

Education for Employment Plan (E4E) & Academic & Career Planning (ACP)

Things going on in 2025-26:

- Increasing business partnerships
- Increasing industry-recognized certifications for students
- Regional Career Pathways (RCP) updates
- Wolverines' Career Connection Day
- Advisory Lessons for Academic, College, Life
- [Digital Job Board](#) review
- New course proposals (Professional Cooking course w/ProStart curriculum, CNA gateway class/lab development, new Auto's courses)

WI PI 26.03 Requirement	Current State	Progress Measures	Action Steps
Perform analysis of local, regional, and state labor market needs	<ul style="list-style-type: none"> ● Counselors and CTE staff are informed of Market Trends ● Continue to identify needs and partners; grow relationships with current partners ● Embed career readiness skills/job market needs through the curriculum review cycle and new course proposals. ● Partner with Gateway Technical College to identify Racine Co. employment trends and needs. Academy availability for students to access. ● Host an annual meeting to get feedback on employment needs and feedback on school improvement in the local community (spring connection). 	<ul style="list-style-type: none"> ● Identify teachers who facilitate industry-related learning experiences ● Number of students participating in dual enrollment, work based learning opportunities, and taking advantage of Post-secondary experiences. 	<ul style="list-style-type: none"> ● Review RCP pathways in: <ul style="list-style-type: none"> ○ Agriculture, Food, & Natural Rec ○ Transportation, Distribution, Logistics ○ Hospitality, Culinary, and Tourism ● Explore new YA opportunities in: <ul style="list-style-type: none"> ○ Education ○ Based on student needs
Implement a strategy to engage businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected workforce needs	<p>Our community partners are as follows:</p> <ul style="list-style-type: none"> ● Gateway ● GPS ● UW-Whitewater (CCIHS) ● UW-Oshkosh (CAPP) ● UW-Milwaukee (ECCP) ● CESA 2 ● MyLife ● YA Partners ● Annually evaluate opportunities to increase participation in experiential 	<ul style="list-style-type: none"> ● Increase the number of business and higher education partners ● Collect baseline data from employers on students' work-related skills 	<ul style="list-style-type: none"> ● Waterford "READY" branding over the ACP opportunities ● Update website "Waterford Ready" to include more robust view of ACP ● "Work with Us - interest link" ● Increase the number of students earning industry-recognized certifications

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	<p>learning</p> <ul style="list-style-type: none"> • Provide courses aligned to workforce needs • Employ Transition Coordinator • Career Speaker Day brought in local industries to speak with students • Digital Job Board 		
Provide career awareness: <ul style="list-style-type: none"> • Elementary • Middle • High • Post-secondary transition services 	<ul style="list-style-type: none"> • Students in grades 9 through 12 participate in the Academic and Career Planning (ACP) process, and counselors and staff utilize an Advisory period to address college, career, life skills. • Transition coordinator will facilitate student connections with the Department of Vocational Rehabilitation (DVR) • Meetings held throughout the year for students to learn about College & Career opportunities. <ul style="list-style-type: none"> ○ GPS ○ Gateway ○ ASVAB - Military ○ Colleges (varies) ○ Trades Field Trips ○ Career Based Field Trips • Students in 9-12th grade will engage in the ACP process (Using Xello) <ul style="list-style-type: none"> ○ Scope and Sequence Provided Below • Offer vocational experiences in 18-21 year-old program (PAC House) • Host a Career speaker day for all students at WUHS with local speakers and larger session (workforce trends '24) • MyLife 	<ul style="list-style-type: none"> • Number of students participating in experiential learning. • Number of students earning college credits and industry credentials. 	<ul style="list-style-type: none"> • ACP team to look at creating Video Board adverts informing students of workforce trends or employment facts. • Examine benefits of defining field trip experiences as College, Career, Life Ready to create more connections for students • Research redesign of pathways to communicate the Regional Career Pathways more clearly. To include, course sequences, dual enrollment, industry credentials, and student organizations/activities • Redesign the graphic/info sheet of course pathways to more clearly explain the required courses over a student 4 years.

