



*Hartford Union High School*

## **E d u c a t i o n   f o r   E m p l o y m e n t**

### **T a s k   F o r c e   R e p o r t**

***Mission Statement: Our mission is to help all students become aware of their interests, the kind of work they enjoy, and their aptitudes as they develop and apply life-long learning skills which will enable them to become productive citizens capable of succeeding in an ever changing world of work. The responsibility will be shared by students, teachers, counselors, parents, and community members as it is integrated into the K-12 curriculum.***

**Facilitated By:** George Roemer (Business Rep.), Co-Chair. Donna Dinco, Co-Chair (Jt.#1 Rep.) Donna L. Behn (Director of Curriculum and Instruction), Facilitator

**Completion Date:** February 2004

#### **Members:**

Ellen Hanrahan - Business Rep.  
Cal Langer - Business Rep.  
Mayor Scott Henke - Business Rep.  
Suzanne Derge - Business Rep.  
Tabatha Frigge - Student Rep.  
Joan Hove - Business Rep.  
Carrie Neuman – Business Rep.

Pam Heidel - Business Rep.  
Reeta Huber - Business Rep.  
Phyllis Nigbor - Business Rep.  
Rachel Rosenthal-Garza -  
Technical College Rep.  
Kathy Clegg - Erin Rep.  
Katie Sukow - Saylesville Rep.

Kris Thomas - Friess Lake Rep.  
Terry Pohland - Neosho Rep.  
Taira Grubb - Jt#1. Rep.  
Angie Hose - Richfield Rep.  
Penny Niesen - Richfield Rep.  
Anne Oechsner - Herman Rep.  
John Smith - HUHS Rep.

Dan Dobner - HUHS Director of  
Community Relations  
Mark David – Business Rep.  
Sarah Lemke – Student Rep.

**Focusing Question:** Standard (M), Education for Employment, requires every school district to provide access to an education for employment program which prepares students for future employment; to ensure technological literacy, to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools, and to establish a role for public schools in the economic development of Wisconsin. Local Education for Employment Council Plans must be reviewed and revised once every five years. Standard M requires a review of specific requirements which must be part of Education for Employment and identification of areas needing improvement:

1. Education for Employment Coordinator
2. Tech Prep Council Representative
3. Community Profile
4. District Goals
5. Other Educational Program Requirements
6. Program Access
7. Skills for the Future
8. Career Guidance
9. School-Supervised Work-Based Learning
10. World Economy and Labor Markets
11. Career and Technical Programs
12. Coordination and Partnerships
13. Accountability

**Our guiding question is:** Upon review of the Education for Employment Council plan requirements what areas are in need of improvement?

**Current Situation:**

Current Situation	Analysis
<p>1. Education for Employment Coordinator: Identify who will coordinate the district Education for Employment program and how it will be coordinated.</p>	<p>Since the inception of the Education for Employment Mandate the Director of Curriculum and Instruction from Hartford Union High School has been designated as the Education for Employment Coordinator for the Hartford Area School District Consortium. This individual does not meet the certification requirement under PI 34.32(7)(a)</p> <p>Reference: Director of Curriculum and Instruction Job Description. PI34</p>

<p>2. Tech Prep Council Representative: Identify who will represent the district on the regional Tech Prep Council.</p>	<p>The Director of Community Relations at Hartford Union High School has been designated as the Tech Prep Council Representative for the Hartford Area School District Consortium. This individual does not meet the certification requirement under PI 34.32(7)(a). The Hartford Area School District Consortium meets the certification requirement under PI 34.21(7)(a) by forming a partnership with CESA #6.</p> <p>Reference: Director of Community Relations Job Description. PI34</p>
<p>3. Community Profile</p>	<p>The Hartford Area School District Consortium is comprised of Hartford Union High School District, located within the Hartford city limits and seven elementary districts. Hartford Jt. #1 School District with two elementary schools (K-5) and one middle school (grades 6-8) is located within the Hartford city limits. Richfield Jt. #1 has two buildings (Richfield and Plat) and is located in the southeastern part of the district. Richfield Jt. #1, Erin and Friess Lake are largely suburban and are located nearest to the Milwaukee suburban area. Neosho Jt. #3 School District, Herman School District #22, and Rubicon Jt. #6 School District (Saylesville) are rural and largely agricultural. They are located west and north of the city of Hartford.</p> <p>The Hartford Area also has ten parochial schools: Crown of Life Ev. Lutheran School, Bethany Lutheran School, St. Augustine School Inc., Peace Lutheran School, St. Boniface Catholic School, St. Gabriel Catholic school, St. Kilian Catholic School, St. Matthew Lutheran School and Zum Kripplein Christi. The parochial schools are welcome to attend any of the activities sponsored by the consortium.</p> <p>The Hartford Area School District Consortium is located south of Hwy.33, north of Waukesha line, west of Hwy 45, with state Hwy. 60 and 83 running through the district. With 180 square miles, the city of Hartford is at the center. The district is in the heart of the Kettle Moraine, one of Wisconsin's most scenic areas.</p> <p>Since the 2000 census, population is estimated a little over 10,000 in Hartford. The city has a mayor/council form of government and a city administrator. The city also has a planning commission, a Community Development Authority, a Business Improvement District for the downtown area, an industrial plan, land use plans and a zoning ordinance. Industrial and commercial needs are served by the Hartford Area Development Corporation, Hartford Chamber of Commerce and the Hartford Community Development Partnership Innovation Center. Several Governmental loan programs for industrial and business development are available. Following is a list of the number of different types of major private-sector employers:</p>

Community Profile continued...

