

Academic and Career Planning and PI-26

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills." The Wisconsin Department of Public Instruction (<http://dpi.wi.gov/acp>) in the PI26 legislation requires public school districts to provide academic and career planning services to students in grades 6 through 12 beginning in the 2017-18 school year. These new academic and career planning requirements connect school districts' education for employment plans and programs to the new academic and career planning requirements.

PI-26 states that the School Board of the Boyceville Community School District "shall provide access to an education for employment program approved by the state superintendent. The purpose of education for employment programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. This chapter defines education for employment programs, describes the process for approval of education for employment plans, and establishes approval criteria for education for employment programs."

The Boyceville Community School District will implement Academic and Career Planning (ACP) for all students in grades 6 - 12 with the support of our teaching and guidance staff and community resources and will culminate with all students having built an electronic portfolio supporting their academic/career plan for success following graduation.

PI-26 is the legislation that requires Academic and Career Planning to take place in all public schools in the State of Wisconsin. Each school district must provide evidence of their implementation of PI-26. Below you will find the Boyceville Community School District PI-26 evidence of implementation.

The term ACP refers both to a process that helps students engage in academic and career development activities as well as a product that is created and maintained for students' academic, career and personal advancement. ACP is a 4 part process of KNOW, EXPLORE, PLAN, AND GO which students developed throughout Middle School and High School.

KNOW (Who am I?)
EXPLORE (Where am I going?)
PLAN (How do I get there?)
GO (Do It!!/Recalculate as needed)

<p><u>Self-Awareness (KNOW)</u> Periodic self-assessment of interests and strengths Reflection and Goal Setting Financial Knowledge and Understanding of Resources Academic courses and skill preparation Behavioral and Employability skill preparation</p>	<p><u>Career Planning (PLAN)</u> Develop planning skills Goal Development Set your route!</p>
<p><u>Career Exploration (EXPLORE)</u> Career Exploration activities and opportunities World of Work and Labor Market Needs Understanding and comparing various postsecondary education and training options</p>	<p><u>Career Management (GO)</u> Execute your plan Update plan with new information and artifacts Conferencing and mentoring Transitioning MS/HS, HS/Adult Life</p>

Dunn County Labor Market Information

The following information has been summarized from the 2015 Dunn County Workforce and Economic Profile generated by the Wisconsin Department of Workforce Development.

Workforce Outlook

On the workforce front, there is much discussion of the "skills gap" – the inability of employers to find and keep skilled workers. Wisconsin has never had more people employed and the unemployment rate is registering low levels not seen since the early 2000s. However, Wisconsin faces a quantity challenge and, as a consequence, a skills challenge.

Population and Demographics

Dunn County added 438 residents from April 2010 to January 2015, growing at a rate of 1.0%, slightly slower than the statewide growth rate of 1.2%. This ranks Dunn the 24th fastest growing among the state's 72 counties. Of Dunn County's ten largest municipality, the Village of Boyceville ranked 8th with a 0.3% increase (1086 to 1089)

Labor Statistics

Dunn Counties unemployment rate of 3.3% which, historically, is fairly low. While an improved economy is partially responsible for today's low unemployment rates, the trend of slow labor force growth due to baby boomers leaving the labor force also impacts the rates.

Dunn County saw job growth of roughly 1.4% (222 jobs) from 2013 to 2014, ranking it 28th among the state's 72 counties in by percent change. The longer term five-year growth from 2009 was even faster, at 7.0%. It ranked Dunn the 10th highest in terms of job growth percentage. Wages grew by 5.7%, higher than the statewide average of 3.8%. Dunn's all industry wage was \$37,802, up 4.3%; this ranked it 20th in Wisconsin by percent change.

Education and health services, the largest industry super-sector of employment listed in Dunn County, was down slightly from 2013 to 2014. Manufacturing is the third largest super-sector of employment in Dunn County, though it is actually the second largest in terms of total payroll, due to relatively high average wages. In fact, the manufacturing super-sector has the highest average wage in the county. Manufacturing gained 91 jobs from 2013 to 2014. Plastics and rubber products manufacturing and fabricated metal products manufacturing experienced the strongest growth, while food manufacturing saw a slight loss in jobs.

Dunn County's inflation adjusted (real) per capita personal income (PCPI) grew by 15.3% from 2004 to 2014, much faster than both the statewide and national averages. Despite gaining ground in several years prior. Dunn's PCPI ranked 65th among Wisconsin's 72 counties.

