

Hartford Jt. 1 Education for Employment Plan

[HJT1 ACP & Career Readiness](#)

[HJT1 E4E Plan Updated 2023](#)

How does Hartford Jt. 1 comply with PI 26.03 Education for Employment program?

An education for employment program shall include a long-range plan approved by the school board. The long-range plan shall include all of the following:

An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

The Hartford Jt. 1 School District will be using CESA 6 to analyze workforce market needs and training requirements as well as utilizing the 'Economic and Workforce Profile' provided by the Job Center of Wisconsin.

According to the Department of Workforce Development, jobs projected with the most growth within WOW WDA3 (which includes Ozaukee, Washington, and Waukesha Counties) can be found within management, business and financial operations, computer and mathematical careers, architecture & engineering, education & training, healthcare, sales, construction, maintenance & repair, and transportation & logistics. Specific careers within each of these clusters along with average earnings and education and training requirements can be found here: [Hot Jobs through 2028](#)

According to the 2021 Washington County Workforce Profile published by the Department of Workforce Development, the largest industries within the county include: Education & Health Services, Manufacturing, and Trade, Transportation, and Utilities. Each of these areas experienced employment losses over the past year and careers in Leisure & Hospitality experienced the largest drop in employment [Washington County Workforce Profile](#). Many of these industries have started to rebound.

This labor market data will be taken into consideration when planning exploration experiences designed to introduce students to careers in demand and are contributors to economic development within Washington County. Through these experiences, students will gain a better understanding of careers available locally that may be a good fit for their interests and strengths.

A process used to engage parents in academic and career planning. The process shall do all of the following:

Inform parents in each school year about what academic and career planning services their child receives.

Parent information will be provided through the use of the District's website to display a K-8 overview document that communicates programming for Academic and Career Planning. Additional information will be provided through the school's communications such as Newsletters.

Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning (ACP).

At the elementary level, parents will be provided opportunities to engage with the ACP process through attendance of Lincoln's 'Lion Eyes' and Rossman's 'Rendezvous.' Parents will also be offered the ability to participate in each school's respective 'Biz Town' program.

At Central Middle School, parents will be able to review their child's Individualized Learning Plan (ILP) and view career exploration completed throughout the year within Xello. Parents will also be notified of public career exploration opportunities at the Hartford Union High School (i.e. Showcase Night).

Update parents throughout the school year on the progress of their child's academic and career planning.

Parents will be updated on their child's ACP plan with social media notices, newsletters and home communications. Parents will also be receiving letters home regarding updates on Xello and through report cards by means of a 21st Century grade.

A description of all of the following:

How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).

Hartford Jt. 1 provides required ACP lessons and programming for students by grade level and school. At the elementary level, students engage in career and financial literacy lessons, and Social Emotional Learning. These lessons and experiences help students understand careers available within our region, careers that are a good fit based upon interests, the importance of community, why people work, understand and practice career readiness skills, and gain awareness of economic concepts such as earnings, savings, and expenses.

Middle school students explore careers based upon interests and strengths through Xello, build career readiness skills through the use of the Character Strong curriculum and continue to build upon their knowledge of financial literacy.

The career and technical education provided in the school district.

School counselor's and social studies teachers facilitate career lessons K-8 through concepts embedded within the social studies curriculum, and school counselors deliver career readiness lessons through social and emotional learning, and the school counseling curriculum.

Central Middle School introduces students to careers and helps raise personal awareness of interests and strengths that relate to careers through the Xello platform. Career Readiness Skills are developed through the Character Strong curriculum. Students have the opportunity to practice and implement career readiness skills by taking career and technical education courses offered. These STEM and Technical Education classes include:

- STEM courses offered are part of Project Lead The Way: Design and Modeling, and Computer Science for Innovators and Making
- Technical Education Courses with high school credit: Woodworking 1 and Home Maintenance
- Virtual courses are offered in game development, fashion design, and career exploration

The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to

Staff supporting the Academic & Career Planning program are provided training on scheduled days during the academic year as well as summer professional development opportunities based upon program goals and needs. Bi-weekly collaborative time is provided for school counselors to connect with classroom teachers to support ACP.