Manufacturing

- 11 Machinery, except Electrical
- 10 Printing and Publishing
- 3 Transportation Equipment
- 1 Computer Software
- 1 Leather Products
- 12 Fabricated Metal Products
- 6 Electric and Electronic
- 5 Lumber and Wood Products
- 1 Paper Products

Services

5 Health Services

Services

- 5 Health Services
- 3 Temp. Help
- 1 Concrete Mfg.
- 4 Real Estate
- 4 Social
- 2 Trucking
- 1 Landscaping
- 8 Financial

Agriculture

- 2 Agronomy (crops & soils) Inputs
- 4 Feed Mill and Feed products
- 4 Petroleum Products
- 2 Dairy Products
- 1 Livestock & Dairy Buildings
- 3 Animal Trucking (large)
- 4 Field Machinery & Repair and Sales
- 4 Consultants (crop & livestock)
- 4 Dairy & Livestock Genetics
- 2 Equine Equipment and Supplies
- 12 Veterinarians

<p>Community Profile Continued...</p>	<p>Note: Economic impact of dairy cattle in Hartford Area School District:          If: District is 180 square miles and located in Dodge and Washington Counties.          And: Cows per square mile in Doge Country is 80.          And: Cows per square mile in Washington County is 90.          Then: 90 square miles X 80 cows per square mile = 7200 cows (Dodge)          Then: 90 square miles X 90 Cows per square mile = 3600 cows (Washington)          If: Every 100 cows generate \$75,000 local business per year.          Then: 10800 divided by 100 /108 X \$75,000 = \$8,100,000 per local business per year.          10,800 cows @ 68 cows per farm = 159 dairy farms.</p> <p>Major employers are: Broan, Signicast, Steel Craft Corp., Hartcraft Inc., CDM Tool &amp; Mfg. Col., Hartford Finishing, Quad Graphics, Midas International Corp., Helgesen Industries Inc., Mantz Automation Inc., Hartford Hospital, and the Hartford School System.</p> <p>Employment in the Hartford area has been very good. Projected employment trends show major increases in manufacturing, trades, services, government and finance, insurance and real estate. There is a severe labor shortage in the Washington County area both skilled and unskilled. Local business and industry is bussing in workers from the Milwaukee area to fill their labor needs.</p> <p>Population trends for Hartford are projected to stay a steady, moderate increase – approximately three percent per year.</p> <p>Reference: Hartford Area School District Consortium Curriculum Renewal Process. Carl Perkins Grant application.</p>
<p>Graduate Follow up Studies</p>	<p>Annually the Vocational Education Enrollment Report System (VEERS) is completed. Annually the Education for Employment Council has sent a follow up to graduates. The surveys are tabulated over the summer. Summaries are written up and shared with the Education for Employment Council, the K-8 school districts, and the HUHS Instructional Team. A number of changes in the curriculum have been made based on the comments from our graduates.</p> <p>There are some concerns that continue to show up on the surveys: graduates indicate a need for economics, personal finance, and dealing with people from other races/cultures, and they want more help from classroom teachers regarding course selection.</p> <p>Reference: VEERS Report. Graduate Follow-up surveys. Summaries of Graduate Follow-up surveys.</p>

<p>Staff Development</p>	<p>Each school district in the consortium has a designated person to coordinate staff development activities. The Hartford Area School District Consortium has a K-12 inservice day scheduled (Hartford Area Professional Improvement (HAPI Day)). This inservice day is coordinated by a planning team made up of representatives from each school district in the consortium. For this report each school district identified staff development activities coordinated within the last three years, which related to the concept of Education for Employment.</p> <p>While the council felt there were a variety of activities at the high school there were some concerns about the K-8 level. HAPI Day appears to be one of the few opportunities for staff at the K-8 level to participate in Education for Employment activities. While there are usually numerous opportunities they are not required and in the past have not been well attended. Speakers and field trips can be great learning experiences in regard to Education for Employment but the group felt these things were not enough. There needs to be a more directive approach regarding inservice for Education and Employment at the K-8 level and it needs to be supported by the administration.</p> <p>Reference: HAPI Day Programs. Staff Development Documentation from each of the Hartford Schools.</p>
<p>4. District Goals: Identify the goals and objectives established as priorities in implementing an Education for Employment Program</p>	<p>See action plan at the end of this document.</p>
<p>5. Identify other educational program requirements that will be part of the Education for Employment Program: School District Standards</p>	<p>The Hartford Area School District Consortium has adopted the State Standards for all subject areas. Course outcome summaries have been developed for all K-12 curriculums using the Wisconsin Instructional Design System (WIDS) software. The software allows us to align the standards to our curriculum. The course outcome summaries are updated every five years. In addition to State Standards the State Skill Standards are used for co-ops and internships in business, marketing, family/consumer education, agri-science and technology education.</p> <p>Reference: DPI State Standards for each subject area. Board of Education Meeting where standards were adopted. Course Outcome Summaries for all curricular areas. State Skills Standards.</p>

