number of business partners

ACT

Data to be reviewed at the end of the 2017 school after a full year of ACP implementation