

School District of Monroe

Academic & Career Planning Program





Academic and Career Planning

What is Academic and Career Planning (ACP)?

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 (DPI) and State law (PI-26) 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 academic and career planning requirements connect school districts' education for employment plans and programs to the students to allow them to plan for the future in structured and sequenced manner. ACP utilizes the **KNOW, EXPLORE, PLAN, AND GO** process. This begins during their 6th grade year at Monroe Middle School. This process is continued throughout their middle school and high school years culminating in an individual portfolio that is developed by each student with support from their teachers and school counselors.

What is PI-26?

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. For more information on ACP and PI-26, click on the following links:

Wisconsin DPI – ACP Page: <https://dpi.wi.gov/acp>

Wisconsin DPI – ACP Memorandum: <http://dpi.wi.gov/sites/default/files/imce/acp/pdf/pi26memo0108.pdf>

Wisconsin State Law – Chapter PI 26: <https://docs.legis.wisconsin.gov/code/register/1996/483b/insert/pi26.pdf>

What are the workforce needs in Green County?

The Wisconsin Department of Workforce Development provides comprehensive information regarding the employment rates, occupation options, compensation rates, and workforce needs of each county in the state. The 2016 summary for Green County indicates that the top industries by employment are the following:

- Food manufacturing
- Food & beverage services
- Transportation equipment manufacturing
- Education services
- Executive legislative & general government

Green County Summary: http://worknet.wisconsin.gov/worknet/jsprofile_results.aspx?menuselection=gp&area=045

In addition, local agency and business leaders in Monroe have expressed a need for professionals in the area of health care, personal care aides, website/software developers, robotics specialists, and industrial machinery mechanics. The School District of Monroe will strive to provide students with the opportunity to participate in Youth Apprenticeships, School to Work and Dual Credit options in fields that meet the needs of the local economy.

How will the ACP process connect students to community businesses?

The District has established strong partnerships with numerous businesses across Green County to enhance educational supports and/or to connect students with authentic learning experiences. The District has partnered with the Monroe Chamber of Commerce to work collaboratively in an effort to establish connections between students and area businesses. The District will conduct a community needs assessment during the fall of 2017 to determine how the ACP process can address any needs within the community. Continued efforts will be made to develop meaningful relationships with area agencies and businesses that will support the needs of both the local economy and the students of the School District of Monroe.

Below are the links to just a few of our community partners:

Colony Brands: <http://www.colonybrands.com/>

Faith Engineering, Inc.: <http://www.faiengineeringinc.com>

Monroe Chamber of Commerce: <https://monroechamber.org/>

The Monroe Clinic: <https://www.monroeclinic.org/>

Monroe Truck Equipment: <http://www.monroetruck.com/>

In addition, the School District of Monroe was one of the early adopters in partnering with Inspire-Greater Madison Region. Inspire Madison Region is a collaborative effort to help individuals achieve their academic, career and life goals, and to help build a strong workforce throughout Dane, Iowa, Green, Dodge, Jefferson and Sauk Counties. Partnering organizations in Inspire Madison Region are the [Madison Region Economic Partnership](#), the [Career Advancement Network](#), [The Wisconsin Education Business Roundtable](#), [Workforce Development Board of South Central Wisconsin](#), [Leadership Greater Madison](#), as well as leaders in business, community development and several school districts.

Inspire Madison Region is a data-driven initiative that helps build bridges between educators, community organizations and businesses through community forums, focus-groups and strategic planning and by leveraging powerful community-development technology that serves as a hub for all career-readiness activities in the community. Career development tools and workforce data synchronize in a seamless system where educators, students, parents and job-seekers can connect efficiently as well as effectively around work-based learning and career coaching. For more information on this innovative program, visit: <http://inspiremadisonregion.org/>

What kind of support, curriculum and programming will be provided to students via the ACP program?