Projections

Employment across all industries is expected to grow by 10% over the ten year period, or almost 18,000 workers. This illustrates the issues associated with the aging population—while growth in the labor force is slowing, job growth is expected to continue. So while businesses are already having difficulty filling the job openings vacated by retirees, increasing difficulty will be felt filling new openings as well.

The most significant numerical growth is expected in Education and Health Services (6,090, 18% growth rate), and Professional and Business Services (3,911, 25% growth rate). Another super-sector with strong anticipated growth is the Construction sector (23%).

Another trend illustrated is that of labor constraints, as openings created due to replacement needs outnumber those generated by new growth by a factor of two-to-one in the region. This suggests that there will be increased importance placed on the availability and skill sets of young workers entering the region's workforce.

The current job market's impact on student preparation

- Labor market information suggests that careers in Education and Health Service, Professional and Business Services, and Construction are expected to be the fastest growing career fields in our area while manufacturing will continue to be strong.
- Education and Health Services - Most of these occupations will require a Bachelor's degree and licensure, while some may also require graduate and postgraduate degrees. Some occupations may require an Associate's Degree or Technical Certificate.
- Professional & Business Services - Most of these occupations will require at least an Associate's Degree or Certificate, while many will also require a minimum of a bachelor's degree.
- Construction - These occupations may require apprenticeships, Associate's Degrees or Technical Certificates or specific licenses.
- Manufacturing - Most of these occupations will require no post-secondary education, but there may be certain positions in the field that would require a certificate or licensure.

Students are provided with information and guidance to make informed decisions regarding their educational and career path whether their career goals are leading to an in-demand career area or a unique, narrow occupational area.

Post Secondary Enrollment Trends (Wise-Dash data)

Over the 5 year period (2011 and 2105) approximately 46% of all Boyceville graduates have enrolled in a post-secondary school immediately following graduation, with another 5-10% enrolling within the following couple of years. Of those students who planned to enroll in a post-secondary school 41% enrolled in a 2 year school while 46% enrolled in a 4 year school, although the trend towards enrollment in a 2-year school has been on the increase over the past couple of years. That means that approximately 44+% of our graduates do not enroll in a post-secondary institution within the first couple of years following graduation, instead enter the military or the work force.

Local K-5 E4E Career Activities and Services

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 at related to expectations in the world of work. Elementary educators reinforce the application of basic skills in a variety of ways. Through many grade-appropriate experiences career exploration is integrated into classes/courses offered in the district. Students are engaged in a variety of service learning projects that teach them skills that cross all areas of life. Simulations and practical experiences provide variety and reinforcement of a skill or knowledge and engage students in activities that model real-world situations. • K-5 grade students demonstrate levels of responsibility appropriate to assigned jobs and display leadership qualities by performing classroom helper jobs. • Students in grades 2-5 establish business and education partnership by participating in field trips and inviting business people into school. • Elementary students demonstrate interpersonal skills necessary for the workplace by participating in various programs and activities.

Local 6-12 E4E Activities and Services

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 related to those careers • Potential work-based learning experiences • Career research identifying personal preferences in relation to occupations and careers pupils may pursue • Students will receive academic and career planning instruction through the required core courses each year (grade 6-8), as well as through the Exploration course and school counseling curriculum. • Middle

School educators provide students with a variety of opportunities to experience work-based learning opportunities. • Middle school students plan and develop career plans through participation in the school counseling activities, career and technical education experiences, and other content areas activities. • Simulations are integrated into courses. • Options are available for students to complete youth service learning or volunteer community projects through involvement in school or community events. • Middle school students participate in a variety of clubs and organizations such as FFA, Athletics, Science Olympiad, and Student Council.

Career planning and preparation at the high school grades • Conducting career research to identify personal preferences in relation to specific occupations. • 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. • Students will receive academic and career planning instruction through the required core courses each year (grade 9-12), as well as through career and technical education courses, advisory lessons, and school counseling curriculum. • High School educators provide students with a variety of opportunities to experience work-based learning opportunities. • High school students are able to complete job shadows. • High school students participate in a variety of clubs and organizations such as FFA, FCCLA, Athletics, Junior Achievement Competitions, NHS (National Honor Society), Student Council and Science Olympiad. • High school students also have the opportunity to complete service learning projects within their classes, volunteer as peer tutors and work as assistants within the school.

