

# Education for Employment Plan



**SWALLOW SCHOOL DISTRICT**  
**INSPIRING EXCELLENCE SINCE 1844**

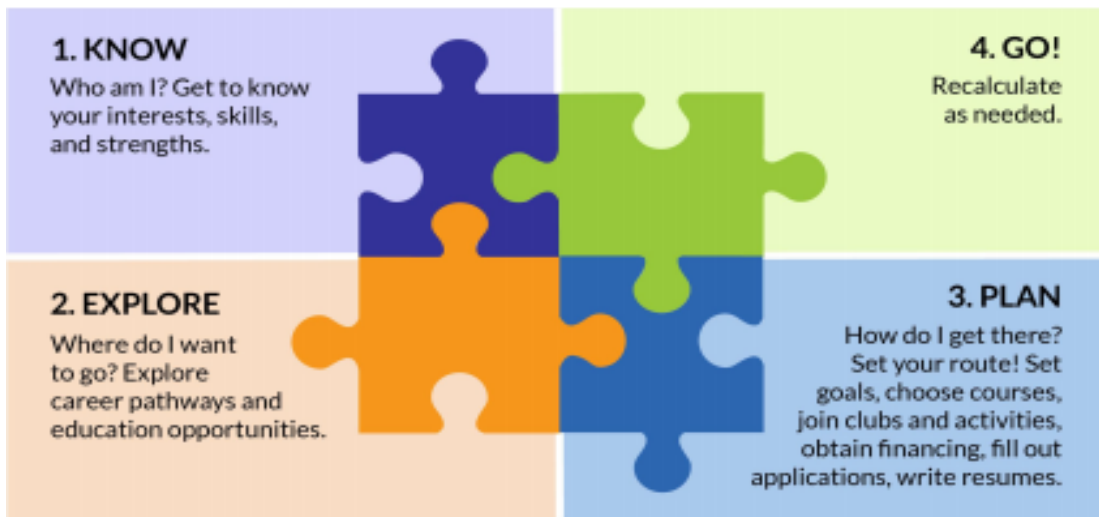
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# Education for Employment Plan

## Academic & Career Planning

Academic and Career Planning (ACP) is a student driven, school, and family supported process where students explore and create their own personal information-based visions for their future success. Students will participate in self exploration, career exploration, and career planning through independent activities, in-person and virtual programs, guest speakers, field trips and service learning projects. ACP is an integral part of Swallow School District's comprehensive school counseling program where students will participate in ACP and learn about resources at each grade level.

### 4 Stages to Successful Academic and Career Planning (ACP)



## Chapter PI-26

Chapter PI-26 is the legislation in the State of Wisconsin that requires every school district to provide academic and career planning services to pupils in grades 6-12 in public school districts. This legislation establishes the requirements for, and purpose of, the "Education for Employment" programs as follows:

- a. Prepare elementary and secondary pupils for future employment.
- b. Ensure technological literacy
- c. Promote lifelong learning.
- d. Promote good citizenship.
- e. Promote cooperation among businesses, industry, labor, post-secondary schools, and public schools.
- f. Establish a role for public schools in the economic development of Wisconsin.

# Swallow Integrated Guidance and ACP Programming

Swallow strives to provide students with a comprehensive, developmentally appropriate Guidance Program which supports both the social and emotional development and academic and career planning needs of all students.

## Elementary Program

Swallow elementary students have the benefit of staff using cross-curricular collaboration to make meaning for students in their social and emotional development as they approach academic and career planning. Students have Guidance weekly for 30 minutes for the duration of the school year. The counselor plans with grade level teachers to ensure relevant social and emotional learning units of study and exploration of academic and career planning. Both areas of focus are rooted in cross-curricular lessons tied to [science, math and/or social studies units already taught within each grade level](#). This also includes an element of learning from/with others across the world and a transformative experience through an annual service-learning project at each grade level.

