

Cochrane-Fountain City School District
Academic and Career Plan

Wisconsin s.s.121.02 / PI-26

July 2022 – June 2027



Presented to the C-FC School Board August 17, 2022

District Administrator Signature: 

Cochrane-Fountain City School District

Academic and Career Local Plan

The Cochrane-Fountain City school district is required by the Wisconsin Department of Public Instruction to have a five-year Academic and Career Plan. The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five-year span that will meet the requirements of the plan.

Mission: Empower ALL students to make informed choices as they navigate their educational learning opportunities and prepare for college and/or career training.

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, careers for life after high school. It is part of DPI's overall vision for every student to graduate high school academically, socially, emotionally, and life ready.

Components:

- Academic Readiness
 - Relevant academics
 - Connected sequence of courses
- College & Career Readiness
 - Grade point average (G.P.A.)
 - AP/CAPP course enrollment and scoring a 3 or better on exam
 - Postsecondary credits earned
 - ACT benchmark scores
 - Attendance
 - Co-curricular activities
 - Dual credit career pathway course
 - Industry recognized credentials earned
- Social and Emotional Readiness - (SEL) and employability skills are intertwined
 - SEL Competencies
 - Self-Awareness
 - Self-Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision-Making
 - Character Development
 - Patience
 - Kindness
 - Honesty
 - Respect
 - Selflessness
 - Forgiveness
 - Commitment
 - Humility

School to Career Plan

Parent Participation: Parents are invited to participate in their child's academic and career planning through ACP conferences at the 5th, 8th, and 11th grade levels. At these conferences the student and their parents meet with the student's school counselor and review their academic plans and goals, career aspirations, and opportunities available to help achieve the student's individual goals.

Elementary:

- Fire Safety Week - Emergency Services career demonstrations
- Career Cruising classroom lessons
- Career Exploration classroom lessons
- Environmental Day - Environmental career exploration activities and speakers
- 2nd grade broadcasting career field trip
- 5th grade ACP conference
- Heritage Fair - Wisconsin Industry Exploration

Middle School

- Career Matchmaker assessment to match student to careers of interest
- Career report
- CTE exploratory courses including Family and Consumer Science, Technology and Engineering, and Business.
- Fine Arts and Foreign language exploration including Art, General Music, Band, Choir, and Spanish
- 8th grade ACP conference
- 8th grade Career Fair at Western Technical College
- 8th grade Road to the Future
- Small group career advisory activities

9th Grade

- Access Xello college & career software
- Exposure to post-secondary options
- Career/service-based opportunities
- Revise career & life goals
- Completion of Personality Styles
- Completion of Career factors
- Participate in Career Day
- Complete Interest inventory
- Revise 4-year plan
- Complete 5 hours of community service

10th Grade

- Complete structured research on 1-3 interests
- Build experiences & begin resume building
- Attend the career Expo
- Revise career plans & goals
- Review/edit 4-year course plan
- Employer panel or Career Day
- College/University visit
- Career/College focused speech in English class
- Complete 5 hours of community service

11th Grade

- Evaluate & research post-secondary options
- Complete ACT & ASVAB
- Review assessment results and how they drive goals after high school
- Junior ACP conference with school counselor
- Attend Junior meeting night
- Add activities, experiences, employment to resume
- Campus visits
- Resume writing & job shadow in English class
- Complete the civics exam in Gov't class
- Complete 5 hours of community service

12th Grade

- Attend reality store activity
- Real-world experiences related to career goal
- Applications for local/national scholarships
- Complete resume
- Commit to post-secondary plans
- Attend Senior meeting night
- Campus visits
- Attend FASFA meeting night
- Complete 5 hours of community service

Activities for MS/HS grades

- Career guest
- Job shadow
- AP Course
- Financial Planning in personal finance class
- Youth Apprenticeship
- CTE course
- Mock Interviews
- Transcribed credit courses
- CTSO (FBLA, FFA, FCCLA, Skills USA)

Academic and Career Plan Coordinator (not required)

Identify who will coordinate the district ACP program: _____

List the license/certification held by the coordinator: _____

Detail the job description of coordinator:

1. ***Create a college and career readiness culture.***
2. ***Leverage relationships with local business and community leaders.***
3. ***Coordinate family engagement opportunities with school leaders.***
4. ***Ensure that all secondary students (grade 6 – 12) have the means, opportunity, and preparation to succeed in post-secondary education ranging from two- or four-year colleges, apprenticeships, certification programs, military, etc to be successful in the workplace.***

Identify the amount of time that has been allocated for coordination:

152 hours - A prep for Counselor and instructor (48 min x 170 days) and 2 Staff days (960 min)

District Education for Employment and Academic and Career Goals

Identify the goals and objectives that have been established as priorities in implementing an E4E and ACP program:

The goals and objectives of the C-FC school district through the academic and career planning process is to create an environment of learners who are college and career prepared through individualized plans and experiences.

Establish the incremental steps toward sustaining the goals of the plan

- ***Elementary – Explore where, why and how people work.***
- ***Middle School - Career exploration through courses, career interest inventory, introduction to Xello college and career readiness software.***
- ***High School – Developing an individualized 4-year plan specific to post-secondary goals and interests, choose appropriate CTE and core classes, and have a digital portfolio in Xello college and career readiness software.***

Education for Employment Program

PI 26.03 (1) An education for employment program shall include a long-range plan approved by the board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institution, and workforce development organizations.