Vocational Skills	<p>Each course has an identified curriculum, which contains competencies, objectives and performance criteria. The competencies are aligned to the state standards. As stated above the State Skills Standards are used in vocational areas. The performance criteria will show the application of skills. For articulated credit courses the technical college curriculum is used.</p> <p>Reference: Curriculum guides. State Skills Standards. Articulation Agreements.</p>
High School Graduation Requirements	<p>The graduation requirements are articulated in the course description handbook for both a regular diploma as well as an honors diploma. The Council discussed whether there were too few or too many graduation requirements. With the 8-period day it appears there may be some room for increasing requirements.</p> <p>Reference: Course Description Handbook. Board Policy.</p>
Programs for Children at Risk	<p>At-Risk programs are provided in each of the Hartford Area School District Consortium Schools. During the 2003-2004 school year the HUHS Future Planning Team identified At-Risk as one of the areas to review. The At-Risk Task Force has identified specific recommendations on ways to improve the At-Risk Program.</p> <p>Reference: Summary of At-Risk programs submitted by each district. HUHS At-Risk Task Force Report.</p>
Tech Prep	<p>Currently there are eighteen articulation agreements, which include five academic classes with four technical colleges. There are also twelve AP classes offered at HUHS. Significant efforts have been made over the past two years to increase both AP offerings and articulation agreements.</p> <p>Reference: Advanced Placement Brochure. Articulation Agreement Brochure. Articulation agreements.</p>
Youth Options	<p>Students at HUHS have the opportunity to participate in the Youth Options program as identified in the course description handbook. There have not been a lot of students taking advantage of this program due to the distance between the high school and Moraine Park and the Fond du Lac College Campus. We anticipate that there may be more students participating in Youth Options with the advent of the development of on-line courses. Policies may need to be developed.</p> <p>Reference: Course Description Handbook. Board of Education meeting minutes approving Youth Options requests.</p>

<p>Youth Apprenticeship</p>	<p>Up until this year, Hartford Union High School has had a strong relationship with Quad Graphics for the Youth Apprenticeship program. We have also had a nursing apprenticeship. We had a few students participate in the Finance apprenticeship but were unable to sustain this program.</p> <p>Reference: School-to-Work Coordinator. Class schedules. Course Description Handbook.</p>
<p>6. Program Access: Describe how the district plan provides K-12 students access to appropriate components of Education for Employment (citizenship/linking academic and occupational standards to workplace skills and experiences)</p>	<p>Hartford Union High School has had the 1<sup>st</sup> Class Character Education Program since 1996. Erin School, Richfield School, and Neosho all have programs based on the same philosophy. Herman School has had the POPS program in place for a number of years. Friess Lake is beginning to work on a plan. Hartford Jt. #1 does not have a district plan.</p> <p>During the 2002-2003 school year the HUHS District identified 1<sup>st</sup> Class as one of the areas needing to be reviewed in light of the data from the SEARCH Institute 40 Developmental Assets Survey. The Assets and 1<sup>st</sup> Class are now one of the District Goals for HUHS.</p> <p>The Equity Committee at HUHS on an annual basis reviews the enrollments in nontraditional courses as well as in upper level math and science classes. While HUHS probably has more diversity in male/female enrollments in vocational courses than many school districts – more could be done to promote gender balance. It is the goal of this committee to make sure students have equitable access to programs.</p> <p>The Hartford AAUW organization has sponsored SISTAS. An effort to get middle school girls interested in taking technology courses at the high school. Not all schools support and participate in this program.</p> <p>Special Education: See the Carl Perkins report for an explanation of how special education students are provided access to Education for Employment.</p> <p>Student organizations: FFA, FBLA and DECA are strong student organizations at Hartford Union High School. Students often qualify for both state and national competitions. The FFA has a very strong alumni association. There is no student organization for family/consumer education. VICA has just been started for students in technology education.</p> <p>Reference: 1<sup>st</sup> Class Task Force Report. Equity Enrollment Statistics. Equity Committee Meeting Minutes. Carol Perkins Grant Application. Student Organizations.</p>