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. A sequenced curriculum is offered to all students to expose them to a variety of information and activities to allow them to find the path that best meets their individual interests within the context of information about the workforce in Green County and beyond. For more information on the curriculum and related ACP activities, view the ACP documents below:

ACP COMPONENTS		STUDENT OUTCOMES	GRADE
KNOW	<i>Self-Awareness</i>	<ul style="list-style-type: none"> • Sets personal goals and develops executive skills necessary to plan and work toward goals • Completes learning styles inventory and multiple intelligences assessment • Participates in activities that promote development of soft skills and college/career readiness skills including: mutual respect, personal responsibility, communication skills, interpersonal/teamwork/collaboration skills, problem-solving and critical thinking skills, and self-advocacy 	6-8 6 6-8
	<i>Academic Preparation</i>	<ul style="list-style-type: none"> • Participates in activities that promote development of academic skills including: organization, study skills, and time management • Engages in academic planning to select courses aligned with interests, goals, and career pathways; understands how course selection impacts future academic decisions and career planning • Selects courses that prepare for college and/or careers <ul style="list-style-type: none"> ○ Encore and elective courses (MMS) ○ Financial literacy course (graduation requirement) ○ CTE programs of study ○ AP courses ○ Dual enrollment courses (PLTW, CAPP, articulated) ○ Work-based education options (youth apprenticeship) ○ Youth Options and Course Options • Knows high school graduation requirements <ul style="list-style-type: none"> ○ Discussed every year with students at MHS • Understands how assessment results support post-secondary choices <ul style="list-style-type: none"> ○ STAR, WI Forward, ASPIRE, ACT, WorkKeys • Attends annual course information night (optional) • Attends parent-teacher conferences (optional) 	6-8 6-12 6-12 9-12 6-12 9-12 6-12
EXPLORE	<i>Career Exploration Activities</i>	<ul style="list-style-type: none"> • Develops and updates Academic and Career Plan using Career Cruising and other sources • Completes Career Cruising Matchmaker Assessment • Conducts research on a selected programs of study, career clusters, and career pathways using Career Cruising and other sources • Goes on a fieldtrip to a college or business <ul style="list-style-type: none"> ○ UW-Platteville STEM Expo • Attends a career/job/college/training fair <ul style="list-style-type: none"> ○ Colony Brands Career Expo (optional) • Engages in informational interviews • Discusses career options with an advisor or mentor • Uses multiple tools to gain information about careers and/or colleges 	6-12 6, 7, 8, and 10 6, 7, 8, and 10 8 12 7

GO	Management Activities	<ul style="list-style-type: none"> • Knows a student services professional and how to schedule time with them and/or reach them with questions • Participates in Individual Senior Meeting • Completes Academic and Career Plan in Career Cruising, which may include the following components: <ul style="list-style-type: none"> ○ Matchmaker assessment results ○ Career research ○ Postsecondary goals ○ Course plan ○ Extra-curricular activities ○ Pathways & program of study information ○ Assessment results ○ Financial plan • Develops a backup plan (Plan B) • Participates in service learning (Day of Service) 	6-12 12 12 12 9-12
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How will students be introduced to and connected to the ongoing work in the ACP process?

Students at Monroe Middle School will participate in the Positive Action Class which is mandatory for all students in 6th grade. This class will introduce a variety of concepts related to ACP. In addition, students at Monroe Middle School participate in daily homerooms. At least one homeroom per month will be allocated to explore the ACP process.

Students at Monroe High School will participate in monthly homeroom sessions. Students will be placed in cohort groups within their same grade level to allow a sequenced exposure to the components of the ACP process. These cohort groups will meet for approximately 30 minutes and participate in activities that are essential to the development of their personal plan. Students will participate in career exploration activities, develop skills to ensure success in school, develop an ACP portfolio, and make connections with staff and community members that can advance their future plans.

In addition to activities identified in homerooms, the MHS administration is considering adding additional requirements for all Monroe High School graduates. Requirements may include participation in a job shadow with a person who works in a field related to the student’s career interest and/or participation in a mock interview with someone who is employed in a career area in which the student plans to go into after high school. Final recommendations will be brought to the Board of Education in the summer of 2018.

How will students with disabilities participate in the ACP process?

