

# Education for Employment Guidebook

## A Vision for All Students



Revised on May 23rd, 2017  
Board approved May 24th, 2017

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## Purpose of the Plan

*\*In this section, you will find information on the requirements for creating the plan, as well as the methodology used in creating it.*

In January of 2016, the Department of Public Instruction issued a memorandum to school district leaders outlining requirements for the development of an Education for Employment Plan. The plan is required to include a number of components and be developed in conjunction with a variety of school district stakeholders. The plan and listed components will go into effect at the start of the 2017-2018 school year. A copy of the memorandum, including the specific requirements, is listed below.



### Memorandum

*Date:* January 8, 2016  
*To:* District Administrators  
*From:* Sheila J. Briggs, Assistant State Superintendent   
*Subject:* Education for Employment (PI26) Administrative Rule Publication

This memo is to notify school districts that the new Education for Employment administrative rule has been revised and published. On December 1, 2015, the PI26 Education for Employment Plans and Programs became effective. Changes to the rule impact school boards and districts in the following ways:

- Providing academic and career planning (ACP) services to students in grades 6-12 beginning in fall 2017.
- Development of a long-range plan with school district staff and community stakeholders.
- Publishing the plan on the school district's website.
- Reviewing the plan yearly.

The plan shall address:

- Local, regional, and state labor market needs.
- Education and training requirements for occupations that will fill labor market needs.
- Process to engage parents regarding ACP services provided and opportunities to participate.
- Description of career and technical education (CTE) programming available, staff professional development for ACP delivery, and how school district will meet education for employment program requirements.
- Strategy to engage business, postsecondary education, and workforce development.

The services shall provide information and opportunities that lead to:

- Career awareness in elementary.
- Career exploration in middle and high school.
- Career planning and preparation in high school that includes:
  - career research,
  - school supervised work-based learning experiences,
  - career decision making,
  - application of academic skills, technologies, economics,
  - entrepreneurship,
  - personal financial literacy,
  - CTE opportunities,
  - labor market information, and
  - employability skills.

## Guiding Questions

To assist with the creation of the plan, the Franklin Public School District created an “Education for Employment Team” made up of teachers, parents, students, administrators, as well as representatives from higher education, business, and industry. To provide a basis for conversation as well as feedback, the team considered the following questions as the plan was developed:

Vision			
What is our vision for student learning?	How do we ensure students achieve that vision?	What is our vision for Academic and Career Planning?	How will we ensure students achieve that vision?
Collecting Data & Setting Goals			
What does the local job market look like?	What does that mean for the preparation of our students?	How will we set Education for Employment goals and monitor our progress each year?	How will we support <b>ALL</b> students individually to complete and review Academic and Career Plan documents each year?
Stakeholder Engagement			
How will we inform and involve families throughout students' Academic and Career Planning processes?	How will we engage and partner with our community?	How will we engage and prepare staff and students?	How will we work with students with disabilities to help the Academic and Career Planning process and support the transition?
School Programming Implications			
How will our courses and curriculum align with the intended outcomes for students?	What community-based experiences and industry certifications should we be providing students?	What additional services should be provided?	What innovative instructional pathways are available to our students?

The ultimate goal of this plan is to provide an overview of the Franklin Public School District’s approach to these important questions. The plan is intended for parents, staff, students, and community stakeholders interested in the district’s plan to ensure its graduates are College and Career Ready.

## How the Plan is Organized

The plan is broken into sections that address the above questions. These sections include:

<b>Vision for a College and Career Ready Student</b>	This section provides a vision for what College and Career Ready students look like, as well as an overview of the Franklin Public School District’s approach to instruction. This section sets the stage for later sections related to programming for students.
<b>Academic and Career Planning</b> The Department of Public Instruction has mandated that each district provide comprehensive academic & career planning services to students in 6th-12th grade beginning with the 2017-2018 school year. This section lays out.....	The vision for Academic and Career Planning.
	How families and students are engaged with the process.
	The programming the district will provide to support this vision.
<b>Identifying Needs</b>	This section explores our national, state, and local labor market needs, and identifies the ways our program should respond in preparing students.
<b>Professional Development for Staff</b>	This section outlines our attempts to prepare staff for the delivery of Academic and Career Planning.
<b>Curriculum Integration</b>	This section outlines how the district curriculum and programming align with Education for Employment outcomes.
<b>Community Partner Engagement</b>	This section identifies our work with community partners.

## Education-for-Employment Plan (2-Page Condensed Version)

**Background:** In January 2016, the Department of Public Instruction issued a memorandum to school district leaders, outlining requirements for the development of an Education-for-Employment plan. The plan is required to include a number of components and be developed in conjunction with a variety of school district stakeholders. The plan and listed components will go into effect at the start of the 2017-2018 school year.

Major Areas of Focus	Current Status	Planned 2017-2018 Actions
<a href="#"><u>Perform analysis of local, regional, and state labor market needs.</u></a>	<p>A comprehensive analysis of labor market needs was conducted by the Education-for-Employment Team.</p> <p>Actions to support this area include:</p> <ul style="list-style-type: none"> <li>Engagement with community organizations to stay current on local needs.</li> <li>Monitoring of post-secondary completion rates in need areas.</li> <li>Engagement with Institutions of higher education to stay current on regional needs.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Re-evaluation of most current labor market data.</p> <p>Alignment study between our career pathways offered and labor market trends.</p>
<a href="#"><u>Implement a strategy to engage businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected workforce needs.</u></a>	<p>Significant expansion of community partnerships occurred during the 2016-2017 school year.</p> <p>Actions to support this area include:</p> <ul style="list-style-type: none"> <li>Establishment of community-based experiences in consultation with community organizations.</li> <li>Expansion of Dual Credit Offerings in consultation with higher-education institutions.</li> <li>Community involvement in the Education-for-Employment planning process.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Expand community-based experiences.</p> <p>Establishment of advisory teams involving community, including:</p> <ul style="list-style-type: none"> <li>Academic and Career Planning</li> <li>Manufacturing</li> <li>Fabrication</li> </ul>
<a href="#"><u>Provide career awareness at the elementary levels.</u></a>	<p>In the elementary grades, students will:</p> <ul style="list-style-type: none"> <li>Engage in activities to develop employability skills, such as perseverance, problem solving, collaboration and communication.</li> <li>Set and monitor goals related to Academic and Career Planning.</li> <li>Use appropriate financial vocabulary when talking about post-secondary education and career training</li> <li>Explore the process of good decision making alongside supportive adults.</li> <li>Identification of their individual learning style and understand how their learning style can impact their success in school.</li> <li>Identify a possible career of interest to explore and save that career into their plan.</li> <li>As students approach the transition to middle school, they will present information about their individual learning strengths and interests to middle school staff during an Academic and Career Planning Transition event.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Hiring of a K-12 School Counseling Program System Specialist to help oversee continued Academic and Career Plan development and implementation.</p> <p>Continued development of “Who Am I” learning opportunities in grades K-4.</p> <p>Shifting of Academic and Career Planning from counselor-centered facilitation to teacher shared facilitation.</p>
<a href="#"><u>Provide career exploration at the middle school levels.</u></a>	<p>In the middle grades, students will:</p> <ul style="list-style-type: none"> <li>Identify three possible careers of interest, three career cluster matches and one post-secondary training program of interest.</li> <li>Track their extracurricular involvement as well as their skills and abilities.</li> <li>Assess and reflect on their college and career readiness skills.</li> <li>Set and monitor short-term and long-term goals.</li> <li>Understand high school graduation requirements as well as spend time exploring the high school course options.</li> <li>Prepare and discuss their Academic and Career Plan with an Franklin High School Staff Mentor during an Academic and Career Planning Transition Days event.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Hiring of a K-12 School Counseling Program System Specialist to help oversee continued Academic and Career Plan development and implementation.</p> <p>Plan for additional career-based experiences, including capstone courses and shadow experiences.</p> <p>Create a required financial literacy course.</p> <p>Shifting of Academic and Career Planning from counselor-centered facilitation to</p>