Analysis of Regional Needs:

A1. An analysis of local, regional and state labor market needs:

Buffalo County Workforce Profile

https://jobcenterofwisconsin.com/wisconsin/wits_info/downloads/CP/buffalo_profile.pdf

Wisconsin Recovery Report

https://jobcenterofwisconsin.com/wisconsin/wits_info/downloads/projections/wisconsin-recovery-report.pdf

A2. An analysis of the educational and training requirements for the occupations to fill those needs:

10% require less than high school, 60% require less than 4 year but more than high school (Technical diploma or Associate degree), 20% require 4 years (Bachelors degree), 10% require above 4 years (Masters or Doctoral degree).

B. A process used to engage parents in Academic and Career Planning that includes:

1. Inform parents in each school year about academic and career planning services their child receives.
2. Provide parents with multiple opportunities during the school year to participate in their child's academic and career planning.
3. Update parents throughout the school year on the progress of their child's academic and career planning.

C-FC utilizes multiple methods to engage parents in the ACP process:

- ***Yearly ACP schedule posted via district website***
- ***Information available through the quarterly district newsletter***
- ***Junior conferencing with school counselor***
- ***Information presented at beginning of the school year orientations***
- ***Use of Infinite Campus Messenger***

C. A description of each of the following:

1. How will the school district support pupils in academic and career planning (as detailed in section (2) and (3) below)?

C-FC will conduct an annual Career Day for students in grades 6-12 and also provide quarterly mini-checks with their advisor.

2. The career and technical education provided in the school district.

C-FC provides CTE classes in Family and Consumer Science, Agriculture Technologies, Agriculture Education and Business Education areas. Course Catalog link:

http://www.cfc.k12.wi.us/sites/cfcity.new.rschooltoday.com/files/files/Private_User/baertsch/2016-17%20Course%20Cat.pdf

3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 -12.

C-FC will provide yearly professional development to all staff grades 6-12.

4. How the education for employment program will meet the requirements of the current Academic and Career planning process.

The ACP program compliments the E4E program by providing more career exploration and individualized planning.

Career Counseling

PI 26.03 (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

A Career Awareness at the Elementary grade levels

K-5 curriculum includes career exploration and understanding of the world of work through the social studies program that includes:

- 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..

B Career exploration at the middle school grade levels

6-8 curriculum includes career exploration through Careers 7, CTE exploration classes, social studies classes (WI State standards) and advisor time to work on ACP. CTSO involvement is also available for all students.

C Career planning and preparation at the high school grades

High School curriculum provides career exploration through all CTE classes and core classes.

Career exploration is also provided through other experiences such as: CTSO's, Career Days, field trips, job shadows, college/career representatives, work experience, ACP advisory time.

Program Access

PI 26.03 (3) 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:

A 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.

C-FC will provide ACP to ALL students in grades 6-12. ACP's will be updated within the Xello program throughout the year during advisory sessions as well during career exploration days (workshops, job shadows, career speakers).

B 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 C-FC school counselor will attend senior IEP meetings to help facilitate the bridge between the student's Post-secondary Transition Plan (PTP) and developed ACP. The C-FC ACP team will include a special education teacher.

C Each pupil shall have access to a career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

All C-FC students in grades 6-12 have access to Xello college and career readiness software.

D 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.

C-FC students, in grades 6-12, will be assigned to an ACP advisor from the 6-12 staff. Advisories will be broken-down by grade-level. Through this partnership, each student will be able to connect with a staff member and work on their individual ACP.

General Requirements for School Boards:

PI 26.04 (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 post-secondary credit, and, if applicable, a course's participating post-secondary institution.

Identify, through a narrative explanation or through example, a student's transcript.

Student's grades are reflected on their C-FC transcript at the end of each semester grading period. Students who have participated in post-secondary classes through colleges or universities will also have grades posted to their transcript as reflected by the inclusion of the school's name, course title, grade earned and corresponding high school credit.

Documentation/Reporting

PI 26.04 (2) annually review and, if necessary, update the long-range plan and education for employment program under s. PI26.03. This review shall evaluate 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.

Describe the mechanism through which ACP Team will annually report, to the local school board, progress toward meeting the goals and objectives of the ACP plan.

Each school year, A report of the progress with be presented to the C-FC school board.

Detail the mechanism the local school board will use to annually review and revise, if necessary, the district plan.

Progress reports including a college and career readiness profile of graduates as well surveys from students from their career days.

Describe how the district ACP program will be evaluated to measure program effectiveness.

The ACP program effectiveness will be evaluated with the DPI ACP program evaluation toolkit.

Annual Review:

Describe the school district (optional).

The C-FC School District, home of the Pirates, houses 572 students in grades 4K – 12th grade. . In the 2021-22 school year, The student demographic at C-FC was 92.8% White (non-Hispanic), 3.8% Hispanic, 0.2% Asian, 0.5% Black, 2.96% Two or More Races, 13.3% of students had a diagnosed disability, 32.9% students came from economically disadvantaged households, and 0.2% of students presented with Limited English Proficiency.

Date of annual review:

Every Spring

Publication of Plan

PI 26.04 (3) Publish its long-range plan under s. PI 26.03 (1) and the report under sib. (2) on the school district's website.

URL of website: <https://www.cfc.k12.wi.us/families-students/acp-information.cfm>

Additional Components (not required):

More information is available in the course catalog: <https://www.cfc.k12.wi.us/families-students/registration.cfm>

Program Approval:

PI 26.05 A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss.115.28(59) and 121.02(1)(m), Stats.

Presented to C-FC School Board and approved by C-FC Superintendent on: **August 17, 2022**