<p>7. Skills for the Future: Instruction in career decision making and employability skills</p>	<p>Numerous opportunities are provided in all subject areas regarding career decision-making and employability skills at the 9-12 level. Counselors also meet with the students to discuss this topic during freshman, junior and senior conferences. They also go into Freshman and Junior classes. Sophomores take the Holland Career Inventory connected with the Wisconsin Knowledge and Comprehension Exam (WKCE). The counselors follow up with the students in sophomore biology classes. PLAN Survey information and 8<sup>th</sup> grade Survey information indicated that students would like more assistance in career decision-making.</p> <p>Reference: Career Decision Making and Employability Skills Survey Information 9-12. 8<sup>th</sup> Grade Survey Results. PLAN Survey Information. Holland Career Inventory. Career Research Survey 9-12.</p>
<p>Instruction which provides for the practical application of academic skills and applied technologies</p>	<p>All K-12 course outcome summaries include performance criteria. Examples of practical application of academic skills and applied technologies are evident throughout. During the 2002-2003 school year the Hartford Area School District Consortium developed a K-9 Technology Literacy Curriculum.</p> <p>Reference: Course Outcome Summaries. K-9 Technology Literacy Curriculum.</p>
<p>8. Career Guidance: Career awareness K-5</p>	<p>Each K-8 school district provided information for each grade level regarding field trips, speakers and community connections in each of the five career cluster areas. Technology/Engineering/Industrial and the Business/Marketing areas were not as prevalent as the other career cluster areas.</p> <p>Reference: Career Awareness Survey Information.</p>
<p>Career Guidance: Career Exploration 6-8</p>	<p>Each K-8 school district provided information at each middle school grade regarding field trips, speakers and community connections in each of the five career cluster areas.</p> <p>There appear to be gaps in grades 6-8, particularly at the 6<sup>th</sup> grade level. Outlines from three of the K-8 schools for career awareness classes were reviewed. Not enough information was provided regarding whether or not stereotyping/work based learning experiences; career research and identifying personal preferences were covered in these classes.</p> <p>Reference: Career Exploration Survey Information.</p>

<p>Career Guidance: Career Planning and Preparation 9-12</p>	<p>The HUHS Counseling Office coordinates a number of career counseling activities including: interviews with freshman, juniors and seniors, Holland Career Inventory review with sophomores, MPTC Open House Evening, Junior Parents Post High School Planning, College Representatives, Military Representatives, Career Speakers, Orientation Activities and Financial Aid/Scholarship Evening. Counseling activity information from K-8's not available. Encounters of a Future Kind is a videotape that was originally developed to highlight the vocational areas for 8<sup>th</sup> grade orientation in January. It has now been expanded to highlight all of the courses students at the high school can take.</p> <p>Reference: Counseling Activities listed in the follow-up survey. Encounters of a Future Kind.</p>
<p>Career Portfolios</p>	<p>Beginning in 2003-2004 all Hartford Union High School students will have an electronic portfolio. At the freshmen level students begin their portfolio in their Freshman Focus class. The counselors meet with freshman second quarter to develop a four-year plan, which is included in their portfolio. Students include quality work in their portfolio. At the junior year students take Junior Focus and continue work on their portfolios including a cover letter and resume. There is inconsistent use of the electronic portfolios.</p> <p>Reference: Freshman Focus Course Outcome Summary. List of portfolio projects meeting the standards. Course outcome summaries listing projects to include in the portfolios.</p>
<p>Service Learning Opportunities</p>	<p>Approximately 70 students take advantage of participating in school/community service credit during the school year. About a dozen students participate annually in the summer Druid Lake Project. The 1<sup>st</sup> Class Task Force has included a recommendation on the consideration of including a required service-learning project within the curriculum. Service Learning activity information not available from the K-8 districts.</p> <p>Reference: Data Retreat information. 1<sup>st</sup> Class Task Force Report.</p>
<p>Job Shadowing</p>	<p>Several departments at HUHS require job shadowing and several departments provide opportunities for job shadowing. There are however, seven departments that do not have any opportunities. The Director of Community Relations can assist any student wishing to participate in a job shadowing experience find a placement. This opportunity is listed in the course handbook but is not well known to staff and students.</p> <p>Reference: Job Shadowing Survey information.</p>