	<ul style="list-style-type: none"> <li>Students will take a required career exploration course.</li> </ul>	teacher shared facilitation.
<a href="#">Provide career planning and preparation at the high school levels.</a>	<p>In the high school grades, students will:</p> <ul style="list-style-type: none"> <li>Take classes in a variety of career areas.</li> <li>Have opportunities to earn professional certifications in a variety of career interest areas.</li> <li>Engage in shadow experiences, mentor experiences, youth apprenticeship and internship experiences, and service learning opportunities.</li> <li>Deeply explore and apply for post-secondary opportunities such as employment, apprenticeship, military enlistment, technical colleges and four year colleges.</li> <li>Understand their own next steps for post-secondary planning, including how to access community and educational resources to support them as they transition to life after high school.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Hiring of a K-12 School Counseling Program System Specialist to help oversee continued Academic and Career Plan development and implementation.</p> <p>Expand community-based experiences.</p> <p>Expand Capstone Course Offerings.</p> <p>Shifting of Academic and Career Planning from counselor-centered facilitation to teacher shared facilitation.</p>
<a href="#">Implement a process to support students in the development and revision of their Academic and Career Plan.</a>	<p>School counselors, in partnership with teachers and administrators, have developed comprehensive units for the development and revision of student Academic and Career Plans. Students will be provided regular feedback on their plans, and the plans will be shared formally on a regular basis.</p> <p>Actions to support this area include:</p> <ul style="list-style-type: none"> <li>A two-year school counselor program review focused on Academic and Career Planning.</li> <li>Expansion of structures needed to implement Academic and Career Plan effectively.</li> <li>Hiring of a full-time community experience coordinator.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Continued evaluation, review, and modification of Academic and Career Plan related activities and structures.</p> <p>Development of “Pathways to Your Future Night.”</p>
<a href="#">Describe Career and Technical Education provided by the district.</a>	<p>Franklin Public Schools continues to provide a comprehensive program in Career and Technical Education. Details can be found in the Franklin High School &amp; Forest Park Middle School Course Guides.</p> <p>Actions to support this area include:</p> <ul style="list-style-type: none"> <li>Hiring of a community experience coordinator.</li> <li>Expansion of CTE Capstone course offerings.</li> <li>Regular meetings with MATC around CTE programming.</li> <li>Ongoing development of middle school CTE expansion.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Creation of a fabrication space.</p> <p>Continued development of our manufacturing program.</p> <p>Expansion of current middle school CTE offerings.</p>
<a href="#">Provide professional development to staff to deliver Academic and Career Plan in grades 6-12.</a>	<p>Franklin Public Schools has provided layered levels of professional development to teachers and staff around Academic and Career Planning.</p> <p>Actions to support this area include:</p> <ul style="list-style-type: none"> <li>Piloting and onboarding of Career Cruising.</li> <li>Exposure of all teachers to Academic and Career Plan.</li> <li>Providing comprehensive learning to Career and Technical Education teachers around the Academic and Career Plan process and the explicit teaching of career skills.</li> <li>Creation of Academic and Career Plan week at the high school.</li> <li>Continued expansion of Academic and Career Plan mentorship through Gold Block.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Development of Monthly Academic and Career Plan themes as a venue for continued professional development of all staff.</p> <p>Professional development that supports the shifting of Academic and Career Planning from counselor-centered facilitation to teacher shared facilitation.</p>
<a href="#">Implement a process to regularly engage parents in the Academic and Career Plan.</a>	<p>Regular parent engagement is vital to the success of the Academic and Career Plan.</p> <p>Actions to support this area include:</p> <ul style="list-style-type: none"> <li>Development of a Pathways to Your Future Night.</li> <li>Regular communication with parents around the plan process and current status.</li> <li>Opportunities for parent feedback on the plan.</li> </ul>	<p>Review area for potential goal setting.</p> <p>Survey parents around the Academic and Career Plan process and incorporate feedback.</p>

## Annual Goal Setting

Annual goal setting around Education for Employment efforts will be aligned to and integrated with district and building improvement plans. The current state of the areas listed below is present in the above guidebook. This chart represents goal areas for future growth. They include:

Major Areas of Focus	2017-2018 Goal for Growing This Area	Success Measures
Perform analysis of local, regional and state labor market needs	YTBD	YTBD
Implement a strategy to engage businesses, post-secondary education institutions and workforce development in overall planning in alignment with projected workforce needs.	YTBD	YTBD
Provide career awareness at the elementary levels.	YTBD	YTBD
Provide career exploration at the middle school levels.	YTBD	YTBD
Provide career planning and preparation at the high school levels.	YTBD	YTBD
Describe career and technical education provided by the district.	YTBD	YTBD
Implement a process to support students in the development and revision of their Academic and Career Plan.	YTBD	YTBD
Provide professional development to staff to deliver Academic and Career Plan in grades 6-12.	YTBD	YTBD
Implement a process to regularly engage parents in Academic and Career Plan.	YTBD	YTBD

## Vision for a College and Career Ready Student

*\*In this section you will find information on the Franklin Public School District's core beliefs around what it means to be College and Career Ready.*

### **College and Career Readiness for All Students**

As reflected in our mission and vision for the district, we strive to ensure all students in the Franklin Public School District are College and Career Ready each year kindergarten through twelfth grade. College and Career Readiness is defined by the Department of Public Instruction as being academically prepared, and socially and emotionally competent through the demonstration of knowledge, skills, and habits.

- **Knowledge:** Proficiency in academic content
- **Skills:** Application of knowledge through skills such as critical thinking, communication, collaboration and creativity
- **Habits:** Behaviors such as perseverance, responsibility, adaptability and leadership



### **Six Teaching and Learning Principles**

The Department of Public Instruction's *Guiding Principles for Teaching and Learning* inform the design and implementation of all academic standards. The principles inform what happens in the classroom, the implementation and evaluation of programs, and reminds us of our own expectations for students. They include:

#### Wisconsin's Guiding Principles for Teaching and Learning:

Research, Probing Questions, Resources, and References

##### **1. Every student has the right to learn.**

It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential; an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.

##### **2. Instruction must be rigorous and relevant.**

To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.

##### **3. Purposeful assessment drives instruction and affects learning.**

Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

##### **4. Learning is a collaborative responsibility.**

Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

##### **5. Students bring strengths and experiences to learning.**

Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

##### **6. Responsive environments engage learners.**

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.



## Franklin Public Schools Instructional Approach

*\*In this section you will find information on the Franklin Public Schools approach to instruction and assessment, and how those efforts support college and career readiness.*

The Franklin Public School District believes that students need to be engaged, supported, challenged and prepared to face an increasingly global future. This is accomplished through collaborative, continuous improvement processes among teachers and administration.

To further support this goal, the district has crafted a vision for teaching and learning. The vision provides a roadmap for high-quality daily instruction grounded in research as well as two key instructional frameworks: The Workshop Model and Personalized Learning. The seven components of these frameworks include:

1. **Building Community Through Strong Relationships:** FPS teachers and students build strong relationships with each other based on trust and genuine concern for the individual learner.
2. **Teacher Clarity Around Relevant Teaching Points:** Teachers utilize clear and intentional teaching points, centered on grade level learning progressions appropriate to the individual student's needs around standards.
3. **Creating Student Ownership Through Goal Setting:** Students are able to provide evidence of a deep understanding of learning outcomes, and are able to articulate both their current progress and next steps in their learning.
4. **Building & Growing Student Metacognition:** Classroom instruction builds towards the goal of learner independence by both modeling and fostering higher levels of student metacognition, the processes used to plan, monitor and assess one's understanding and performance. Instructors explicitly teach strategies that students can later access independently to solve complex problems.
5. **Utilizing Authentic Assessment:** Assessment of student progress towards learning is relevant to the learner, and tied directly to instructional standards. A diverse array of assessment modalities are available to students to demonstrate learning.
6. **Providing Responsive Feedback: Responsive instruction** is provided to students through timely and relevant feedback. Students utilize well-defined classroom partnerships as a tool to deepen their own learning.
7. **Engaging Learners in Deep and Relevant Discourse:** Finally, students have regular opportunities to engage in meaningful discourse with teachers and peers in order to drive forward the process of inquiry and deepen and extend student learning.

### **Some Additional Notes on Assessment**

The Franklin Public School District believes in Assessment for Learning. Effective student assessment serves as the basis for the continuous improvement of student learning. It includes the following components:

#### **Student Rigor**

High levels of student rigor are an ongoing requirement of any assessment being produced. We should expect student mastery of all standards, assessed at an appropriate development level for students. That said, when much is expected of students, they rise to meet the challenge.

#### **Formative Feedback: A Venue for Driving Metacognition**

As referenced above, student feedback that drives the metacognitive process is vital for student success. Through active conferring focused on the learner, teacher feedback to students should provide venues to monitor student thinking and guide students back toward the strategies they can use to learn independently.

## Forms of Assessment

Both formative and summative assessments are only effective when they authentically assess the standard being taught. Modes of assessment can vary by standard and student. Examples of some primary modes of assessment include:

Project-Based Learning	Student Discourse	Reading & Writing, Including the Research Process
Experimentation & Complex Problem Solving	Simulation	Presentations/Demonstrations/Models

1. **Project-Based Learning (PBL):** According to the Buck Institute, “PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In *Gold Standard PBL, Essential Project Design Elements* include:
  - **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration and self-management.
  - **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer at the appropriate level of challenge.
  - **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources and applying information.
  - **Authenticity** - The project features real-world context, tasks and tools, quality standards – or speaks to students’ personal concerns, interests and issues in their lives.
  - **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
  - **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
  - **Critique & Revision** - Students give, receive and use feedback to improve their process and products.
  - **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

A project-based approach to learning is directly tied to our personalized learning framework, and is supported by a growing number of research studies. Many of them can be [FOUND HERE](#). PBL units are supported by our district PBL rubrics, adapted from the Buck Institute. They can be [FOUND HERE](#).