While we are meeting the requirements set under E4E and ACP through item number three listed below, the ACP team will be reevaluating the success this approach has had in providing the financial literacy curriculum necessary for our students. Below are the options which were discussed two years ago. These options will again be discussed, along with any new ideas, in the reevaluation process this school year:

1. A required Personal Finance Course in the High School during the Junior or Senior Year.
2. A Financial Literacy checklist of activities that all high school students need to complete prior to graduation
3. Infusing the Financial Literacy curriculum into the Advisement period to complete necessary requirements
4. Other.....

Intended Outcomes of ACP - Goals and Objectives

The goal of Academic and Career Planning, or ACP, is to develop a process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

For the purpose of this plan, unless specifically identified as 6th graders Middle School students include all district students in grades 6 - 8, and high school students include all students in grades 9 - 12.

Know: Students will develop self-awareness and financial knowledge.

❖ *Self-Awareness*

➤ Middle School Students

- Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences.
- Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.
- Revisit and revise personal, academic and career planning SMART goals information at least annually, to facilitate their transition to new schools and/or programs.

➤ High School Students

- Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age- appropriate inventories then link them to selection of careers.
- Identify evidence as expressed in activities, experiences and success that related to the information identified in the age- appropriate inventories.
- Applies their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP.
- Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.
- Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.

❖ *Financial Knowledge - ****see proposal above as to how to complete these objectives moving forward.***

➤ Middle School Students

- Create a mock budget for using income from a career of interest that addresses cost of living.

➤ High School Students

- ****Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices.**
- ****Summarize how financial concepts relate to personal goals and vision for the future.**

Explore: The students will identify, explore, and interpret different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.

❖ *Career Exploration*

➤ Middle School Students

- Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.
- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
- Describe how careers of interest relate to their assessment information and interests.
- Make connections between skills acquired in and out of school and how they apply to careers of interest
- Engage in a variety of extracurricular activities.

➤ High School Students

- Take age-appropriate inventories and assessments for career exploration and reflect on the results

- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
- Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.
- Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
- ****Engage in job shadowing, informational interviewing, part- time work, and other career exploration.**

❖ *World of Work & Labor Market*

➤ Middle School Students

- Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.
- Identify and exhibit positive social skills consistent with employability.
- Participate in a service learning or volunteer activity.

➤ High School Students

- Learn which different "soft skills" are needed for different pathways, and which are most crucial.
- Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.
- ****Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers.**
- Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals.
- Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.
- Explore postsecondary opportunities for gaining technical skills, such as apprenticeships and certifications.
- Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.

❖ *Post-Secondary Education & Training Options*

➤ Middle School Students

- Understand how middle school course-taking can affect high school options.
- Have a sample plan for freshman year of high school
- Know general prerequisites for multiple postsecondary education & training options

➤ High School Students

- Access multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid
- Identify and compare multiple and different types of postsecondary options related to their career clusters, pathways and careers of interest.
- Document at least two career pathway routes to achieve the same personal ACP goals.

- Research multiple different postsecondary options against personal criteria for selection by attending post-secondary visit days, speaking with admissions officers, interviewing students or other staff/faculty, utilizing online career and post-secondary sites and their comparison search engines.
- Evaluate postsecondary options with parents and supportive adults.

Plan: Throughout their Middle School and High School experience, students will learn the process of creating and revising a comprehensive Academic and Career Plan. They will implement their plan, and adjust periodically.

❖ Planning Skills

➤ Middle School Students

- Connect self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities.
- Understand the role of personal choices in creating opportunities and barriers.

➤ High School Students

- Identify and seek out ongoing learning experiences both in and out of school to support ACP goals.
- Understand how and why to maintain personal networks.
- identify existing personal and financial resources needed to succeed in their plan.
- Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.
- Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.

❖ The Plan - Middle School

- Include updated and current information including: assessments and career connections based on work values, personality type, learning styles, career cluster inventory, description of past and present interests as they relate to the selection of careers, personal strengths, career interests, 2-3 career clusters of interest and their respective pathways. Students, teachers, counselors, and families have access to ACP information.
- Use plan as tool to consider choices, plan high school course selection and transition to high school.