ACP is for all students in the Monroe School District. In addition to the aforementioned activities, the IEP team of students with disabilities will work to align the Postsecondary Transition Plan (PTP) with the student's ACP portfolio. These combined efforts should provide the additional individualized support necessary to assist students with disabilities in connecting with meaningful educational and vocational opportunities after high school.

What type of software tool will be used to support students?

Students will utilize Career Cruising, an academic and career planning software tool that has been long used by the School District of Monroe. Career Cruising provides assessments to allow students to better understand their personal interests and skills. This information is then used to help student explore education options and/or career options that may be most appealing and fitting to the student. Career Cruising also provides information regarding financial aid for continued education and information regarding employment searches. Through this comprehensive process, students complete a personal portfolio that will help guide their decision making process as they strive to achieve their goals after high school.

How are parents involved in the ACP process?

The School District of Monroe is committed to including parents in the ACP process. Parents serve as vital role in the ACP process and help to shape the vision of student's plan. Below is a summary of the ways in which parents are included in the ACP process:

- Parents are annually notified of District's education for employment options.
- School counseling staff meets with students and their parents in 9th and 11th grade. During these meetings, parents are invited to share their thoughts and ideas as the student is provided support in developing a meaningful plan.
- Parents have access to the School Counseling and ACP websites, which serve as good sources of information regarding ACP and the Counseling programming. A variety of resources are provided to allow parents the ability to actively engage in the ACP process. Parents also have opportunities each year to review their child's ACP plan by accessing information via the Career Cruising program.
- ACP updates and reminders will be provided through emails and newsletter articles.

How will staff at Monroe Middle School and Monroe High School be prepared to support the ACP process?

All teaching staff at MMS and MHS will receive professional development regarding the ACP process. This professional development will focus not only on the legal requirements of ACP, but also the goals of the program and how they relate to the needs of the local community. This professional development will be provided annually at the beginning of each school year.