2. **Student Discourse:** Student discussion has been listed by researcher John Hattie as having the 7th highest effect size of any instructional strategy studied and is supported directly by the Educator Effectiveness framework. Effective discussion can take many forms, but should be driven by students rather than a back and forth between student and teacher.
3. **Reading & Writing, Including the Research Process:** Reading and writing assessments are directly supported by district-adopted standards. Writing assessments allow students to express ideas through narrative, persuasion or exposition. The Franklin Public School District supports both an explicit and a progression-based approach to teaching reading and writing in all subject areas.
4. **Experimentation/Addressing Complex Problems:** Experimentation and complex problem solving is supported by multiple academic standards. When engaging in this mode of assessment, teachers encourage all students to explore solutions to complex problems with minimal teacher intervention in order to engage

more deeply with the problem being posed. Mini-lessons and the conferring process should be used to deepen student metacognition, and all students return to independent learning as quickly as possible.

5. **Simulation:** Simulations are a great way to immerse students in both perspective taking and empathy as well as have them learn to communicate more effectively. Simulations vary widely from mock trials to case study analysis to computer-based simulations. More information on this type of assessment can be [FOUND HERE](#).
6. **Presentation/Demonstration/Models:** Assessments in this area are supported by the adopted academic standards.

## Academic and Career Planning (Academic and Career Plan)

*\*In this section you will find information related to the components of the Academic and Career Plan as well as expected student outcomes as a result of plan development.*

### **What is Academic and Career Planning?**

Academic and Career Planning is a collaboratively developed, student-driven process for planning for success in middle school, secondary school, post-secondary academics and career development.

Also known by some groups as Individualized Learning Plans (ILP), research on the benefits indicates that the Academic and Career Plan process increases student motivation, engagement, school connection, and awareness of individual strengths and weaknesses. Students utilizing Academic and Career Plan also improve their understanding of post-secondary options, better connect their goals to educational coursework and career goal activities, and engage in long-term planning for life after high school graduation.

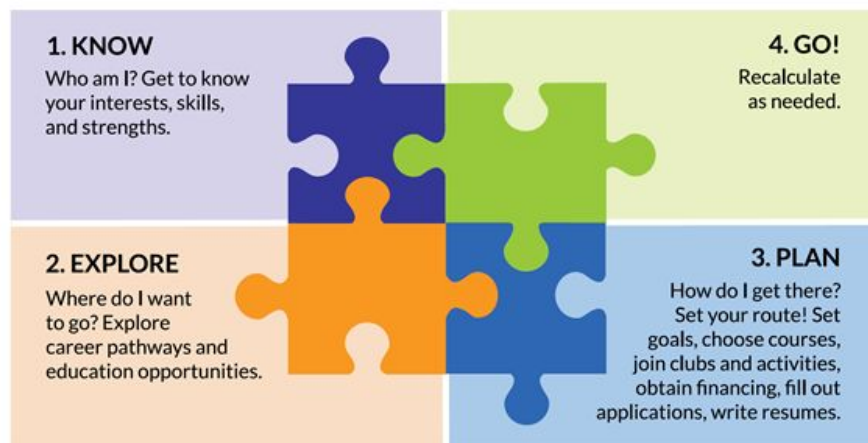
### **FPS Vision for ACP**

*Through information-based self-exploration, career exploration, and the development of career management and planning skills, all 6-12 grade Franklin Public School students will create, monitor, and implement a personalized plan for postsecondary success.*

- Student driven
- Supported by important relationships (counselors, parents, teachers, community mentors)
- **Self exploration**
- **Career Exploration**
- **Career management & planning skills**
- Process that involves the entire school community

The term Academic and Career Plan refers to both a process that helps students engage in academic and career development activities, and a product (the “Plan”) that is created and maintained by students for their academic, career, and personal advancement. These student-owned planning and monitoring tools help students create personalized programs of study that are aligned with high school graduation requirements, personal interests and individually-defined career goals.

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





## **Benefits of Academic and Career Plan**

The tangible benefit of a thorough Academic and Career Planning process endeavors to answer the question “How are our students different as a result of Academic and Career Planning?” This question helps keep us focused on outcomes and allows us to view student progress through a unique lens. Here are some insights into the College and Career Ready student:

### **Academic and Career Planning Outcomes**

As students progress through each grade and as they transition from one level to the next, students will demonstrate evidence of progress toward becoming college, career and life ready.

#### **By the end of 6th Grade Franklin Public School students will:**

- Articulate a plan for middle school as it connects to their Academic and Career Plan.
- Identify and apply strategies they might use to overcome barriers to reaching their goals.
- Explore the process of good decision making alongside supportive adults.
- Identify educational resources that will help them meet their goals.
- Identify learning opportunities that support their continued growth.
- Use appropriate financial vocabulary when talking about post-secondary education and career training.
- Understand what a mentor is and how to build a positive relationship with adults and peers.
- Identify ways to persevere as their plans and goals change.

#### **By the end of 8th Grade Forest Park Middle School students will:**

- Articulate a plan for high school as it connects to their Academic and Career Plan.
- Identify and apply strategies they might use to overcome barriers to reaching their goals.
- Actively engage in good decision making alongside supportive adults.
- Reflect on possible careers of interest and make revisions to their plan based on current information.
- Access and apply resources that will help them meet their goals.
- Take advantage of opportunities that support their continued growth.
- Articulate the financial implications of their post-secondary goals.
- Create positive and supportive relationships with adults and peers that support their success.
- Articulate the importance of being flexible in their thinking.
- Demonstrate perseverance as their plans and goals change.

#### **By the end of 12th Grade Franklin High School students will:**

- Articulate their post-secondary plan.
- Access and apply strategies they might use to overcome barriers to reaching their goals.
- Reflect on possible careers of interest and make revisions to their plan based on current information.
- Show a track record of good decision making, supported by prior year Academic and Career Planning.
- Access and apply resources that will help them meet their goals.
- Embrace opportunities that support their continued growth.
- Analyze opportunities for financial assistance for post-secondary training and take steps to access them.
- Cultivate strong relationships with mentors, such as parents, community members, teachers and peers.
- Demonstrate flexibility of thinking.
- Differentiate their planning and goals to meet the changing landscape of their life ahead.

## **What are examples of activities associated with an Academic and Career Plan?**

Through self-exploration, career exploration, and the development of career management and planning skills, all 6th-12th grade Franklin Public School students will create, monitor and implement a personalized plan for success beyond high school. In order to address Academic and Career Planning from a systematic lens, we have broken down the work into checkpoints by level.

### **Who Am I?**

Academic and career planning in 5th and 6th grade aims to answer the question, “Who am I?” Universal instruction is centered around students better understanding themselves as learners and individuals. This includes identifying their individual learning style and understanding how their learning style can impact their success in school. Additionally, students assess and reflect on their college and career readiness skills. During 5th and 6th grade, students will also identify a possible career of interest to explore and save that career into their plan. As students approach the transition to middle school, they will present information about their individual learning strengths and interests to middle school staff during an Academic and Career Planning Transition event.

### **Where Am I Going?**

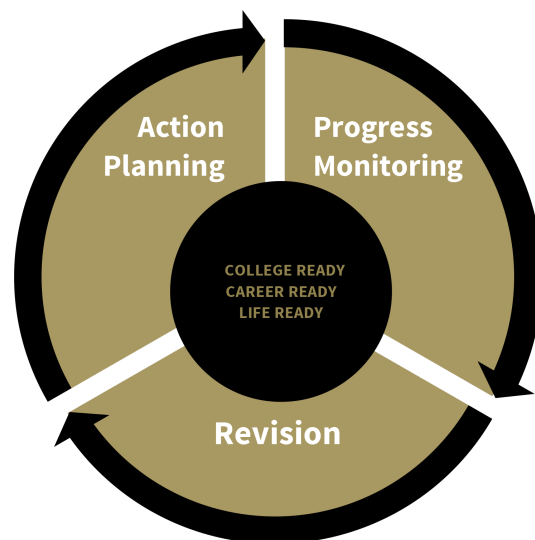
Academic and career planning in 7th and 8th grade aims to answer the question, “Where am I going?” During their middle school experience, students spend time exploring their interests and skills and better understanding how their interests and skills relate to possible careers.

**In seventh grade**, students will identify two possible careers of interest and two related career clusters. Student plans will also contain journal entries and long-term and short-term goals. Students will track their extracurricular involvement, as well as their skills and abilities (e.g., I am learning Spanish, I am CPR certified, I am in accelerated math). Additionally, students assess and reflect on their college-and-career-readiness skills (e.g., the ability to collaborate with peers and communicate effectively).

**In eighth grade**, students will expand on previous Academic and Career Plan career exploration to identify three possible careers of interest, three career cluster matches, and one post-secondary training program of interest. Student plans will adjust and reflect on long-term and short-term goals and track extracurricular activities, skills and abilities. Eighth grade students will understand high school graduation requirements as well as spend time exploring the high school course options. Additionally, students assess and reflect on their college and career readiness skills. Lastly, students will prepare and discuss their Academic and Career Plan with an Franklin High School Staff Mentor during an Academic and Career Planning Transition Days event.

