

**Mellen School District
Education for Employment Plan
&
Academic and Career Planning**

Wisconsin §121.21(1)(m)/§115.28(59)/PI-26

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Introduction

State Statute 121.01(1)(m), 115.28(59) and PI-26 requires that every school board shall provide access to an Education for Employment including Academic and Career Planning for students in grades 6 to 12. The Mellen School Board policies addressing these statues are po2420 and po2411. The purpose of the plan is to prepare elementary and secondary students for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, post secondary schools, and public schools; and, to establish a role for public schools in the economic development of Wisconsin.

Statement of Need

The School District of Mellen is committed to linking academic and knowledge skills with the attitudes needed to find, obtain, remain, and advance in employment. This concept is incorporated in our PreK-12th grade educational system in order to successfully prepare our students for productive living.

The need is reinforced in past surveys from our graduates. Recent surveys indicate the number of our graduates attending post-secondary schools has increased to the 75% range. Therefore, the District needs to focus on career exploration opportunities which will lead to a job requiring some post-secondary education. In addition, of the students entering Kindergarten this year (2021), two out of three will find employment in jobs that do not yet exist. Today's workers will have to be retrained to fill new or different jobs. Most of these jobs will require post-secondary educational training but not necessarily a baccalaureate degree. The average number of career paths taken per person per lifetime is expected to increase from seven to ten (7-10) today to as many as ten to twelve (10-12) for the graduate of 2030.

The District's program involves teaching our students self-discipline, self-esteem, and how to work while they are in our elementary, middle, and high schools. We train our students to develop their knowledge and skills imparted with high values and a positive attitude. This allows them to achieve pride in accomplishment. Our students learn to reason, problem solve, be technologically savvy, and are able to apply their knowledge and skill. The importance of retraining is accepted by our students and recognized as a part of their employment life.

State and District Goals

All students, regardless of future career choices, need to be educated for employment and careers whether they enter the workforce directly upon graduation from high school or at a later date. With this premise, the state goals for E4E and ACP are to:

- Create the finest, best educated most skilled workforce in America
- Define and deliver what all students need to become productive, economically self-sufficient citizens, thereby enabling them to contribute to Wisconsin's economic development.

In response to these state goals, the Mellen School District has established the following goals related to E4E and ACP:

- Continue to focus on data driven decision to improve classroom instruction, aligned with standard to improve student learning

- Develop a data driven comprehensive, long-range plan to identify, prioritize, and provide resources within state revenue limits
- Continue to work with city, county, and state officials in encouraging development in order to provide additional employment opportunities, medical services, and affordable housing with the School District of Mellen
- Investigate our District's career readiness data and investigate the root cause of identified gaps
- Create an ACP Graduate Profile
- Develop or improve our District's ACP Scope and Sequence

In order to meet these goals, the District must continue to address the following needs of the 21st century. The District must:

- Continue to implement a comprehensive educational program which will smoothly flow from secondary school to gainful employment in private industry, apprenticeship training, or post-secondary education
- Obtain continuing input from business and industry to solidify educational partnerships
- Continue on-going staff development for teachers and support staff personnel on the preparation needed by our students creating a seamless transition from school to work

District Vision and Mission

Vision Statement

To thrive as a public school to promote education, embrace community involvement and maximize available resources.

Mission Statement

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.

E4E/ACP Vision and Mission

Vision Statement

Reimagining PreK-12 education to equip students with meaningful and supportive adult relationships and the ability to adapt to opportunities and challenges on their personalized journeys to successful lives.

Mission Statement

Empower ALL students to travel the road to adulthood through education and training in careers.

Coordination and Partnership

1. E4E/ACP Program Coordinator

The District will appoint the coordinator of the E4E/ACP Program

The E4E/ACP Coordinator is responsible for:

- Preparing and modifying the District E4E/ACP Plan
- Serve as chair of the District E4E/ACP Committee

- Coordinate activities of the plan
- Assess the progress of the E4E/ACP Plan implementation
- Evaluate the plan and prepare an annual report for the school board
- Represent the District as needed in matters related to E4E/ACP at the state, regional and local level

2. Local E4E/ACP Committee

The E4E/ACP Committee is responsible for:

- Reviewing District policies related to E4E/ACP State Statutes §121.21(1)(m)/§115.28(59)/PI-26
- Reviewing District efforts and activities to implement the E4E/ACP Plan
- Make recommendations to the program coordinator and administration regarding the development of E4E/ACP activities, policies, and programs

The District's E4E/ACP Committee shall include:

- School Counselor
- Principal
- Superintendent
- SpEd Teacher/Transition Coordinator
- Business Education Teacher
- Tech Ed Teacher
- School Board Member
- Community Member
- Business Owner

3. Tech Prep Council Representative

The Mellen School District is represented on the Northland Technical College Council by the Administrator of the Cooperative Education Service Agency (CESA) 12.