Skill-Certified Co-ops	<p>There are skill certified co-ops in Family/Consumer Education, Marketing and Business. Each co-op has a sequence of courses that lead to culminating class and work experience. The Hospitably Co-op has been offered but never implemented due to low enrollment.</p> <p>Reference: Course Description Handbook. HUHS Home Page. Career Cluster Guide displaying the sequence of courses required for co-ops.</p>
Internships	<p>Internships are available in Family/Consumer Education (Interior Design), Agri-Science (Plant Internships, animal Internship, Environmental Science Internship and Ag Mechanics Internship) and Technology (Graphics, Carpentry, CAD, Building Trades, Metals/Machine, Automotive). All require a sequence of courses prior to participating in the work experience.</p> <p>Reference: Course Description Handbook. HUHS Home Page. Career Cluster Guide displaying the sequence of courses required for internships.</p>
9. World Economy and Labor Markets: Economics/consumer and family economics/the economic role of citizens	<p>Economics is an elective course available for juniors and seniors. Enrollments are very low.</p> <p>AP Micro and Macro Economics is an elective course available for juniors and seniors. Enrollments are very low.</p> <p>Banking and Finance is an elective course available for juniors and seniors. The course just began this year. There are two sections this year. One section next year.</p> <p>Living On Your Own is an elective course available for seniors. A very popular class for seniors.</p> <p>A few other courses may integrate some economics. There is no required economics or personal finance course required. Economics is one of the low areas identified on the surveys.</p> <p>Reference: Course Description Handbook. HUHS Home Page. Course enrollments. Economic Survey 9-12. Surveys.</p>
Entrepreneurship/Business Operations	<p>Covered in a variety of classes at HUHS including Banking and Finance, Marketing, Project MBT, Business Management, International Business and Marketing, Accounting, Orange and Black, Nonfiction Publications, Sewing for Self and Business, Culinary Arts I and II, Chemistry, Occupations, the Button Factory, Millwork, Auto, Welding, and Exploring Technology.</p> <p>Reference: Entrepreneurship 9-12 Survey information</p>

<p>Use of labor market information</p>	<p>State and Washington County labor market projections were reviewed and then the HUHS Course Description Handbook was reviewed to answer the question “Are we preparing students for jobs that will be available in the future? We also surveyed all HUHS teachers to identify where labor market information was used.</p> <p>Ethics is integrated into numerous courses however; we do not have a specific course on ethics.</p> <p>Hospitality Services Co-op is included in the course handbook; however, due to staffing problems we have not been able to get the program up and running. With the addition of a certified co-op teacher it is the hope that this can now happen.</p> <p>TV/Movie Making is integrated into several courses. There is not a specific course dealing with this topic.</p> <p>Scientific literacy was identified as a potential gap.</p> <p>While these projects were identified in the context of high school programming they also need to be discussed at the middle school level.</p> <p>Reference: State Labor Market Projections. Washington County Labor Market Projections. Course Description Handbook. 9-12 Labor Market Survey.</p>
<p>10. Career and Technical Education Programs: Describe the process the district uses to develop, maintain, evaluate and improve Career and Technical Education Programs.</p>	<p>Annually, department chairpersons are to meet with their department members to review their course offerings. They need to review enrollments, survey results, feedback, labor market information, etc., and make appropriate suggestions for change. Those suggested changes are due to the Director of Curriculum and Instruction who presents them to the Instructional Team for approval. Once approved by the Instructional Team they are taken to the Board of Education for approval. Once approved by the Board of Education the changes are made in the course description handbook. Many changes are made annually to enhance and improve our course offerings.</p> <p>Through the Carl Perkins Grant vocational areas are also evaluated and dollars identified for areas in need of improvement.</p> <p>Reference: Course Description Handbook. HUHS Home Page. Instructional Team Meeting Minutes. Board of Education Meeting Minutes. Carl Perkins Grant.</p>

## Course Description Handbook

The Hartford Union High School Course Description Handbook and Career Cluster Guide are updated annually. The booklet is distributed to incoming freshman students in late December and all other students in January. The course handbook is now also on-line. If you log onto the HUHS website you will be able to access the handbook from the front page. The Hartford Union High School Mission Statement reads: Hartford Union High School is a dynamic team of students, staff, administration, school board, family and community working collaborative within a culture where honesty, respect, responsibility and integrity are reinforced. We are committed to a comprehensive education program that ensures all students will graduate prepared to succeed in a rapidly changing world.

When you look at the course offerings you can see that we meet the definition of “comprehensive.”

Reference: Course Description Handbook. HUHS Home Page.