### **How Do I Get There?**

Academic and Career planning in high school aims to answer the question, “How do I get there?” During high school, students develop a detailed plan for their future and learn specific steps to reach their goals.



**In ninth grade**, students will continue to refine their Academic and Career Plan by updating their selection of three possible careers of interest. Ninth graders will assess and reflect on their college and career readiness skills and continue to set, refine and monitor long-term and short-term goals. Academic and career plans will include understanding and practicing habits of success for high school and beyond. Students will understand the importance of their academic record for future success.

**In tenth grade**, Academic and Career Planning will continue to incorporate specific planning related to post-high school plans. Students will identify three careers of interest and understand their skills related to careers. Their plans will include knowing the GPA and ACT requirements for three colleges of interest and understanding their ACT Aspire scores and how they relate to future goals. Additionally, students assess and reflect on their college-and-career-readiness skills. In order to begin preparations for the future, students will create an initial post-secondary resume.

**In eleventh grade**, students will assess and reflect on their college and career readiness skills and further explore post-secondary options to determine their next steps in their Academic and Career Plan process. For example, students will have the opportunity to explore apprenticeships, one-and two-year technical programs, military careers and training, and public and private colleges. Students will have the opportunity to explore how to find scholarships and understand a variety of ways to fund post-secondary training. Students in eleventh grade will contribute to their post-secondary resume as well as lead and present their own Academic and Career Plans in an individual Academic and Career Planning conference with their parent/guardian and school counselor.

**In twelfth grade**, students will continue to explore the opportunities outlined in eleventh grade in addition to applying for post-secondary opportunities such as employment, apprenticeship, military enlistment, technical colleges and four-year colleges. Students will understand how to apply their ACT WorkKeys results / certificate in pursuit of employment or other opportunities. Most importantly, students will understand their own next steps for post-secondary planning, including how to access community and educational resources (e.g., mental health, financial aid, tutoring, career searching, etc.) to support them as they transition to life after high school.

## Identifying Needs

*\*In this section, you will find information on the national, state, and regional labor markets and what that information means for our programming.*

According to the U.S. Department of Labor, 65 percent of today's students will eventually be employed in jobs that have not yet been created. Knowing this, it is important to look more deeply into larger trends and projections for job markets and identify a cross section of skills and experiences that will prepare our students to be successful in the evolving world of work.

### **What does the job market look like?**

#### **NATIONAL OVERVIEW**

According to the U.S. Bureau of Labor and Statistics, service-providing sectors, including areas such as health care, professional and business service, educational services, and financial activities, are projected to capture 94.6 percent of all jobs added between 2014 and 2024. Additional growth will also occur in part of the good-producing sector in the area of construction which is projected to gain 790,400 jobs by 2024; though another area of this sector, manufacturing, is projected to decline nationally, but more moderately than in the prior decade. Additionally, farming, fishing and forestry is projected to have declining employment. For more information on the national trends, please visit the [Bureau of Labor Statistics Website](#).

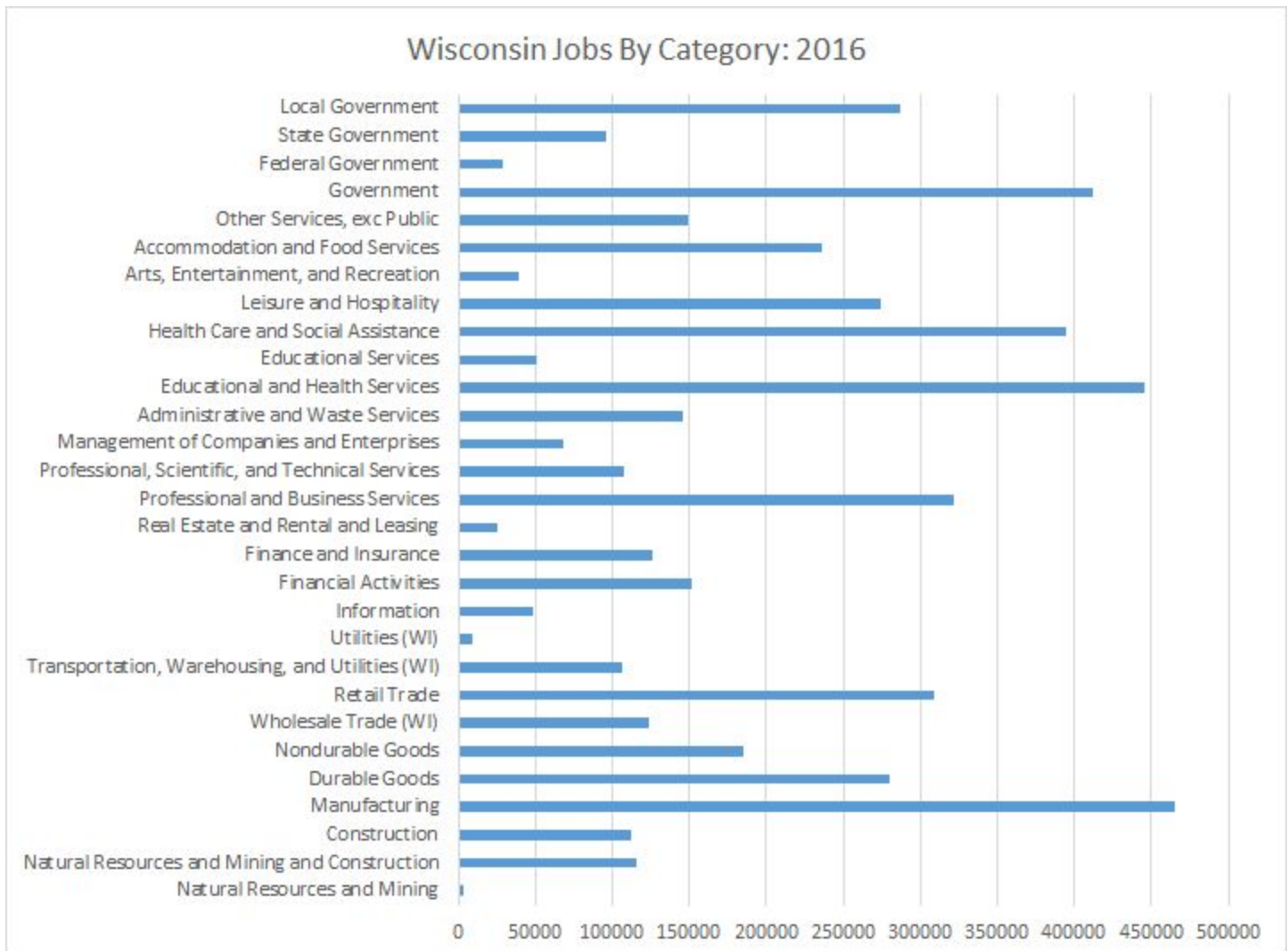
## Top 6 National Occupation Groups by Projected Growth from 2014-2024

Major Occupation Group	% Change	Median Annual Wage, 2014
Healthcare Support Occupations	23.0	\$26,440
Healthcare Practitioners & Technical Occupations	16.4	\$61,710
Personal Care and Service Occupations	13.2	\$21,260
Computer and Mathematical Occupations	13.1	\$79,420
Community and Social Service Occupations	10.5	\$41,290
Construction and extraction Occupations	10.1	\$41,380

\*Additional growth projections available from the [Bureau of Labor Statistics Economic News Release](#)

## WISCONSIN & SOUTHEAST WISCONSIN OVERVIEW

Despite these national trends, manufacturing remains Wisconsin's number one job sector, as shown by the below chart with information compiled from the [Wisconsin Department of Workforce Development](#):





The [National Bureau of Labor Statistics](#) addressed this further in a 2015 report on jobs and wages in Milwaukee, Waukesha and West Allis, explaining that one occupational group—production—was chosen to illustrate the diversity of data available for any of the 22 major occupational categories. In 2015, Milwaukee-Waukesha-West Allis had 82,730 jobs in production, accounting for 10.0 percent of local employment, significantly higher than the 6.6 percent share nationally. The average hourly wage for this occupational group locally was \$18.50, significantly above the national wage of \$17.41. Some of the larger detailed occupations within the production group included team assemblers, machinists, and first-line supervisors of production and operating workers. Among the higher paying jobs were gas plant operators (\$41.14) and drilling and boring machine tool setters, operators, and tenders, metal and plastic (\$38.00).” Other important job sectors in Wisconsin include healthcare and service industries.

## **WISCONSIN JOB GROWTH**

Wisconsin’s employment to population ratio rate is expected to show large growth in the near future with the retirement of the baby boomer generation. Many employment areas will show an increased number of job openings based on retirement rather than job growth. For more information about Wisconsin job projections, please view the [Work.net Hot Jobs to 2022](#).