4. Partnerships

The Mellen School District has created partnerships with:

- CESA 12 partners with the District by way of the Career & Technical Education Consortium. The Consortium provides staff professional learning, technical assistance, and funding for projects that improve vocational education programs of study. Provides the required local match to the Carl Perkins Grant.
- The District also partners with CESA 12 for ACP services. The ACP service provides consultation, technical assistance, and leadership coaching.
- The District partners with Northwood Technical College in articulating coursework. Currently, Accounting I, Business Law, Advanced Welding, and Applied Mathematics/
- WIAA partners with the District for Official Licensing through the District's Sports Management and Athletic Officiating class.
- The District partners with Northland College and Northwood Technical College to provide EECP and SCN courses for students.

- The District partners with local businesses to support students in Work Based Learning opportunities and Youth Apprenticeships.
- The District partners with Northwest Wisconsin Educational Communications System (NWECS) in providing and receiving high school and post-secondary school classes for our students.

Assessment and Background Data

1. Assessment

To assess student needs the Mellen School District shall:

- Assign a faculty member as an academic mentor for each student in grades 6 to 12. This advisor works with the students and his/her parents in developing a seamless continuous educational plan using the Xello platform. Once each quarter the advisor will monitor academic progress of the student and modify the plan if necessary after discussion with the student and their parent(s). The plan is designed based on the student's post-high school plans and goals. <https://login.xello.world/>
- Complete the ACP self-assessment every two years to evaluate, reflect, set goals, and create an action plan to be included in the Districts Continuous Improvement Plan. https://dpi.wi.gov/sites/default/files/imce/acp/pdf/2020_10_19_ACP_Implementation_Dist_Self-Assess.docx.pdf
- Complete the Comprehensive Local Needs Assessment every two year to evaluate, reflect, set goals, and create an action plan for meeting Perkins V requirements. <https://dpi.wi.gov/cte/carl-perkins/perkins-v/clna-resources>
- Survey parents, students, and staff to determine future curriculum needs and career fields. https://docs.google.com/forms/d/e/1FAIpQLSeZGrCb1Gk9E50DcmGsU4td5cvHouSmmQhX1_N9aYQZ_ismjw/viewform
- Encourage students to participate in the ASVAB and PSAT assessments.
- Provide career counseling for all students by the guidance department.

2. Labor Market Information

The local E4E/ACP committee shall collect and analyze labor market data from the following sources:

- US Bureau of Labor Statistics
- US Census
- Wisconsin Department of Workforce Development (DWD)
- Northwest Wisconsin Employment Review by the Wisconsin Job Service
- CESA 12 Business Survey
- Wisconsin DPI Labor Market Information <https://dpi.wi.gov/cte/labor-market-information>

The committee will prepare an annual labor market analysis and recommend curriculum changes determined by the analysis.

3. Graduate Follow-Up Surveys

Surveys of our 12th grade students indicate that 42% intend to enter one or two year programs at a technical college, 33% plan to enter a four year college, and 25% are seeking employment upon graduation.

Educational Program Requirements

The District is in compliance with the state graduation criteria and requires 26 credits. Graduation and credit requirements are listed below.

1. Graduation Requirements

Graduation from Mellen High School requires completing a minimum of 26 credits. Students must attend Mellen High School for a total of eight semesters, unless an individual exception is made by the Board of Education. A unit of credit is granted for satisfactorily completing work in a course that meets for one class period (45 minutes), everyday for a full year. The total of twenty-six credits must include the following:

- English: 4 credits including Literature & Composition and Global Perspectives
- Mathematics: 4 credits including Algebra I and Geometry
- Social Studies: 3 credits including World Geography (.5), Civics (.5), Modern US History, and Particular Topics in Sociology
- Science: 3 credits including Biology and Physical Science
- Physical, Health, and Safety Education: 2 credits including Health (.5)
- Business and Marketing Education: 1 credit including Personal Finance
- Electives: 9 credits

Beginning in 2021, starting with the Class of 2024 and all subsequent classes thereafter are required to complete an ACP Portfolio in Xello for .25 credit.