<p>11. Coordination and Partnerships: Public Schools</p>	<p>The seven K-8 Districts and Hartford Union High School have worked together on Education for Employment since 1989. The Council is made up representatives from each of the K-8 districts and the high school, a Moraine Park Technical College representative, student representatives, and business and industry representatives. Career cluster areas are taken into account when additional members are asked to join the Council. The Council meets at least quarterly, sometimes more often if special meetings need to be held. The Council has several ongoing initiatives: Community Connections, The Career Cluster Guide, Encounters of a Future Kind (video for orientation), 8<sup>th</sup> grade survey, senior exit survey, - Graduate follow up survey, VEERS Report. The Council supports the following: Career Fair attendance, increasing applied and integrated courses at HUHS, increasing articulation agreements 9-12, the HUHS portfolios, continuing the concept of a community of learners (character education), staff development specific to Education for Employment, supervised work experiences, Business World. Unfortunately, many schools are not represented on a consistent basis at the E4E meetings.</p> <p>Community Connections was originally called Partners By Design and originally coordinated by the art teachers. Realizing the importance of all classroom teachers making community connections the council put together a “How to” guide for all classroom teachers. The notebook features ideas for community connections for each of the five career cluster areas. There used to be a culminating celebration to highlight the school and community partnerships but with lack of participation the celebration has not been held the past several years. During the 2001-2002 school year the Partners By Design name was changed to Community Connections. While there is a lack of partnerships there is also a general lack of using the notebook created to assist teachers.</p> <p>The majority of departments at the high school have developed partnerships with local businesses and industries. The vocational areas appear to do a better job in this area.</p> <p>Reference: Education for Employment Council Meeting Minutes and Agendas. Partners By Design Notebook. K-8 Career Awareness survey. Partnership Survey 9-12.</p>
<p>CESA</p>	<p>We have formed a partnership with CESA #6 in order to be in compliance for PI 34.26(7)(a). We also take advantage of many of the CESA #6 staff development offerings.</p> <p>Reference: Carl Perkins.</p>

<p>Technical Colleges</p>	<p>We have articulation agreements with: Moraine Park Technical College, Waukesha Technical College, Milwaukee Technical College and Madison Area Technical College.</p> <p>Reference: Articulation Agreement Brochure. Articulation agreements. Course Description Handbook.</p>
<p>Universities</p>	<p>We offer twelve Advanced Placement Courses at Hartford Union High School.</p> <p>Reference: Advanced Placement Brochure. Advanced Placement test results. Course Description Handbook.</p>
<p>Community Business and Industry</p>	<p>K-8: The K-8 Community Connections Program, formerly Partners By Design was developed for building school and business/industry partnerships. The K-8 survey highlights numerous business and industry programs that are well established. Junior Achievement is now being implemented in several of the K-8 districts. The Education for Employment Council three years ago developed a notebook of Community Connection ideas for each of the five career clusters and for all subject areas. This resource is not used as extensively as we would like. In fact, many K-8 teachers are not participating in the Community Connections Program.</p> <p>Reference: Career Awareness and Career Exploration Survey Information. Partners By Design Notebook.</p>
<p>Chamber of Commerce</p>	<p>The Hartford Area School District Consortium belongs to the Hartford Chamber of Commerce.</p> <p>Reference: Chamber Member Tags.</p>
<p>13. Accountability: Describe how the district Education for Employment program will be evaluated to measure program effectiveness</p>	<p>Annually the Education for Employment Council reviews the surveys and the progress on goals identified in the plan.</p> <p>Annually the Instructional Team reviews course offerings and makes recommendations based on data for improvement.</p> <p>Mandates for the State and Federal level also included in program evaluation.</p> <p>Strategic Planning processes in school districts in the consortium are also part of program evaluation.</p> <p>Reference: Education for Employment Council Meeting Minutes. I-Team Meeting Minutes. Board of Education Meeting Minutes. Strategic Planning documents.</p>

<p>Accountability: Identify, through a narrative explanation or through example, how coursework completed outside of the normal high school curriculum will be documented on the high school transcript</p>	<p>Beginning in the 2002-2003 school year the counseling department now designates the following on all transcripts:  TC – for Transcribed Credit courses  AS – for Advanced Standing credit courses  AP – for AP credit courses</p> <p>Documentation: Course Description Handbook. Transcripts.</p>
<p>Board of Education Approval</p>	<p>Each Superintendent in the Hartford Area School District Consortium will present the report of the Education for Employment Council for approval.</p> <p>Reference: Board of Education Meeting Minutes from each District.</p>
<p>Copy of Report Submitted to regional Tech Prep Council Chairperson</p>	<p>The Director of Curriculum and Instruction will send a copy of this report to the regional Tech Prep Council Chairperson.</p> <p>Reference: Letter documenting receipt of report.</p>
<p>Annual reporting</p>	<p>The Director of Curriculum and Instruction will prepare annually a report on the progress of the plan. The report will be shared with the Board of Education in each district in the consortium.</p> <p>Reference: Board of Education Report</p>
<p>Reviewing and Revising the Education for Employment Plan</p>	<p>The Education for Employment Council will review the Plan annually.</p> <p>Reference: Education for Employment Council Meeting Minutes.</p>

**Critical Data Reviewed:**

The Education for Employment Council reviewed the following data:

- \* Wisconsin Projections 1998-2008
- \* Washington County Employment
- \* Hartford Area School District Consortium Elementary, Middle School, and High School Standards
- \* Hartford Union High School Course Description Handbook and Career Cluster Guide and Curriculum Webpage
- \* Hartford Area School District Consortium Course Outcome Summaries
- \* Hartford Union High School Advanced Placement Brochure
- \* Hartford Union High School Articulated Credit Course Brochure
- \* Staff Development Information from each school district
- \* At Risk Program Information from each school district
- \* Youth Options Information
- \* Internship, Co-op and Youth Apprenticeship Information
- \* Career Awareness Activities K-5
- \* Career Exploration Activities 6-8
- \* Career Research Opportunities 9-12
- \* Job Shadowing Opportunities 9-12
- \* Partnership Opportunities 9-12
- \* Governor's Task Force on Personal Finance Education
- \* Career Decision Making and Employability Skills Information 9-12
- \* Economics/Entrepreneurship Information 9-12
- \* PI26
- \* PI34
- \* Equity Enrollment Report