Grade Level	Career Cluster Focus (Selected from the 16 Career Clusters based on Current Grade Level Curriculum)*
4K	What is a job?
5K	Agriculture, Food & Natural Resources; Law, Public Safety, Corrections & Security
1st	Hospitality & Tourism; Transportation, Distribution & Logistics
2nd	Business, Management & Administration; Education & Training; Human Services
3rd	Arts, Audio/Video Technology & Communications; Finance; Marketing, Sales & Service
4th	Architecture & Construction; Government & Public Administration; Manufacturing
5th	Health Science; Information Technology; Science, Technology, Engineering & Mathematics

*\*There are multiple career clusters at each grade level, and through grade level PLC work, each would be focused on during the year with at least one selected for deepening via a worldwide connection and service-learning component.*

## Middle School Program

The middle school program builds on the elementary experience and continues the dual focus on social and emotional development and academic and career planning. This is accomplished through two means: a trimester of Guidance for all Middle School students each year and additional more in-depth academic and career planning experiences during monthly Early Release Days.

In 6th and 7th grade, Early Release days are structured with an in-depth experience into a specific career cluster each month such that by the end of the two years, students have had in-depth experiences in all 16 career clusters. Then in 8th grade, students are paired with business partners/organizations to do a more personalized service-learning project overseen by Swallow Staff.

<b><i>By grade, more in-depth focus on Career Cluster for Early Release Day.*</i></b>			
<b>Month for Early Release</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
<b>September</b>	Agriculture, Food & Natural Resources	Hospitality & Tourism	<i>(Experience with organization in areas of interest for student--prolonged service learning over months)</i>
<b>October</b>	Architecture & Construction	Human Services	
<b>November</b>	Arts, Audio/Video Technology & Communications	Information Technology	
<b>December</b>	Business, Management & Administration	Law, Public Safety, Corrections & Security	
<b>January</b>	Education & Training	Manufacturing	
<b>(February)</b>	<i>(Typically no Early Release Day)</i>		
<b>March</b>	Finance	Marketing, Sales & Service	<i>(Experience with organization in areas of interest for student--prolonged service learning over months)</i>
<b>April</b>	Government & Public Administration	Science, Technology, Engineering & Mathematics	
<b>May</b>	Health Science	Transportation, Distribution & Logistics	

*\*This includes guest speakers, field trips, and/or other service learning opportunities.*

## **Career Interest and Exploration**

Through Xello, an online career exploration program, students learn about the educational and training requirements for occupations within various career clusters. Students in 6th through 8th grades use Xello to continually explore and refine their career-related interests and which careers parallel those interests.

They may further use Xello to research labor statistics and find projections of occupation growth and earnings related to careers of interest. This data can be used to consider decisions about programs in high school and possibly post secondary programs.

Students at all grade levels investigate career clusters that fit their grade level content areas culminating into real-world service learning projects. These service learning projects show students how careers affect and impact education and their ability to help their community at all ages. In addition, middle school students participate in hands-on career exploration activities such as the Career Expo: a job fair provided by Waukesha County Technical College and the Waukesha Business Community, as well as a tour of the WCTC campus.

## Labor Market Statistics

The following are charts showing projections of Wisconsin's current fastest growing occupations, their required training, and their salaries. Students view this data at the local, state, and national levels to understand ongoing labor needs and markets.

### Wisconsin's Fastest Growing Occupations

According to [Wisconsin's WORKnet](#) (April 2021), careers with the most potential for growth during the 2016-2026 time period include the following. Several healthcare careers on on this list, as well as finance and even driving occupations:

Occupation	Employment in 2016	Employment in 2026	Percent Change
Operations Research Analysts	1,768	2,302	30.2%
Personal Care Aides	64,193	83,271	29.7%
Home Health Aides	7,530	9,752	29.5%
Computer Systems Analysts	15,244	17,195	12.8%
Personal Financial Advisors	5,370	6,587	22.7%
Industrial Machinery Mechanics	8,989	9,917	10.3%
Taxi Drivers and Chauffeurs	7,831	9,435	20.5%
Interpreters and Translators	1,843	2,201	19.4%
Web Developers	2,694	3,078	14.3%

The following jobs are high-growth occupations listed by the DWD and BLS that show a salary above the state mean, include sufficient job openings, and show percentage change from 2016 - 2026 to be greater than the Wisconsin state average.