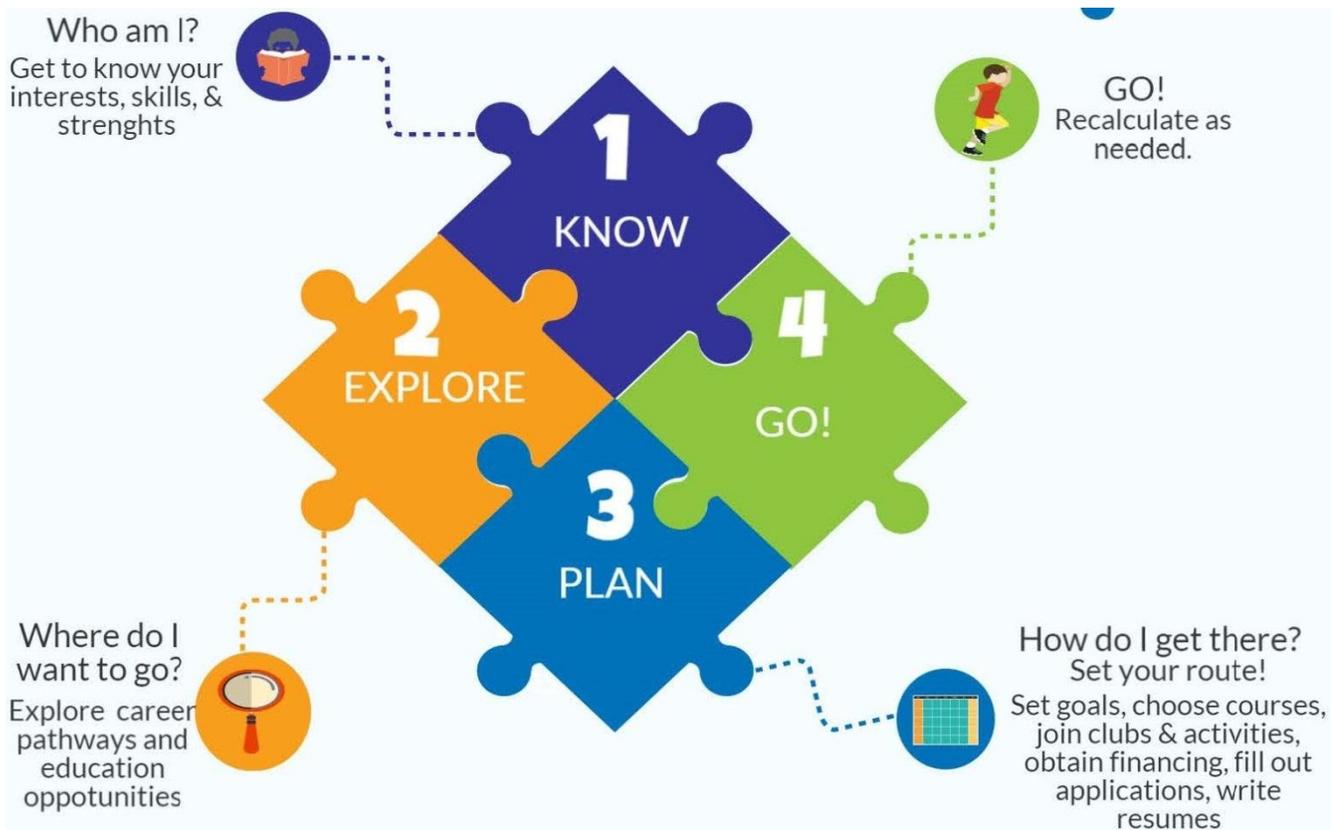
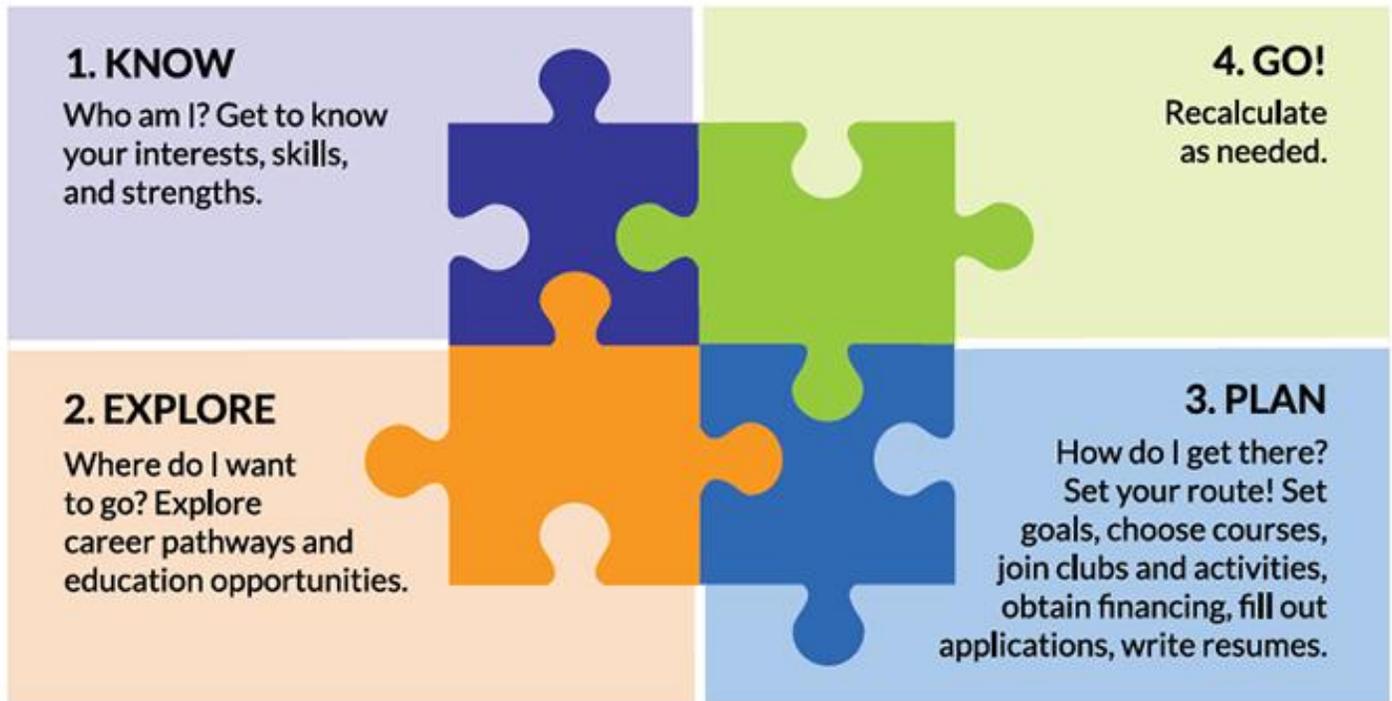
What Advanced Placement and other postsecondary credit options are offered to students in the District?