**Other Information Available**

- \* Character Education Information
- \* PSAT Survey Information
- \* Education for Employment Council Meeting Minutes and Agendas
- \* Senior, 8<sup>th</sup> grade, and Graduate Follow up Surveys

Documentation is available from the Director of Curriculum and Instruction

**Major Findings:**

On the following pages you will find areas of concern identified in a fish-bone diagram.

**Major Findings:**

**Staff Development**

**Opportunities**

Few K-8 opportunities  
Not taken advantage of

**Lack of K-8 Administrative support**

Lack of participation in Community Connections

Not all K-8s participate and support "Sistas"

E4E Council

Expand membership (business/students)  
E4E School Rep not always available

**Participation**

Consistency with HS for trends  
Oral presentations  
School/Community Service

Vocational programming at K-8's  
No 1st Class Initiative at two schools  
Working with people of different race and culture

**Elementary**

No 1st Class Initiative at two schools  
Lack of Technology/Eng/Industrial  
Lack of Business/Marketing

**Curriculum**

1st Class

E-portfolio follow-up

Encourage Job Shadowing

Increase graduation requirements

Youth Options not utilized to a great extent

**Course Additions**

Exploring Careers  
Economics/Finance/Ethics

**High School**

No Tech or E/ICE student organization  
Hospitality Services Co-op  
Scientific literacy  
Working with people of different races and cultures  
Gender balance

**Middle School**

Careers Class inconsistent  
Encounters video-keep current  
Greater assistance with course selection  
6th grade lack of career awareness  
Lack of consistency with career inventories

**High School**

Teachers more involved in helping students  
Greater assistance 9-10

**Career Decision Making**

**Goal/Action Plan:**

**Concern:** *Working with people of different races and cultures.*

**Goal 1:** *Increase understanding and respect for people of cultural diversity by increasing diversity as measured by the Education for Employment Council survey.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Host more cultural events (K-12).	District	2	New goal
Diversity week with assembly of cultural awareness (K-12).	District	2	New goal
Cultural immersion into the curriculum.	District	1	New goal

**Concern:** *Economics/Finance/Ethics*

**Goal 2:** *Develop and implement program to teach individual fiscal responsibility so that students see the advantage of sound fiscal management as measured by the Education for Employment Council survey.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Identify where financial literacy standards are currently being taught in the curriculum.	District	1	New goal
Identify gaps in the curriculum and determine how to alleviate them.	District	1	New goal
Investigate requiring a financial literacy class at HUHS. It may be existing course. Consider adding to the 24 credits needed to graduate.	District	1	New goal

**Concern:** *Job Shadowing*

**Goal 3:** *Increase the number of students participating in job shadowing so that students are aware of potential career/job opportunities as measured by increased enrollment in the program.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Promote job shadowing by going into the Junior Focus classes (11-12).	Director of Community Relations	1	Ongoing goal
Create more business partnerships to increase job-shadowing locations (10-staff).	Director of Community Relations	1	Ongoing goal

**Concern:** *Co-op program in Hospitality Services at HUHS.*

**Goal 4:** *Increase numbers in the senior Hospitality Service so that a co-op program in Hospitality Services can be offered as measured by the implementation of the co-op class.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Include lessons in the curriculum early on to provide exposure to Hospitality Services (6-12).	F/CE Department	1	Ongoing goal
Encourage students in F/CE classes to take Marketing class/DECA Competition (11-12).	F/CE/Business Education Departments	1	New goal
Coordinate non-food Hospitality Services in existing Marketing Co-op Program (11-12).	F/CE/ Business Education Instructors	1	New goal
F/CE teachers to develop a plan on how to increase numbers.	F/CE Department	1	New Goal

**Concern:** *E-Portfolio Use*

**Goal 5:** *Increase use of e-portfolios at HUHS so that quality work is regularly included in portfolios as measured by increased numbers of students requesting to burn their portfolio onto a CD prior to graduation.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Begin planning of portfolio in eighth grade (8).	K-8 Representatives	1	New goal
Include as part of curriculum in Junior Focus class (11).	Business Education Instructors	1	New goal
Make part of graduation requirement (9-12).	Instructional Team	1	New goal
Make part of required curriculum in classes (9-12).	Instructional Team	1	Ongoing goal
Get portfolio committee together again to discuss ways to increase use of e-portfolios (8-12). Committee should also discuss requiring all students to have their portfolios burned onto a CD.	Director of Curriculum and Instruction	1	Ongoing goal