❖ The Plan - High School

- Include updated and current information including: courses taken, updated assessments, career and postsecondary research, personality type, learning styles, work values, and description of past and present interests as they relate to the selection of career and other postsecondary plans. Include current short- and long- term academic, personal, and career goals.
- Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.
- Include information on relevant extracurricular, volunteer, and leadership activities and awards.
- Include letters of recommendation from teachers and community members. Students, teachers, counselors, and families have access to ACP information.
- Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals.
- Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, , and requirements for entrance into careers of interest.

Go: Students will review and update their academic and career plan at least quarterly to make progress each year toward their career goals.

❖ Execution of Plan

➤ Middle School Students

- Participate in two or more ACP, career-related activities.
- Participate in student-parent-teacher conferences

➤ High School Students

- Participate in multiple ACP, career-related activities.
 - Access ACP services regularly to learn more about career interests.
 - Participate in student-parent-teacher conferences
 - Seek out new opportunities to better define career or postsecondary options.
- ❖ Plan Review & Revision
 - Middle School Students
 - Explore different career options within career clusters of interest, areas of strengths and interest.
 - Update plan regularly with academic and career-related activities
 - Add information to plan as researched.
 - High School Students
 - Review and revise academic, career, and personal goals at least monthly to incorporate new insights from the Academic and Career Planning Process.
 - Update plan regularly with academic and career-related activities
 - Seek out, and document activities completed in pursuit of goals
- ❖ ACP Conferencing
 - Middle School Students
 - Meet at least yearly with supportive adults/mentors to explore options and plan for opportunities to meet goals.
 - Seek out and lead conversations periodically throughout the year to discuss evolving exploration information.
 - High School Students
 - Actively update, revise and refine goals, plans, and options at least monthly on own and/or with supportive adults/mentors.
 - Present progress against previous goals and plans for next steps in an annual review.
 - Increase progress reviews as graduation nears.
 - Continuously evaluate opportunities as they pertain to current goals for knowing, exploring, and planning for post high school plans.
 - Identify, document and seek out activities as desired to complete plan
- ❖ Transitions
 - Elementary Students
 - Attend middle school information events
 - Middle School Students
 - Attend high school and/or postsecondary information events
 - High School Students
 - Leverage their experience, knowledge, and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest.
 - Complete the FAFSA and know where to access other financial aid and scholarship information.
 - Understand the value of persistence, practicality, and patience in gaining admission/employment.
 - Use personal or school networks to gather leads, connections, and letters of recommendation.

The incremental steps toward sustaining the goals of the plan

KNOW:

- ❖ Middle School/High School - Goal: Goal: Identify and explore personal strengths and needs related to academic and career goals.
 - Self-awareness
 - Explain how the students' goals fit with their personal skills and attributes, current activities, and postsecondary plan after utilizing personal inventories.
 - Financial Knowledge

- Summarize how financial concepts relate to personal goals and vision for the future.

EXPLORE

- ❖ Middle School - Goal: Identify and explore different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.
 - Self/Career Exploration:
 - Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.
 - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
 - Describe how careers of interest relate to their assessment information and interests.
 - Make connections between skills acquired in and out of school and how they apply to careers of interest
 - Engage in a variety of extracurricular activities.
- ❖ High School - Goal: Review/Refine different career pathways, labor markets, postsecondary, and training options related to interests, strengths, and values.
 - Self/Career Exploration:
 - Take age-appropriate inventories and assessments for career exploration and reflect on the results
 - Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
 - Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.
 - Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.
 - Engage in job shadowing, informational interviewing, part-time work, and other career exploration

PLAN:

- ❖ Middle School
 - Planning Skills
 - Create a personalized plan to transition to high school and postsecondary options, understanding the role of personal choices in creating opportunities and barriers
 - Use plan as tool to consider choices, plan high school course selection and transition to high school.
 - Students, teachers, counselors, and families have access to ACP information
- ❖ High School
 - Planning Skills
 - Identify and seek out ongoing learning experiences both in and out of school to support ACP goals.
 - Understand how and why to maintain personal networks. Identify existing personal and financial resources needed to succeed in their plan.
 - Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.
 - Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals.
 - Include current short- and long-term academic, personal, and career goals.
 - Include information for each high school year and experience that can be accessed for postsecondary applications and resumes.
 - Include information on relevant extracurricular, volunteer, and leadership activities and awards.
 - Include letters of recommendation from teachers and community members.
 - Students, teachers, counselors, and families have access to ACP information.

- Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals.
- Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, and requirements for entrance into careers of interest.
- Students, teachers, counselors, and families have access to ACP information

GO

- ❖ Middle School/High School - Goal: Students will review and update their academic and career plan at least quarterly to make progress each year toward their career goals.
 - Review and update plan at least quarterly
 - Review and update sequence of courses
 - Review and update personal goals
 - Review and update career goals
 - Conference with a supportive adult/mentor

****Community Services that Support ACP** - these services will be explored and refined throughout the school year

****Post-Secondary Services that support ACP** - these services will be explored and refined throughout the school year

Implementation Plan

Meeting the needs of individual students in their completion and review Academic and Career Plan documents

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. All students will be supported by their school counselor, advisor and teachers in completing and revising their academic and career plan. Students are provided the opportunity to participate in programs which provide technical preparation in career fields; build student competence through applied contextual academics in a sequence of courses; lead to an associate or baccalaureate degree in a specific career field; and lead to placement in appropriate employment or further education. All students in grades 7-12 access their Academic and Career Plan through Career Cruising during advisory or classroom periods at least monthly throughout the school year. School Counselors along with members of the ACP Team provide Academic and Career Planning instruction with students at all grade levels individually and in classrooms.

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, take the pupils' academic and career plan into account when developing the pupils transition services under s. 115.787(2)(g). The resources and services will be unique to each youth under both the ACP process and IEP/PTP development. Completing the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary school and employment. The PTP is the part of the IEP (I-8) that meets the federal indicator 13 requirements. Therefore, a student's ACP is not equivalent to the IEP/PTP and cannot serve as a replacement. Rather, students will be better prepared to share their goals for the future with their IEP teams as a result of participating in ACP. The intersection can be thought of in this way; ACP gives students with disabilities an even earlier start on exploring options for future employment and the steps needed to accomplish their goals.

Connecting students with staff as they participate in Academic and Career Planning

Middle School Advisement/ Intervention Time (Grades 7 - 8)

Students at Boyceville Middle School are assigned to an Advisor throughout their middle school career. Students are in groups of 12-20 students from their same grade level. These groups will work with a Boyceville staff member as their Advisor. Groups will meet each Monday - Friday for approximately 25 minutes. One of the functions of this Advisement time is implement lessons which will support students as they develop skills to ensure success in middle school, develop an Academic Career Portfolio, and make a connection with other students, the staff and the school creating a positive environment to learn and grow.

High School Advisement/Intervention Time (Grades 9 - 12)

Students at Boyceville High School are assigned to an Advisor throughout their high school career. Students are in groups of 12-20 students from their same grade level, with the exception of the student council and yearbook advisement groups. These groups will work with a Boyceville staff member as their Advisor. Groups will meet each Monday - Friday for approximately 25 minutes. On Mondays, students will participate in Academic and Career Planning Lesson. During these lessons, students will develop skills to ensure success in high school, develop a Career Portfolio, and make a connection with other students, the staff and the school in an atmosphere that fosters career and college readiness.

Academic and Career Portfolio

Linking School Experiences to Career Goals

Students at in the Boyceville Community School District will develop an Academic and Career Planning Portfolio as one tool to show evidence of their readiness for postsecondary education and/or employment. A portfolio is a collection of artifacts and reflections which highlight a student's strengths developed through their experiences, with particular focus on helping them plan for their educational, training, and career goals after high school.

The Academic and Career Planning Portfolio offers benefits for students, parents, teachers & employers. Creating the portfolio helps students make the connection between educational experiences and career goals. Students will analyze their personal accomplishments or lack of in relation to their readiness for employment.

For parents, the portfolio becomes a visual tool to see the progress/direction their son/daughter is making in preparation for the world of work. Parents share in the responsibility of helping their children prepare for gainful employment. They need to stress to their

children there is a correlation between attitude toward work, academic achievement, workplace skills, co-curricular involvement, and being a self-sufficient contributing member of a community.

For teachers, the portfolio becomes a vehicle to articulate between school and career. The teacher's role is to serve as a facilitator as he/she works closely with students in the development process.

For employers, the portfolio is a showcase of student's best works and what they have accomplished related to their chosen career. It will allow employers to assess how prepared a student may be to enter the workforce or postsecondary institution. As a partner in the educational process, it behooves employers and college admissions representatives to become as knowledgeable as they can about prospective employees. A student's Career Portfolio will assist in selecting applicants for a position or admission.