## **What does this mean for the preparation of our students?**

As we prepare our students for success in the future workforce, it is essential to understand the necessary skill sets with which to equip them. At the national level, 11 of the 15 fastest growing occupations require some level of post-secondary education or an apprenticeship merely for entry; thus, in order to ensure options for students, it is essential that each student is both career and college ready. Specifically, an audit of skills in these growth area professions shows that a mix of academic, personal, learning and innovation skills will be necessary. High frequency examples are:

- Interpersonal communication skills (listening, speaking, collaboration, compassion)
- Critical thinking skills (analysis, problem solving, evaluation, etc.)
- Ability to self direct and learn independently (resourcefulness, time management, detail oriented)

Knowing this, our district will constantly monitor and revise curriculum, instruction and assessment practices to guarantee student growth in these areas through consistent practice and feedback. Additionally, helping each student to best articulate and deeply understand his or her end goals and paths will allow for personalization of outcomes.

The Franklin Public School District is committed to ensuring that every student in the district is College and Career Ready, in order to meet the ever changing needs of the labor market.

To support this effort, the district will actively apply the following beliefs:

## **High Levels of Rigor Increase Student Achievement**

Our students are capable of great things. We know the more we ask of students, the more they demonstrate their capacity to meet those demands. No course change will come before the board unless it reflects our desire to increase our level of rigor across the curriculum.

## **Student Engagement is Vital to the Learning Process**

Schools exist to serve learners and the community. We should offer courses that allow students of varying learning styles to find success through personalization and differentiation. When students are connected to their learning, they are more engaged. All course changes that come before the board reflect our desire to offer diverse courses to students that support their needs and seek to increase learner engagement.

## **Community-Based Experiences Help Develop College and Career Ready Students**

Practical experiences are vital to ensuring College and Career Ready students, as well as to the Academic and Career Planning process overall. We live in a vibrant community and need to take further advantage of the tremendous

learning experiences that exist outside our school walls. With the assistance of the District Community Experience Coordinator, the district will continue to expand community-based experiences for students. This has and will continue to include expanding internships, shadowing experiences, mentorship opportunities and youth apprenticeships. Additionally, our teachers have continued to focus their efforts on community-based experience expansion. Teachers from every academic department have put in a tremendous amount of their own time building relationships with the community in order to expand learning opportunities for our students. These efforts have included expanded mentorships, service learning opportunities, field trips, guest speakers and more.

### **Capstone Experiences Provide Rigorous Culminating Learning Opportunities for Students**

Senior year is an important time for our students. They are on the verge of transitioning into college and career, and as a result, our students should have the opportunity to synthesize their learning in culminating interdisciplinary experiences their senior year. The *2012 Department of Education Research Department Study on Capstone Courses* defines capstone experiences as having the following characteristics:

- Engages students as active participants in the learning process
- Centers on students rather than teachers
- Promotes the development of higher-order thinking and problem-solving
- Emphasizes making connections across disciplines
- Bridges theory with practice
- May be completed in student teams
- Involves teachers as advisors and community members as mentors
- Involves a final presentation before a panel that evaluates the project

The study also cites that frequently the formats that the culminating capstone project might take include:

- Portfolio of best work
- Curriculum-based, research project
- Set of experiments organized around a central problem
- Community service project or service learning activity
- Internship in a local business or organization
- Designing a product, service or system
- Planning and organizing an event or activity

We will continue to add capstone experiences, which are open to all of our students in order to help prepare them for both college and career.

## **Professional Development for Staff**

Staff professional development has been a vital component to the success of both our Education for Employment, and Academic and Career Plans. We have taken a number of steps as a district to ensure that our staff is prepared to engage in a process of shared responsibility related to these plans, in order to ensure Education for Employment principles are firmly embedded in our daily work. For more information on our professional development process, please see [THIS INSERT](#).

## Curriculum Integration

*\*In this section you will find information on how our Academic and Career Planning efforts have integrated into our core instruction.*

The academic strength of our curriculum and the diversity of core-academic, elective and co-curricular offerings allows for many options for students to individualize their course of study and meet their objectives, needs and interests related to their Academic and Career Plan.

As reflected in our mission and vision for the district, we strive to ensure all students in the Franklin Public School District are College and Career Ready each year, kindergarten through twelfth grade. In order to accomplish this, it is crucial that Academic and Career planning, and employability skills instruction is embedded throughout our curriculum. Academic and Career proficiencies, and employability skills and attributes come from rigorous, rich and well-rounded public school experiences.

### AMERICAN SCHOOL COUNSELOR ASSOCIATION MINDSETS AND BEHAVIORS (ASCA)

Franklin Public Schools have adopted the American School Counselor Association (ASCA) Mindsets and Behaviors as the basis for the teaching of academic and career habits. We systematically address these mindsets and behaviors from kindergarten through twelfth grade at the universal level. All students receive universal instruction, beginning in kindergarten, directly targeted towards the standards. Our school counselors are responsible for directly teaching and assessing [priority ASCA standards](#). Additionally, through Positive Behavior Intervention and Supports (PBIS) systems, many additional standards are taught at the universal level by our classroom teachers. Our K-12 encore departments (courses not explicitly teaching core academics) have also chosen [priority ASCA standards](#), which align with their curriculum, to address within their classroom.

### K-8 ACADEMIC SUCCESS HABITS AND BEHAVIORS

Students in kindergarten through eighth grade are taught and assessed on Academic Success Habits and Behaviors. These include the following:

- Completes assignments on time
- Comes to class organized and prepared
- Works well in a collaborative setting
- Works well independently
- Shows respect to teachers and peers

### K-12 Core Instruction

Through our delivery models, workshops and personalized learning, Franklin Public School teachers are able to embed employability skills on a daily basis into our instruction at the universal level. Teachers foster independence and transfer skills within their classroom. Students are required to manage their time, organize their materials, belongings and thinking in order to complete required learning tasks and activities to demonstrate their understanding towards a standard.

Communication, both oral and written, are directly taught and assessed in a variety of classrooms beginning in kindergarten. The skills of effective communication are taught and assessed within core and encore classrooms.



## ELEMENTARY LEVEL

Franklin Public Schools' elementary programming provides students with the foundation needed to be successful independent learners. The students learn through experiential learning with a focus on meeting individual learner needs with our instructional delivery methods. The coursework will consist of Balanced Literacy, Math, Science and Social Studies. Students will also be enrolled in encore courses that consist of Art, Music, and Physical Education for grades K-6. In 5th and 6th grade, students will be enrolled in Choir for Music and provided with the choice to be enrolled in either Band or Orchestra. In 6th grade, the students gain a World Language Experience through a [blended learning environment](#). In 5th grade, students engage in learning outcomes where they gain the knowledge and skills they need to own economic success and plan for their future.

## MIDDLE SCHOOL: EXPLORATORY COURSES

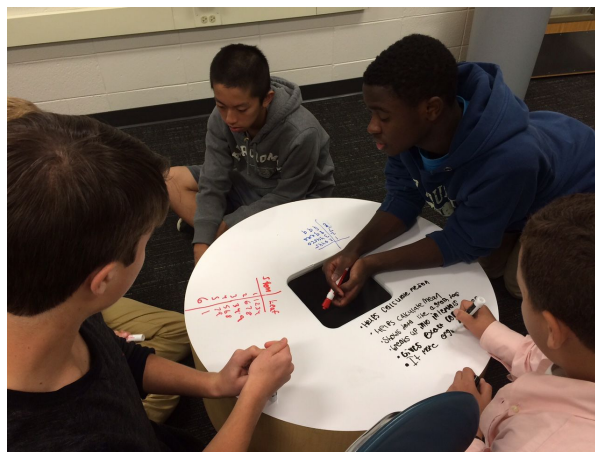
Forest Park's daily schedule has seven periods to allow for an exemplary middle school experience that includes high academic standards and exploratory opportunities for the adolescent learner. Students' schedules consist of four core academic courses, Language Arts, Math, Science and Social Studies, and three encore periods, which consist of a variety of exploratory classes. The encore classes are part of the National Career Clusters Framework, which help students explore different career options. Most students will take encore classes such as Physical Education, Art, Business and Technology, Family and Consumer Science, and Applied Technology and Engineering in both 7th and 8th grade. World Language is required in 7th grade and can be continued in 8th grade. Music is an elective class at both 7th and 8th grade.

## FRANKLIN HIGH SCHOOL

### *Connecting Career Clusters to a Student's Academic and Career Plan*

We expect every Academic and Career Plan to be as unique as each of our students. For example:

- Students passionate about pursuing a specific career can pursue opportunities aligned to a single program of study
- Students can choose to blend portions of one program of study with another based on their skills and interests
- Students who are unsure of their long term career interests can explore opportunities in many different programs of study that will help them better understand themselves, and the skills and knowledge needed for different careers



- Students may also choose a liberal arts approach to their education by focusing on the course sequences in each of the core subject areas along with coursework in the humanities, fine arts and world languages. This approach defers certain aspects of career exploration to a student's post-secondary education

All students are advised to select opportunities for rigor (college level coursework in academic and/or technical subjects) in their areas of strength and/or interest to ensure that they continue to develop their knowledge, skills and dispositions for success each and every year.