**Concern:** *K-8 Teachers understanding of Standard M – Education for Employment*

**Goal 6:** *Offer opportunities for K-8 teachers to gain a better understanding of Standard M as measured by increased numbers of teachers integrating Education for Employment.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Provide time during inservice or at a faculty meetings (at the beginning of the year) to address the eighth grade survey results (K-8).	District	1	Ongoing goal
Develop a plan to celebrate one or two positives as a school and work on one or two concerns as a school (K-8).	District	1	New goal
Staff meetings to address E4E plan at beginning of each school year (K-8).	District	1	New goal
Offer at least one E4E staff development activity at the K-8 level, annually just for K-8 teachers (K-8).	E4E Council	1	New goal (all district motivational speaker)
Develop a K-8 standing committee within each school district to address E4E issues, provide communication, and meet Standard M to coordinate efforts in the district. E4E representative to chair the committee (administration, board of education member, parent, business representative, teachers (K-8).	E4E Council	1	New goal

**Concern:** *Participation in Education for Employment Council*

**Goal 7:** *Increase participation of business/school representatives at Education for Employment Council meetings so that all districts and business sectors are represented as measured by attendance at meetings.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Incorporate incentives for staff to attend meetings (reimbursement for mileage) (K-12/business).	E4E Council	2	New/ongoing goal
Invite a co-worker to attend at least one meeting during the year. (rotate co-workers (schools) (invite administrator to a work meeting) (K-12).	E4E Council	1	New goal
Have an alternate rep to attend meetings when appointed rep is not able to attend (K-12).	District	1	New goal

**Concern: Curriculum**

**Goal 8: We will improve curriculum integration so that sixth through eighth grade students will demonstrate increased awareness of career options and oral language skills as evidenced by the eighth grade survey and an increase in Community Connections.**

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Using the oral language rubric have all teachers assess student's oral language skills. Identify the types of numbers of presentations and other oral language activities done at the K-8 level (K-8).	Administration Teachers District Assessment	1	Ongoing goal
Provide a balance of career speakers/ discussions/field trips across the five career cluster areas and across all subject areas in each grade 6, 7 and 8.	Teachers	1	Ongoing goal

**Concern: Sisters Inspiring Sisters to Appreciate School (SISTAS) program**

**Goal 9: We will promote the SISTAS program so that eighth grade girls will be provided information about the program as evidenced by increased enrollment in vocational programs.**

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Have a school representative (or AAUW) come out and discuss with the girls what SISTAS is (8).	AAUW/SISTAS Committee	2	Ongoing goal
Have all school administrators supportive of the SISTAS program.	District	2	Ongoing goal

**Concern: Careers Class Inconsistency**

**Goal 10: We will implement standards so that faculty at all K-8 schools are consistent in career awareness experiences as evidenced by the K-8 course outcome summary.**

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Share ideas through the use of technology.	Careers teachers	1	Ongoing goal
Increase administrator and board support towards standards and implementation (6-8).	District	1	Ongoing goal
Update the career awareness K-8 course outcome summary with specific expectations.	Director of Curriculum and Instruction Career teachers	1	Ongoing goal

**Concern:** *Budget cuts*

**Goal 11:** *Keep vocational programs already in place a funding priority so that all interested students can select the vocational courses they desire as measured by maintained or increased enrollments.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Present importance of vocational programs to school boards (6-12).	Students and teachers of vocational programs.	1	Ongoing goal
Evaluate budget (6-12).	School board District	1	Ongoing goal

**Concern:** *Partnership Development*

**Goal 12:** *Create a current list of businesses willing to become “partners” so that there is an increase in Community Connections as measured by teacher use and partner feedback.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Create a survey/letter for business. Explain program and interest (K-12). Use feedback form in notebook.	E4E representatives	1	New goal
Update current list (if one exists) (K-12).	E4E representatives	1	New goal
Create a document to distribute to K-12 teachers (K-12).	E4E representatives	1	New goal
Evaluate outcomes/participation and value to education (K-12).	E4E representatives	1	New goal

**Concern:** *Students would like more assistance in course selection*

**Goal 13:** *Identify a plan for getting teachers more involved in assisting students with course selections so that they are making better course selections based on their Career Cluster focus as measured by the Education for Employment Council Survey.*

Action Steps to Accomplish Goal	Responsibility	Timeline	Notes
Vocational departments to develop a plan to increase gender equity (K-12).	School-to-Work Coordinator/Department Chairpersons	2	Ongoing goal
Ask students (E4E survey) what kind of help they would find valuable (6-12).	Department Chairpersons District	1	Ongoing goal
Develop a plan.	Department Chairpersons District	1	Ongoing goal
Consider using resource areas at HUHS prior to registration. (Vocational programs and fine arts would need to be included somehow.) Seniors/graduates might be included.	Department Chairpersons District	1	Ongoing goal