Each student's portfolio will focus on the 4 elements of ACP: **Self-Awareness (KNOW) - (Who am I?) / Career Exploration (EXPLORE) (Where am I going?) / Career Planning (PLAN) (How do I get there?) / Career Management (GO) (Do It!!/Recalculate as needed)**

Career Cruising is the electronic tool that will be used by all Boyceville students to host their ACP plans. Career Cruising, a comprehensive web-based career exploration and portfolio program which supports the guidelines for Wisconsin's ACP. Through the use of customization and reporting tools that accompany student resources, counselors, teachers and administrators can monitor students' progress and communicate completion requirements. Students and parents will have access to this software throughout the student's 6-12 career, and after graduation.

The Career Portfolio Categories/Activities.

- ❖ Self-Awareness (KNOW) (Who am I?)
 - Interest Inventory, Ability Profiler, Skills Assessment, Personal Activities and Interests, Assessment Results (Forward, Aspire, ACT, Work Keys)
- ❖ Career Exploration (EXPLORE) (Where am I going?)
 - Career Matchmaker, Work and/or Volunteer Experiences, Occupational Related Competitions (FCCLA, FFA, Sci. Oly, JA)
- ❖ Career Planning (PLAN) (How do I get there?)
 - Educational Plan, Career Planning Activities, Postsecondary School Selections, Job Shadows, Campus Tours, Dual / Virtual Credits
- ❖ Career Management (GO) (Do It!!/Recalculate as needed) - Cycle of Do - Reflect - Adjust - Do
 - Actions/Accomplishments, FAFSA, Scholarship and Applications, Apprenticeships

Preparing staff to deliver ACP services and support students in their planning

In the Boyceville Community School District the ACP plan and implementation procedures will continue to evolve as we are able to add partners, develop lessons and opportunities for students, . The ACP team will hold quarterly meetings and disseminate information to grade level advisors through common planning time or weekly staff meetings. as all faculty members advise an Advisement / Intervention group. During 2016-17, we introduced ACP to students in grades 6 - 8 and will begin the process of implementing ACP in grade 9 - 12 during the 2017 - 18 school year.

Parent Engagement in Academic and Career Planning:

All parents of students in all grades are informed via email, newsletter, and mailings about academic and career planning activities throughout the school year. Parents are invited to view their child's academic and career plan in Career Cruising, and can view that at any time throughout their school career. Parents will be updated throughout the school year on the progress of their child's academic and career planning.

At the fall student - parent - teacher conference, grade level ACP assessments (learning styles, career matchmaker, Academic skills, ability profiler and goal setting) are discussed. In addition, parents and students are free to meet with their counselor to discuss their academic and career plans.

In the spring of each year, high school counselors meet with students in grade 8 to prepare them for creating their four year plan, and information is sent home to parents following that meeting. Parents can view their child's transcript in JMC so that they can better understand and monitor their child's progress toward graduation requirements.

In addition, all students and parents of students in grade 9 are invited to attend a freshman orientation to facilitate transition into the high school and inform about the skills necessary for academic and career planning at the high school level.

**** (Proposal) **** Another recommendation that needs to be addressed in the area of Parent Engagement is to look at the viability of having the Boyceville School District Counseling staff meeting with students and parents in 5th, 8th, 11th grade ring which academic and career plans would be one of the topics discussed and revised if necessary.

All students and parents of students in grade 12 are invited to attend an event about scholarship applications and post-secondary processes including financial and applying to post-secondary institutions.

The ACP committee will communicate activities throughout the year using mailers, email, and newsletters and the district website.

Community Engagement in Academic and Career Planning:

The Boyceville Community School District will work to develop community partnerships throughout Dunn County to support our students as they investigate and develop their plans for success following graduation.

ACP Team, Plan Review and Updating and School Board Approval

➤ The ACP team will continue to meet quarterly to review and revise the ACP plan. The ACP Team will annually report, to the local school board, progress toward meeting the goals and objectives of the ACP plan. The goal and objective is to prepare students to find success at the postsecondary level or in the job market. The ACP program will be measured against the DPI implementation rubrics and outcome data.

ACP Team

Name	Position	Email	Phone Number
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