How the education for employment program will meet the requirements of s. [121.02 \(1\) \(m\)](#), Stats.

121.02(1)(m) Provide access to an education for employment program approved by the state superintendent. Beginning in the 1997-98 school year, the program shall incorporate applied curricula; guidance and counseling services under par. [\(e\)](#); technical preparation under s. [118.34](#); college preparation; youth apprenticeship under s. [w106.13](#) or other job training and work experience; and instruction in skills relating to employment. The state superintendent shall assist school boards in complying with this paragraph.

Hartford Jt. 1 meets Education for Employment requirements through ACP lessons and programming for students by grade level and school. At the elementary level, students engage in Career lessons, Financial Literacy, and Social Emotional lessons. Middle school students receive ACP opportunities through Xello and Financial Literacy.

A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

Involvement of local agencies in business, postsecondary education institutions, and

postsecondary education institutions, and workforce development programs are utilized through the Biz-town Program as well as Central Middle School's Career Fair. Community connections through coordinating speakers, field trips/tours, and college & career fairs are embedded throughout the Academic & Career Planning Scope and Sequence to introduce students to local business and industry and future employment or volunteer opportunities.

Project Lead The Way has provided opportunities to partner with local businesses for materials and supplies as well as funding. Hartford Jt. 1 has received a grant from John Deer.

An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

Conducting career research to identify personal preferences in relation to specific occupations.

- Research into personal preferences is done through career lessons at the elementary level and Central Middle School's Xello Program.

School-supervised, work-based learning experiences.

- This is not provided at Hartford Joint #1 as our district's services end after 8th grade, before most students' ability to gain work experiences due to age.

Instruction in career decision-making.

- Instruction on career decision making is provided through the district's Xello program.

Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.

- At the elementary level, Junior Achievement, Biz Town, and the social studies curriculum are used to introduce students to economic concepts including entrepreneurship and personal finance
- Middle school students are introduced to practical application of academic skills through the Financial Literacy curriculum, Project Lead The Way, Technical Education courses (for high school credit), and career lessons provide students with practical application of ACP skills.

Pupil access to career and technical education programs, including programs at technical colleges.

- Pupils have the ability to access this through Project Lead The Way and Tech Ed Courses, such as Home Maintenance, provided at Central Middle School.
- Middle school students are introduced to CTE programming at Hartford Union High School through the HUHS Jumpstart and HUHS Showcase Events. The opportunity to learn about post secondary education and training options is provided through the annual College & Career Fair hosted at HUHS.

Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.

- Students will have access to the CESA 6 website supporting research in labor market information and labor supply and demand. Resources published from Wisconsin's Department of Workforce Development will be available to students to gain a better understanding of careers in demand in our region, earning potential and education and training requirements.

Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

- Students will develop their skills and behaviors through programs and activities written in Hartford Joint #1's Academic and Career Planning programming delivered through the Social and Emotional Learning curriculum. Students will receive feedback on their progress through a Citizenship and/or an Effective Learner score.

Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

- Individualized support is provided to update the academic career plan through student participation in ACP related lessons, work, and activities. At the elementary level the completion of yearly assigned SEL and career lessons are used. At the middle school, the Xello program and the completion and implementation of an ILP occurs.

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 may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

- IEP team leads will have access to their student's ACP plan and will be involved in ACP related activities for K-8.

Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

- Hartford Joint #1 utilizes the state sponsored 'Xello' program for grades six through eight.

Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

- Lessons for the development and implementation of student ILPs along with Xello provides a process for connecting pupils to teachers and staff.

PI 26.04 General requirements for school boards. The school board shall do the following:

- (1)** Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.
- (2)** Annually review and, if necessary, update the long-range plan and education for employment program under s. [PI 26.03](#). This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.
- (3)** Publish its long-range plan under s. [PI 26.03 \(1\)](#) and the report under sub. (2) on the school district's website.
- (4)** Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under ss. [PI 26.03 \(2\)](#) and [\(3\)](#), including the availability of programs at technical colleges.