Advanced Placement (AP) is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

<p><u>Advanced Placement Courses:</u> English Literature and Composition AP Biology AP Physics I AP Calculus AB AP Calculus BC AP Statistics AP United States History AP Psychology AP Art 2D Design AP Art 3D Design AP Music Theory Additional courses available in an on-line setting</p>	<p><u>Articulated Courses with Blackhawk Technical College:</u> Animal Science Plant and Soil Science Physics Accounting Introduction to Microsoft Office Food Science & Sanitation Written Communications Advanced Metals Manufacturing Introduction to Welding Intermediate Welding Metals Manufacturing Process Advanced Construction & Millwork</p>
<p><u>Project Lead The Way (PLTW) Courses:</u> Introduction to Engineering Design Principles of Engineering Engineering Design & Development Computer Integrated Manufacturing</p>	<p><u>Cooperative Academic Partnership Program (CAPP) Courses:</u> Personal Finance Spanish German</p>

2017-18 ACP Program Goals:

- Initial implementation
 - Provide an overview of the ACP process to the MMS and MHS staff
 - Provide professional development regarding Career Cruising to the relevant staff members
- Establish a consistent means of communication with the Monroe Chamber of Commerce and the business community.
- Develop a set of program of study resources for each career cluster
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Know			Explore		Plan		Go	
Individual Exploration Activities			Career Exploration Activities		Planning Activities		Management Activities	
Writing Personal Reflections	Personality Assessment	Learning Style Assessment	Career Interest Inventories	Setting Career Goals	Resume Builder	Cover Letters	Modify Academic Goals as Necessary	
Identifying Strengths	Identifying Needs	Setting Personal Goals	Career Cluster Exploration	Career Pathway Exploration	Investigate Post-Secondary Options	Campus Visits & Reflections	Modify Intentional Sequence of Courses as Necessary	
Academic Planning Activities			Creation of Program of Study	Job Fair Participant & Reflection	Applications to Post-Secondary Options	Leadership Opportunities	Modify Personal Goals as Necessary	
Setting Academic Goals	Intentional Sequence of Courses	Course Scheduling	CTSO Participant & Reflection	Career Research	Personal Financial Literacy Concepts	Financial Plan	Modify Career Goals as Necessary	
Academic Preparation			Interviews of Career Experts	Career Research Paper	Complete FAFSA Form	Scholarship Info	Update Regularly/Quarterly	
Special Education Core Courses	Regular Education Core Courses	AP or Advanced Courses	Job Shadowing	Work-based Learning	Gather Letters of Recommendation	Mock Interviews & Reflections	<i>ACP Conferencing/ Parent Involvement</i>	
Elective Courses	CTE Courses	Dual Enrollment/ YO-CO	Internship or Externship	Youth Apprenticeship	Choosing a Post-Secondary Option	Decision-Making Reflection		
International Baccalaureate Programs	Extra/Co-Curricular Involvement	Career Academies	Service Learning Projects	Work Experience	<i>ACP Conferencing/ Parent Involvement</i>		<p>“... plans are useless; planning is indispensable.”</p> <p>—Dwight D. Eisenhower</p>	
Project Lead the Way	Industry or Technical Certifications	STEM	Labor Market Exploration	Labor Market Analysis				
ASVAB	ASPIRE/ ACT/SAT	WorkKeys	<i>ACP Conferencing/ Parent Involvement</i>					
<i>ACP Conferencing/ Parent Involvement</i>								



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