Profession	Typical Required Training	Mean Salary in 2019 in WI*
Registered Nurses	Bachelor's Degree	\$72,610
Heavy and Tractor Trailer Truck Drivers	On-the-job training	\$47,520
Sales Representatives	On-the-job training	\$61,060
General and Operations Managers	Bachelor's Degree	\$131,220
Maintenance and Repair Workers, General	On-the-job training	\$43,210
First-Line Supervisors/Office and Administrative Support Workers	Associate Degree	\$59,110
Accountants and Auditors	Bachelor's Degree	\$71,260

Carpenters	High School diploma or equivalent	\$52,200
Construction Laborers	On-the-Job training	\$44,460
Market Research Analysts	Bachelor's Degree	\$58,850
Software Developers	Bachelor's Degree	\$92,560
Management Analysts	Bachelor's Degree	\$88,500
Computer User Support Specialists	Associate Degree; on-the-job training	\$52,080

Sources: \*U.S. Bureau of Labor Statistics (BLS)

## Alignment with District Strategic Plan

In April 2021, the Swallow School Board approved the [District's next Strategic Plan](#), including an [Action Plan for Student Growth and Engagement](#) with the following objectives:

**Objective 1:** Deepen a personalized learning experience for each student which considers their social, emotional, and academic needs and interests.

- With the new ACP plan, students will be exploring their interests, talents, abilities and careers at all grade levels. Students will have the opportunity to experience a variety of service learning projects where academics, community service and practical experiences are woven into dealing with meaningful real world problems and solutions.

**Objective 2:** Provide rigorous and relevant educational opportunities which go beyond the curriculum and engage students in solving real world challenges related to their interests and grow them socially, emotionally, and academically.

- With the new ACP plan, students at all grade levels will participate in service learning and community service opportunities to engage their interests and grow their skills in real world challenges. These opportunities would be rooted in cross-curricular lessons tied to science, math, and/or social studies units already taught within each grade level.

**Objective 3:** Engage students in creating leadership opportunities that improve the Swallow experience and community for all stakeholders.

- The ACP plan provides opportunities for students to identify their strengths and weaknesses in school and personal relationships and to set goals to improve their skills to succeed in real life situations and in leadership roles.

## Individualized ACP Support

Students receive individualized support as they progress through Guidance programming and Academic and Career Planning via classroom instruction, in-class projects and feedback, and

learning experiences from community partners and service learning projects. In addition support is provided via:

- Career information software called Xello;
- ACP conferencing for students grades 6-8;
- For students with disabilities, special education case managers assist the counselor in ACP conferencing and create a specific Transition Plan where supports are created to help students move toward ACP goals.

## **Staff Development for ACP**

[Swallow staff members participate in development](#) around the goals of the Guidance Program as well as weekly participation in PLCs focused on cross-curricular lesson design and implementation integrating core curriculum and academic and career planning into meaningful service learning projects and toward meeting the objectives of the Student Growth and Engagement Plan. In addition, development is ongoing via relevant community partnerships as noted below.

## **Engaging Parents and Community Partners in ACP**

Swallow parents play a vital role in the ACP process from supporting their child(ren) via the ACP learning progression to volunteering to assist the District in providing meaningful ACP information, activities, and projects. In addition, community partners, who may be parents and/or local or regional businesses or service agencies, provide knowledge, expertise, and experiences in support of ACP programmatic goals. Specifically:

- Parents and community partners have been informed of the ACP programming, curricular changes, and student involvement and desired outcomes.
- Parents and community partners have been asked to be involved as speakers about the career clusters and specific jobs at each grade level.
- Integrated educational goals, learning targets, and community partner involvement are interwoven into service learning projects that benefit all those involved so that students participate in the Swallow Worldwide initiative and see the benefits of service learning.
- The resources of community partners are utilized to further expand students' understanding of workplace expectations, structure, and occupations.
- Examples of specific partnerships include:
  - Regional Career Pathways Collaborative DPI and CESA #1
  - The Institute for Personalized Learning at CESA #1
  - Milwaukee 7 Regional Economic Development Partnership
  - Swallow Education Foundation
  - Hartland Chamber of Commerce
  - Waukesha County Business Alliance