Student grades obtained for credit for the completion of WBL, Youth Apprenticeship, ECCP/SCN, Dual Credit, and ITV courses will be transcribed as such on the District's official transcript.

2. Program Access

All students in the District have access to E4E/ACP through four sources; required coursework PreK-12, elective coursework 9-12, pupil services and programs, and extracurricular activities.

Elective credits may be earned through a variety of options offered by the district including Technical Education, Business Education, Fine Arts, Articulated Courses, ECCP and SCN, Distance Learning, WBL, and Youth Apprenticeship.

Pupil services include counseling, assessment and testing services, as well as programs such as alternative education, children at risk, gifted and talented, etc.

Extracurricular activities include afterschool programs, student organizations and clubs, athletics, and other activities offered outside the typical school day.

Other educational programs and services that are provided by the District and are linked to the E4E/ACP program include the following:

- Modifications and accommodations in IEP's for special education and 504 students. Special Education staff develop transition goals and services for SpEd students.
- Title 1 and remedial services are available for students who need additional help with math and/or reading.
- Summer remedial and enrichment programs are available for students PreK-12
- Student run business activities in technical and business education classes.

Career Education

Career education/ACP is provided by the District through the counseling department, program offerings, and courses offered in the elementary, middle, and high school grades. The focus of career guidance in the elementary is awareness, in the middle school exploration, and in the high school career planning. The guidance counselor provides leadership in career education activities. Career planning is offered to students as outlined in the District's ACP Plan:

<https://www.mellendiggers.org/academics/academic-and-career-planning.cfm>

 Mellen K-5 ACP Planning Map

 Mellen ACP (Academic Career Planning) Activities 6-12

 ACP - School District of Mellen

A comprehensive career education curriculum includes the following experiences:

- Students investigate careers and what people do in jobs.
- Students participate in assessments that identify personal interests and relate interests to careers.
- Students learn career decision making skills.
- Students learn about the changing roles of men and women in the workforce, workforce diversity, nontraditional careers, and stereotyping.
- Students explore a variety of career pathways and postsecondary options.
- Students conduct in depth research of a career of interest.
- Students prepare a career plan/portfolio.

Career education is offered to students PreK-12 through the following activities:

- Career Assessments and Tests
- Field Trips
- Portfolios
- Career Days
- Career Planning Sessions
- Financial Aid Seminars
- Career Center
- Parent/Teacher/Student Conferencing

Work Based Learning

Work Based Learning refers to those opportunities that allow students to participate in a simulated or actual job setting in which they learn about and develop job skills. Work Based Learning also includes a curriculum that develops student employability skills.

The goals for employability instruction include:


- Students learn how to seek job opportunities.
- Students learn about resources in their community that can help them seek employment.
- Students learn how to apply for jobs.
- Students prepare a resume.
- Students learn the proper way to complete job applications.
- Students learn how to interview for a job.
- Students learn about communication and problem solving skills needed on the job, workplace ethics, and how work behavior is governed by personnel policies.
- Students learn about labor laws such as child labor, equal employment opportunity, discrimination, sexual harassment, etc.
- Students learn about wages, taxes, and payroll deductions

The District's WBL program is outlined here:

 [W-B-L MANUAL](#)

Curriculum Integration

General knowledge of careers and employability skills are important to our students' ability to get a job as well as to their job success and the vitality of the employers. The District's E4E/ACP plan integrates the knowledge about careers and skills across all curricular areas. All students have access to an understanding of career knowledge and employability skills.

 [ACP Gap Analysis 21-22](#)

Accountability and Evaluation

Annually the teaching staff will review and evaluate the curriculum. Information and data will be forwarded for coordination by the E4E/ACP Coordinator. The following criteria will be used when reviewing the curriculum to insure:

- Students learn about career possibilities associated with the course.
- Activities are incorporated into the course that provide students with an application of the content in a way that demonstrates how knowledge and skills being taught are used on the job, in a career, or in a real life application.
- Students learn to use technology associated with the course that has a practical application in a future career pursuit or job setting.
- Elements of the course are integrated or aligned with vocational education content standards.
- Students have the opportunity to earn transcribed credit or college credit with a post secondary institution.
- Courses allow students to earn an industry based certification.

The District's E4E/ACP Coordinator will review the staff recommendations, review DWD data, and develop recommendations for the District's local committee to consider. The local committee will meet in the summer to consider recommendations for revisions to the plan. The local committee will make recommendations for revision of the plan for consideration by the board of Education at their August meeting.