## Career Clusters and Career Pathways within the Programs of Study

*\*In this section you will find information on our career pathways and course progressions in Career and Technical education.*

There are sixteen Career Clusters organized by a common theme or interest. Learning experiences from different programs of study often complement each other so it is important to review a variety of them. Career Clusters (for example, Health Science) are often refined further by career pathways (for example, Nursing) for those students who already know which career they plan to pursue.

<b>AGRICULTURE, FOOD &amp; NATURAL RESOURCES</b>	Agriculture in Wisconsin includes science, marketing service, production, supply, processing, the preservation of the food supply, plants, animals and natural resources. This area employs over 12 percent of Wisconsin's workforce.
<b>ARCHITECTURE &amp; CONSTRUCTION</b>	Careers in designing, planning, managing, building, and maintaining the built environment.
<b>ARTS, A/V TECHNOLOGY &amp; COMMUNICATIONS</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
<b>BUSINESS MANAGEMENT &amp; ADMINISTRATION</b>	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
<b>EDUCATION &amp; TRAINING</b>	Planning, managing, and providing education and training services, and related learning support services.
<b>FINANCE</b>	Planning, services for financial and investment planning, banking, insurance, and business finance management.
<b>GOVERNMENT &amp; PUBLIC ADMINISTRATION</b>	Executing governmental functions to include governance: national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal level.
<b>HEALTH SCIENCE</b>	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
<b>HOSPITALITY AND TOURISM</b>	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food service, lodging, attractions, and recreation events and travel-related services.
<b>HUMAN SERVICES</b>	Preparing individuals for employment in career pathways that relate to families and human needs.
<b>INFORMATION TECHNOLOGY</b>	Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
<b>LAW, PUBLIC SAFETY, CORRECTIONS &amp; SECURITY</b>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
<b>MANUFACTURING</b>	Planning, managing and performing the processing of material into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
<b>MARKETING, SALES &amp; SERVICE</b>	Planning, managing, and performing marketing activities to reach organizational objectives.
<b>SCIENCE, TECHNOLOGY, ENGINEERING &amp; MATHEMATICS</b>	Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
<b>TRANSPORTATION, DISTRIBUTION &amp; LOGISTICS</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

## **Career & Technical Education Programming**

The Franklin Public School District has a robust offering of career and technical education courses in grades 7-12, providing opportunities for students to explore and deepen their learning of skills specifically aligned to careers that meet current labor market demands. These courses are open to all students in alignment with Academic and Career Plans. Franklin High School course offerings, as well as thorough course descriptions can be found in the [HIGH SCHOOL COURSE GUIDEBOOK](#). Forest Park Middle School course offerings, as well as thorough course descriptions can be found in the [MIDDLE SCHOOL COURSE GUIDEBOOK](#).

## **Franklin High School also offers a variety of course pathways for students including experiential and personalized learning opportunities**

The experiential learning course offerings at Franklin High School are designed to offer students a real world application of their various knowledge and skills while gaining exposure and experience in career areas of interest. Students, teachers, counselors, parents, community mentors and employers will all work as a team to help each student in their development of employability skills and their Academic and Career Plan.

## **INROADS**

The InRoads program provides students with a more personalized approach to their learning to drive their academic path and focus specifically on what interests, motivates and excites them. Student also employ collaboration, leadership and decision-making skills as they engage in their work.

### **Program Structure**

The InRoads program engages students in leadership and experiential learning opportunities through four year-long themes. These themes are explored through coursework and learning experiences outside the classroom. Themes include:

#### **Inquiry (9th Grade):**

- How can I use my passion to drive my learning?
- How can I work with others to create positive outcomes?
- How do leaders seek to understand and respect different perspectives?

#### **Service (10th Grade):**

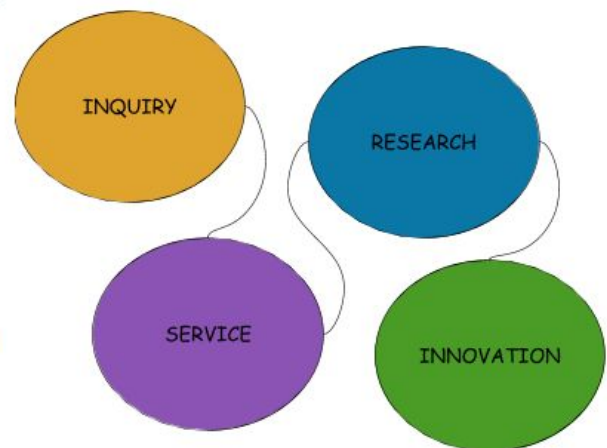
- How can we solve a problem in a community?
- What does service look like?
- How can I be a leader in different communities?

#### **Research (11th Grade):**

- What does a highly successful workplace look, feel and sound like?
- How do leaders facilitate productive group processes?

#### **Innovation (12th Grade):**

- Why is it important to foster innovation?
- How do innovators leverage resources and strategies to develop creative solutions to complex problems?



## Program Benefits

Deep Study of Relevant Skills		
Academic Skills	Leadership Skills	Employability Skills
<b>Strong Relationships</b> <ul style="list-style-type: none"><li>• Cohort model</li><li>• Mentorships</li><li>• Community Partners</li></ul>	<b>Experiential Learning</b> <ul style="list-style-type: none"><li>• Project-based</li><li>• Community-based</li><li>• Real World Experiences</li></ul>	<b>Certifications and Recognitions</b> <ul style="list-style-type: none"><li>• Employability Skills Certificate</li><li>• Youth Leadership Certificate</li><li>• Peer Mediator Certification</li></ul>

## PROJECT LEAD THE WAY (PLTW)

Project Lead the Way is a non-profit organization focused on introducing and preparing high school students for engineering and technical careers of the future. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase opportunities for students in engineering and technical fields. Particularly, PLTW provides a challenging, project -based curriculum meeting national science and math standards, professional development for teachers and school counselors, and a comprehensive national support network. PLTW courses are accessible to college-bound engineering students as well as students who may not have thought of college and a career in a technical field. The courses are based on problem solving, teamwork, communication and leadership as the students also build the math, science and technology skills to prepare for and succeed in tomorrow's careers.

## Honors (H) Courses

Honors courses are offered by the English, Math, and Social Studies Departments. These courses are more rigorous in content and have higher performance expectations than college preparatory courses. FHS offers honors courses for highly-motivated students who possess the proper prerequisite skills. Students in this challenging honors program are expected to complete outside readings on broader philosophical ideas and invest significant academic energy into their studies. The description for each honors course includes a summary of the content and course expectations. In consultation with high school counselors, students and their parents should carefully review the course descriptions to determine whether there is a match between the demands of the course and the student's interests and abilities.

## The Advanced Placement (AP) Program

AP provides students with an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions and demanding assignments typical of AP courses will help your child develop the content mastery and critical thinking skills expected of college students. What's more, by participating in AP, your child has the opportunity to earn college credit and to stand out in the college admission process. Franklin High School was recently approved to offer the AP Capstone program. AP Capstone™ is an innovative diploma program that helps you stand out in the college admission process by developing the critical skills needed to succeed in college and in life.

## Transcripted Credit Course

Franklin High School is proud to maintain a number of transcripted credit opportunities with MATC and UW-Oshkosh. Students take these courses on site at Franklin High School, but earn dual credit through the institution of higher ed. More information on these courses in can be found in the [HIGH SCHOOL COURSE GUIDEBOOK](#).

## MATC Dual Credit Academies

Franklin High School has worked closely with MATC to develop dual credit academies, where students in their early years of high school take courses that provide a pathway to MATC. Then in the upper grade levels go offsite to take courses at MATC that count for both FHS credit and MATC credit. For the 2017-2018 school year, this includes both a Chemical Technician Academy and a stand alone CNA course.

## AP Capstone

AP Capstone™ is an innovative diploma program that helps students stand out in the college admission process by developing the critical skills needed to succeed in college and in life.

Two new courses — AP® Seminar and AP Research — allow students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them greater confidence in their academic skills, and provides a broader perspective on their world.

## How AP Capstone Works

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, the AP Seminar and Research Certificate™, signifying attainment of college-level academic and research skills, is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

### Here's what you can expect: Year One | AP® Seminar

In the first year, students will develop and strengthen their analytic and inquiry skills, exploring deeply topics and issues chosen by them and/or their teacher. Students will learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. For example, students might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is beneficial to society.