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Describe Career and Technical Education provided by the District.	<ul style="list-style-type: none"> Have a course description guide with pathways, course recommendations, and opportunities for students Junior Conference focus on College, Career, Life goals Offer industry-level certifications Offer Welding & CNA course on site See Educational Opportunities attached below 	<ul style="list-style-type: none"> Increase the number of students who qualify as "concentrators" Carl Perkins grant CTE Incentive Grant: Increase the number of students earning an industry-recognized certification 	<ul style="list-style-type: none"> Start intentionally tracking the number of students who qualify as "concentrators" and/or receive industry certifications as an ACP Team Our district was recently contacted by M7 to train with District C. Their program "Teamship" and training is funded by the Bucyrus Foundation Grant. WUHS is the only Racine County school district to be a part of the Grant. District C / "Teamship" was recently purchased by College Board <ul style="list-style-type: none"> Mr. Moliter, Mr. Bell, and Mrs. Serkowski, were trained in the fall Updated course description guide for families as they choose pathways. (CTE opportunities refresh)
Implement a process to support 6-12 students in the development and revision of their ACP.	<ul style="list-style-type: none"> Define ACP outcomes by grade level <ul style="list-style-type: none"> Advisory Scope & Sequence Counselors meet with freshmen, sophomores, and juniors to review career clusters, course offerings, and postsecondary options and plans and next steps 	<ul style="list-style-type: none"> Students will complete expected outcomes by grade level in the ACP process. (utilize Advisory period to complete steps in Xello) Compare year over year data with events such as Career Speaker 	<ul style="list-style-type: none"> Iterate and refine ACP grade level outcomes using Xello (Scope & Sequence) Research and understand the progress made by students in 6-8 as they enter WUHS. Utilize the ACP committee to build connections and cornerstones of the ACP experience for students. <ul style="list-style-type: none"> Advisory Lessons Career Speaker Day Partner Breakfast Xello Expectations Graduation components (?)
Provide professional development to staff to deliver ACP requirements.	<ul style="list-style-type: none"> Yes...and (staff PD - "life") Counselors and staff develop lessons aligned with College, Career, Life Ready goals. 	<ul style="list-style-type: none"> Student & Staff Plus/Deltas 	<ul style="list-style-type: none"> Investigate Staff Development Opportunities related to ACP <ul style="list-style-type: none"> Labor Trends Skills, New Industries, Etc

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	<ul style="list-style-type: none"> ○ ACT Lessons ○ ACP Lessons ○ Leader in Me 		<ul style="list-style-type: none"> ○ Facilitate or Research Staff Field Trip Opportunities to bridge education with careers outside of the building.
Implement a process to regularly engage parents in ACP	<ul style="list-style-type: none"> ● Utilize ParentSquare communication tool to inform students and parents of upcoming opportunities throughout the year. ● Spring Connection Night / 8th Grade Registration <ul style="list-style-type: none"> ○ Provide tours, show opportunities (clubs, activities, athletics, various departments) 	<ul style="list-style-type: none"> ● Plus / Delta to gather feedback 	<ul style="list-style-type: none"> ● Refresh Website to include a “Waterford Ready” landing page to support components of ACP ● Create ACP Infographics to display on screens in school for before and after school. ● Improve family engagement in our district’s ACP career readiness process. <ul style="list-style-type: none"> ○ Have a specific ACP table at Registration in the Spring to answer questions of families. ● Research other districts Career Cluster documents to update WUHS <ul style="list-style-type: none"> ○ Career Planning (New Berlin) ○ Career Clusters (Muskego) ○ Course Guide (Mukwonago)
ACCESS FOR ALL STUDENTS Ensuring access for Students with EL services and Students with IEP services	<p>For Students with IEPs:</p> <ul style="list-style-type: none"> ● Post-secondary Transition (PTP) Planning for students with IEPs ● For students with higher needs, the process is personalized to need and interest <p>Students learning English as a Second Language (EL):</p> <ul style="list-style-type: none"> ● Student Services review Language Plans for students with EL services ● For students with high needs, the process is personalized to need and interest 	<ul style="list-style-type: none"> ● Monitor completion of Advisory College, Career, Life activities ● All students participate in Career Speaker Day 	<ul style="list-style-type: none"> ● Continue to ensure membership of the special ed dept in the ACP planning team ● Continue to refine the process of collaboration between Student Services and Special Education
ACP Scope and Sequence	<ul style="list-style-type: none"> ● Link to WUHS ACP Scope and Sequence 		
Educational Offerings	<ul style="list-style-type: none"> ● Educational Opportunities 		

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Date of Board Communication	<ul style="list-style-type: none">• February Meeting		