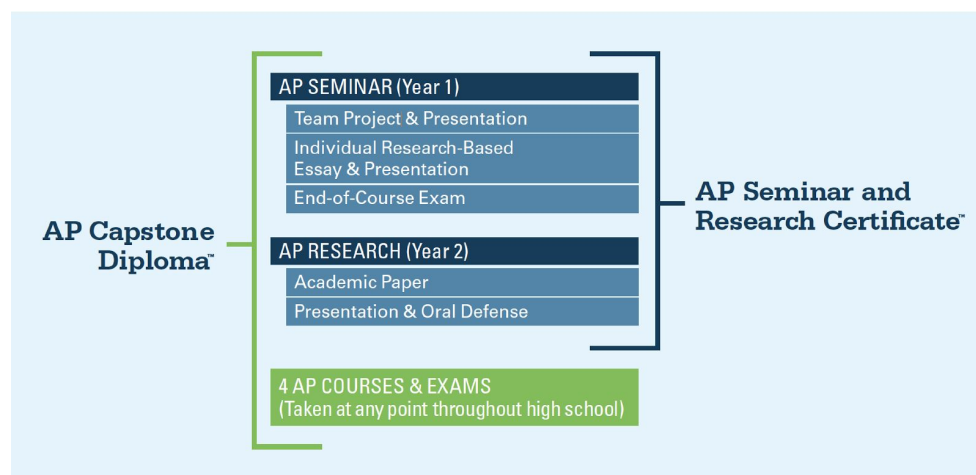
During the course, students will complete a team project, an individual paper and presentation, and take a written end-of-course exam. Your AP Seminar Exam score will be based on all three assessments using the usual 1–5 AP scoring scale.

### Year Two | AP Research

In this course, students will complete an independent research project on a topic of interest them. For example, students can

- Dig deeper into a topic you studied in an AP course
- Work across academic areas on an interdisciplinary topic
- Study a new area of interest, perhaps one you'd like to study in college

At the end of the research project, students will submit an academic thesis paper of about 5,000 words, present their findings, and orally defend their work. Students AP Research score will be based on their paper, the presentation, and the oral defense, using the 1–5 AP scoring scale.





## **Community-Based Experiences**

The Franklin Public School District provides multiple opportunities for all students to engage in authentic learning experiences within the community. Students, educators, community partners and parents work together as a team in order to foster student growth through these experiences. Throughout various upper level courses in high school, students can participate in community-based experiences such as job shadows, community mentorships, service learning, internships and youth apprenticeships. All students throughout the district participate in community-based experiences through field trips, career fairs and guest speakers as well.

The Experiential Learning course offerings at Franklin High School are designed to offer students a real world application of their various knowledge and skills while gaining exposure and experience in career areas of interest. Students, teachers, counselors, parents, community mentors and employers will all work as a team to help each student in their development of employability skills and their Academic and Career Plan. Some benefits of Experiential Learning include:

- Opportunity to explore and develop career interests and competencies with guidance of professionals in the field.
- Students establish and develop skills, habits, and attitudes conducive to future academic and career success.
- Classroom learning experiences become more relevant and meaningful.
- Development of a mentoring relationship between students and professionals who work in their career areas of interest.
- Community members and employers are provided with opportunities to take an active part in the education and career preparation of students in the local community,
- Potential to earn various skills certificates awarded by the state and the department of workforce development.

## **JOB SHADOWS**

Job shadows expose students to the day-to-day tasks of various careers and provide the opportunity for them to gain knowledge and understanding of what a professional work environment is like. Students can use job shadowing experiences to learn more about a career(s) they are potentially interested in. After shadow experiences, students should be able to more narrowly focus their career interests.

## **COMMUNITY MENTORSHIPS**

The community mentorship program provides students with the opportunity to learn and gain skills around a career area of interest through the expertise of a current member of the workforce. Students are matched with a community member employed in the career area of the student's interest. The mentor serves as a thought partner who helps students grow through constructive and meaningful feedback and providing authentic experiences.

## **INTERNSHIPS**

Internships provide an opportunity for students to gain real world work experience while still in high school. Students are able to see the practical application of the knowledge and skills learned in their various courses. This provides students the ability to explore a potential career option and gain understanding of how businesses and employees operate.

## **YOUTH APPRENTICESHIPS**

Youth Apprenticeship integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class and are employed by a participating employer under the supervision of a skilled mentor.

## **GUEST SPEAKERS**

Guest speakers are brought into Franklin Schools to provide students the opportunity to learn from and engage with a variety of community professionals. Guest speakers share information about their career, important skills and education they have received, and/or share their expertise on course topics. Career Café is an opportunity for middle school students to meet professionals from their community and learn about their careers. During Career Café, students learn the career cluster the job falls under, the job description and the education path for the job. Students then also engage in questions and answers with the career professional. Our Career Café exposes students to a variety of occupations and allows students to see how their education is relevant to the real world. Career Café also helps students begin to develop career goals and identify post-secondary options that match those career goals.

## Community Partner Engagement

The Franklin Public School District actively partners with the surrounding community in a variety of ways. Franklin engages community partners within industry, workforce development organizations, advisory boards and post-secondary institutions. Franklin community partners help provide Franklin schools and various departments with a College and Career Ready focus and vision for instruction. Our industry partners are vital in helping provide students with all of our community-based experiences. We currently engage with many different business partners such as:

<ul style="list-style-type: none"> <li>• Allis Roller</li> <li>• Animal Wellness Center of Oak Creek</li> <li>• B/E Aerospace</li> <li>• Bellcraft Builders, Inc.</li> <li>• Boerner Botanical Gardens</li> <li>• Brentwood Animal Hospital</li> <li>• Brooks Stevens</li> <li>• Carma Laboratories</li> <li>• Children's Hospital of Wisconsin</li> <li>• City of Franklin</li> <li>• Competitive Edge Software, Inc.</li> <li>• Culver's</li> <li>• Dalor Transit, Inc.</li> <li>• Dental Care with Amore</li> <li>• Dominos</li> <li>• Exact Automation &amp; Controls</li> <li>• Exact Usa</li> <li>• The Fish Hatchery</li> <li>• Franklin Business Park Consortium</li> <li>• Franklin Police Department</li> <li>• Franklin Public Library</li> <li>• George Webb</li> <li>• Graphics Distribution, Inc.</li> <li>• Hausch Design</li> <li>• Hermle Machine Co.</li> <li>• Hiller Ford</li> <li>• Hoppe Woodwork, Inc.</li> <li>• Hunger Task Force</li> <li>• iiT Source Tech</li> <li>• Johnson Controls</li> <li>• Jubilee School</li> <li>• Konstantakis Law Office</li> <li>• Krones</li> <li>• Kujawa Enterprises, Inc.</li> <li>• The Laundry Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Lucas Milhaupt</li> <li>• Milwaukee Area Technical College</li> <li>• Marquette University</li> <li>• McDonalds</li> <li>• Medical College of Wisconsin</li> <li>• Medical Equipment Compliance Associates</li> <li>• Midwest Measurement Products</li> <li>• Midwest Orthopedic Specialists</li> <li>• Milwaukee Admirals</li> <li>• MPC INC</li> <li>• Northwestern Mutual</li> <li>• Oak Creek Automotive</li> <li>• Park Bank</li> <li>• Pick N Save</li> <li>• The Point After Grille</li> <li>• Pratt &amp; Whitney</li> <li>• Prospect Airport Services</li> <li>• Racine Zoo</li> <li>• Realty Executives</li> <li>• Ricardo's Pizzeria</li> <li>• Roman Electric</li> <li>• Senior Flexonics</li> <li>• Southshore Movie Theater</li> <li>• Steelsmyth</li> <li>• STIR Advertising</li> <li>• St. Francis Hospital</li> <li>• Summit Credit Union</li> <li>• That's Amore</li> <li>• UWM School of Freshwater Sciences</li> <li>• Vesta Inc.</li> <li>• West Allis Veterinary Clinic</li> <li>• Wheaton Franciscan Healthcare</li> <li>• Wisconsin National Guard</li> <li>• Wisconsin Public Radio</li> <li>• YoFresh</li> <li>• Zimmerman Architectural Studios</li> </ul>
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The school's partnerships with workforce development organizations aid us in aligning our classroom instruction with the development of skills needed for the workplace.

## PTO/PTA

The Franklin Parent Teacher Organizations (PTO) and Parent Teacher Associations (PTA) provide community connectedness through unique opportunities within the individual buildings to engage students with community professionals in Franklin. Some of these opportunities include High Interest Day and Junior Achievement Day where students are exposed to multiple professions, business volunteers and organizations throughout a day of learning.

## Professional Certifications

Franklin Public Schools partners with the Department of Public Instruction to administer instruction for the Employability Skills Certificate, Leadership Skills Certificate and Global Education Achievement Certificate. The district also partners with the Wisconsin Department of Workforce Development to administer instruction and mentor support within the Youth Apprenticeship Skills Certificate program.

<b>EMPLOYABILITY SKILLS CERTIFICATE</b>	<p>The intent of the Wisconsin Employability Skills Certificate Program is to recognize a student's mastery of employability skills valued by employers, to help students explore career interests and to provide a state credential of student mastery.</p> <p>This program provides opportunities for:</p> <ul style="list-style-type: none"><li>• Students to document their employability skills</li><li>• Employers to assess the skills they are looking for in quality employees</li><li>• Educators to customize instruction to help learners to acquire skills that today's workplace requires</li></ul> <p>This certificate can be earned through successful completion of an internship, youth apprenticeship, or capstone course. Please see your school counselor for more details.</p>
<b>WISCONSIN YOUTH LEADERSHIP SKILL STANDARDS CERTIFICATE</b>	<p>The intent of the Wisconsin Youth Leadership Certificate offered by the Department of Public Instruction (DPI) is to recognize a student's mastery and exhibition of leadership skills valued by employers, communities, and organizations.</p> <p>This certificate provides opportunities for</p> <ul style="list-style-type: none"><li>• Students to document their leadership skills and service hours</li><li>• Employers and community organizations to assess the skills necessary for success</li><li>• Educators to customize instruction and experiences to help learners to acquire valuable leadership skills</li></ul> <p>This certificate can be earned through successful completion of the InRoads program. Please see your school counselor for more information.</p>
<b>GLOBAL EDUCATION ACHIEVEMENT CERTIFICATE</b>	<p>The Global Education Achievement Certificate designation is issued by DPI, and recognizes graduating high school students who have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies.</p> <p>Students wishing to pursue this option are required to take a number of global studies based courses, four years of a language, a review of global media and completion of a service learning project. Students will receive a separate designation on their diploma upon the completion of these requirements.</p>
<b>AP SEMINAR &amp; RESEARCH CERTIFICATE</b>	<p>Students who successfully complete both AP Seminar and AP Research with a 3 or higher will receive an AP Seminar &amp; Research Certificate, and designation on their transcript.</p>
<b>YOUTH APPRENTICESHIPS</b>	<p>Youth Apprenticeships integrate school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class and are employed by a participating employer under the supervision of a skilled mentor. More information on the YA program can be found at: <a href="https://dwd.wisconsin.gov/youthapprenticeship/">https://dwd.wisconsin.gov/youthapprenticeship/</a></p>

The district partners with community members through advisory boards in order to provide a career-based perspective to our curriculum and student development. Our Career and Tech Ed department holds monthly meetings with an industrial board comprised of professionals in the engineering and industrial field. The Franklin High School Counseling department holds two meetings annually with an advisory board to gather input on the

Academic, Career & Personal/Social programming and goals for the school counseling department. The Franklin Education Foundation is a group of Franklin parents and community members that works to support various initiatives and teacher designed projects throughout the district.

## **YOUTH OPTIONS**

The Youth Options program allows all public high school juniors and seniors who meet certain requirements to take post-secondary courses at a Wisconsin Technical College or institution of higher education. Form (PI-8700A) is used to notify the school board of a student's intent to participate in the program can be obtained from DPI's website: <http://dpi.wi.gov/forms/pdf/pod8700-a.pdf>. This form must be completed and given to the building principal no later than March 1st for a course to be taken in the fall semester; October 1st for a course to be taken in the spring semester. Per FPS Board Policy #6470 governing the Youth Options Program: *"If a student receives a failing grade in a post-secondary course, or fails to complete a course at an institution of higher education or technical college, for which the District has made payment, the student's parent or guardian, or the student if he or she is an adult, shall reimburse the District the amount paid on the student's behalf. If, upon request, the District is not reimbursed, the student will be ineligible for any further participation in the Youth Options program. A failing grade for a post-secondary course is the same as a failing grade for a high school course."*

## **COURSE OPTIONS**

The State of Wisconsin's Course Options Program allows a K-12 student enrolled in a public school district to attend up to two (2) courses at a time at one or a combination of K-12 or higher educational institution.

### **Limitations on Participation and Payment**

The District will pay for no more than two (2) courses at any time per student. The District will determine the weight of each college credit as high school credit. The District will pay to the educational institution, for each student attending a course at the educational institution under this Policy, an amount equal to the cost of providing the course to the student, as calculated in a manner determined by the Department of Public Instruction.

### **Addressing Sub Groups: Students with Disabilities**

The Franklin Public School district is committed to meeting the needs of all learners, this includes students with disabilities and special education needs. Students with special education needs have specialized programming that supports their individual needs and identified goals. Through the Individualized Education Plan (IEP) and transition process, students' college and career needs are addressed.

The IEP team helps design students' high school experience to ensure that they gain the skills and connections they need to achieve these goals. Beginning at age 14, a Postsecondary Transition Plan (PTP) assesses an individual's needs and considers personal interventions to help learners achieve a higher level of self-sufficiency and success. The following are activities and resources that we offer based on need, student preference, interest and case manager and family/IEP team recommendations:

- **Job Shadows:** Students from age 14 through graduation, experiences vary from one-day tours to 3 month placements (middle and high school aged students).
- **Job Experiences and Assessments:** Experiences vary from 90 days to 3 months.
- **College Tours:** Students meet with transition specialists linked to student resources.
- **Student Assessment of Preference and Interest:** Students are interviewed through surveys or the Enderle Severson Transition Assessment to determine preferences and interests.
- **Department of Vocational Rehabilitation Support:** Students are assisted with transition to workplace experiences after high school through collaboration with DVR.
- **Transition Activities:** Agencies and schools plan transition activities and learn about local services to help promote employment and careers. These experiences include but are not limited to Transition Fairs through LEAPP, the FHS Transition Fair, guest speakers and McTab-Franklin (Milwaukee County Transition Board).
- **FHS Life Skills:** Students are taught how to interview for, obtain and maintain a job including the proper



social skills required to achieve these tasks.

- **Application Assistance:** Students are given assistance when applying for: colleges, jobs, DVR, as well as other grants and scholarships.

Students that engage in job shadow experiences, employment opportunities and other activities that promote student practice of employability skills are given feedback regularly by their supervising teacher and/or employer. Employability skills and progress through those skills is shared formatively with families regularly and more formally during IEP meetings using an Employability Skills rubric. Areas on the employability skills rubric include: Community Activities, Employment/ Volunteer Opportunities, Social Support, Independent Living Skills, Personal Care, Recreation and Leisure, Transportation and Social/Emotional Behavior.

### **Alternative Education**

In the Franklin Public School district, four alternative programs serve the specific academic, career and personal/social needs of identified students. Students attend alternative school for a variety of purposes, including credit recovery or credit acceleration, and are sometimes enrolled in response to specific health or other concerns. Alternative programs work to build a strong learning community among classmates and promote social and emotional growth in students as well as meeting academic needs. While every alternative program is unique, they share some common characteristics. Curriculum is personalized; every student enrolled in an alternative program has their own course plan and works at their level towards the specific courses or credits that they need to complete toward promotion or graduation. Coursework style includes learning through assigned modules either online or traditionally, working in small groups, or through project-based approaches. Students in alternative programs receive Franklin High School diplomas as they meet the necessary graduation requirements through the completion of their alternative program.

## **Parent Engagement**

**The Franklin Public School District is committed to maintaining a strong relationship with families regarding their child's education. Parents are vital partners with the school district in the development and implementation of their child's Academic and Career Plan.**

To that end, the following venues will be used to ensure parents are not only informed of their child's Academic and Career Plan, but an active participant in its creation and adjustment.

### **Annual Communication**

Each student's Academic and Career Plan will be sent home to parents by the district each year in grades 6-12 via electronic communication. The plan will be accompanied by an overview of the plan components, as well as a series of questions parents are encouraged to discuss with their student.

### **Course Planning**

As one of the annual communication events, parents will have the opportunity to work with their child on their course selections for the following academic year. Parents are encouraged to engage in discussions with their child regarding the child's Academic and Career Plan, as well as how this plan may impact decision making related to course selection. Parent signatures will be required on all course planning documents.

### **Opportunities for Annual Participation**

In addition to the above, parents will have a number of opportunities to participate in the Academic and Career Planning process. This includes annual education parent nights, high interest days, parent teacher conferences, transition nights, open houses, plan your future events, and other dedicated Academic and Career Planning events.

### **Junior Conferences**

All parents will be invited to participate personally in a meeting with their child as well as a school counselor during

the child's junior year of high school. At this meeting, students will discuss the Academic and Career Plans they have created so far, and engage in identifying next steps for pursuing education and employment after high school. If a parent has questions about their child's Academic and Career Plan, they should contact their child's school counselor.

### **Annual Surveys**

The district will send out parent surveys annually to gain data on the effectiveness of the Academic and Career Planning process, as well as to make adjustments to the planning process.

### **Plan Your Future Event**

Post-secondary planning is a complex process and requires exposure to as much information as possible regarding future options. Beginning with the 2017-2018 school year, Franklin Public Schools will develop and host a "Plan Your Future" event for parents and students. More information on this event will be coming in Fall of 2017.

## Conclusion

This plan was developed in conjunction with a larger stakeholder group including, community partners, teachers, students, parents, pupil services representatives, and administrators. The plan will be submitted to the board for approval in May of 2017, and will be reviewed by a core team each fall. **THANK YOU** to everyone who participated in the plan development process.

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Brandon Buchmann	Teacher
Juliana Bullock	Student
Katie Carolan	Special Education Representative
Vicky Cordani	Community Partner/Industry Representative
Maggie Danes	Parent
Cynde Dornuf	Parent
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