



Introduction

Academic and Career Planning (ACP) is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. The Wisconsin Department of Public Instruction (<http://dpi.wi.gov/acp>) in the PI-26 legislation requires public school districts to provide ACP services to students in grades 6 through 12 beginning in the 2017-18 school year. These ACP requirements connect school districts' education for employment plans and programs to the academic and career planning requirements. ACP is a 4 part process of KNOW - EXPLORE - PLAN - GO which students develop throughout middle school and high school.

Career Readiness Vision

CAREER READINESS MISSION/VISION

Students of the Boyceville Community School District will graduate college and career ready, having had the preparation, conversations and experiences to support their individual life goals.

CAREER READINESS TEAM

Mr. Patrick Gretzlock - MS/HS Principal
Ms. Karlene Berry - HS School Counselor
Mrs. Gretchen Pederson - MS School Counselor
Mr. Taylor Pitt - TCE School Counselor
Ms. RuthAnn Ledgerwood - HS ELA
Mr. John Huevos - HS ELA
Mr. Michael Roemhild - MS ELA
Mrs. Jennifer Bignell - HS Special Education
Mrs. Sarah Stone - HS Special Education
Ms. Laurie Mumm - MS Special Education
Mrs. Amy Peterson - MS Science/Social Studies
Ms. Kaitlyn Webster - CTE - Agriculture
Mrs. Monica Miranda - CTE - Business
Mrs. Laura Debee - CTE - Family and Consumer Science
Mr. Frank Fetzer - CTE - Technical Education and Engineering

Career Readiness Data

| DISTRICT CAREER READINESS DATA | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Boyceville Career Readiness Data | | | | | | |
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Total Career and Technical Education Participants | N/A | 132 | 140 | 151 | 142 | 132 |
| CTE Concentrators (Agriculture, Architecture and Construction, Business, Health Science, Hospitality and Tourism, Human Services, Manufacturing, Marketing, STEM) *A student is identified as a concentrator if they completed at least two CTE courses in a single career pathway throughout high school. | N/A | 46 | 86 | 76 | 50 | 56 |
| Students Completing 1+ Dual Enrollment Course | 2 | 5 | 10 | 50 | 19 | 74 |
| Students Completing Advanced Placement Courses | 29 | 27 | 20 | 20 | 9 | N/A |
| Career and Technical Student Organizations | 2 | 2 | 2 | 2 | 2 | 2 |
| Students Earning Industry-recognized Credential | N/A | 20 | 15 | 15 | 12 | 11 |
| Local and Regional Career Pathways | 4 | 4 | 4 | 4 | 4 | 4 |

CURRENT PROGRESS AND FUTURE GOALS FOR IMPLEMENTATION

As we continue to work toward growing our ACP programming and activities, it is a goal of the district to build our Youth Apprenticeship and Work-based Learning opportunities. In our rural location, student workers still have a wide variety of job prospects; industry, manufacturing, customer service and agriculture. With the continued support of local leaders and business partners, we can match students with jobs of interest in hopes of providing them an experience that supports their life goals.

Career Readiness in the Boyceville Community School District

ACP CURRICULUM, SUPPORT, AND SERVICES

Grade Level Appropriate ACP Activities

K-5: E4E Activities

- Why people work
- The kinds of conditions under which people work
- The levels of training and education needed for work
- Common expectations for employees in the workplace
- How expectations at school are related to expectations in the world of work.

Elementary educators reinforce the application of basic skills in a variety of ways. Through many grade-appropriate experiences, career exploration is integrated into classes/courses offered in the district. Students are engaged in a variety of service learning projects that teach them skills that cross all areas of life. Simulations and practical experiences provide variety and reinforcement of a skill or knowledge and engage students in activities that model real-world situations.

- K-5 grade students demonstrate levels of responsibility appropriate to assigned jobs and display leadership qualities by performing classroom helper jobs
- Students in grades 2-5 establish business and education partnership by participating in field trips and inviting business people into school
- Elementary students demonstrate interpersonal skills necessary for the workplace by participating in various programs and activities.

6-8: E4E and ACP Activities

- Developing an understanding of the continuum of careers across work environments, duties, and responsibilities
- How a pupil's personal interests and skills relate to those careers
- Potential work-based learning experiences
- Career research identifying personal preferences in relation to occupations and careers pupils may pursue
- Students will receive academic and career planning instruction through the required core courses each year (grade 6-8), as well as through the Exploration courses and school counseling curriculum
- Middle school educators provide students with a variety of opportunities to experience work-based learning opportunities
- Middle school students plan and develop career plans through participation in the school counseling activities, career and technical education experiences, and other content areas activities
- Simulations are integrated into courses
- Options are available for students to complete youth service learning or volunteer community projects through involvement in school or community events
- Middle school students participate in a variety of clubs and organizations such as FFA, Athletics, Science Olympiad, and Student Council.

9-12: E4E and ACP Activities

- Conducting career research to identify personal preferences in relation to specific occupations
- Instruction in career decision making
- Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy
- Pupil access to career and technical educational programs
- Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment
- Students will receive academic and career planning instruction through the required core courses each year (grade 9-12), as well as through career and technical education courses, advisory lessons, and school counseling curriculum
- High school educators provide students with a variety of opportunities to experience work-based learning opportunities
- High school students are able to complete job shadows
- High school students participate in a variety of clubs and organizations such as FFA, Athletics, Junior Achievement Competitions, National Honor Society, Student Council and Science Olympiad
- High school students also have the

opportunity to complete service learning projects within their classes, volunteer as peer tutors and work as assistants within the school.

ACP/School Counseling Services

- School counselors in each building support the ACP process by providing lessons, facilitating career field trips and encouraging conversations with students/families about future planning.

Whole School Support

- Each pupil shall receive individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan. All students in grades 6-12 access their Academic and Career Plan through Xello during intervention/homeroom or classroom periods at least semesterly throughout the school year. District staff and school counselors along with members of the ACP Team provide instruction with students at all grade levels individually and in classrooms.
- Scope and Sequence - Please [click here](#) to see an outline of ACP activities.

PREPARING FOR THE FUTURE

The ACP program in the Boyceville Community School District ensures every student is prepared for life after high school no matter what path they plan to take. This includes:

- Career and Technical Education (CTE) provided in the district
- Early College Credit Program and Start College Now opportunities
- Advanced Placement Courses
- Youth Apprenticeship or other job training and work experience
- Instruction in skills related to employment
- Completion of Financial Literacy/Personal Finance graduation requirements

CAREER PATHWAYS

Career Pathways offered in the Boyceville School District include the following:

- Agriculture, Food & Natural Resources
- Architecture and Construction
- Business & Professional Services
- Education and Training
- Finance
- Marketing
- Science, Technology, Engineering & Mathematics

LABOR MARKET INFORMATION

The following information has been summarized from the *2021 Dunn County Workforce Profile* generated by the Wisconsin Department of Workforce Development.

Workforce Outlook - The Wisconsin workforce outlook at the present state, appears promising following the turbulence felt from the COVID-19 pandemic. However, residual effects still ripple throughout various industries such as hospitality/tourism and transportation in addition to personal challenges that became exacerbated due to the pandemic including affordable housing/rent, child/elder care, transportation costs and workplace safety. The Wisconsin workforce went from record low unemployment rates in March 2020 to almost 15% in April 2020; by November 2021, rates had returned to historic lows. Other current concerns within the workforce are those created by the age disparities as "baby boomers" retire and leave employment. Many businesses are expressing frustration as they are unable to recruit and attract talent - to combat this, offers of increased wages, signing bonuses and flexible schedules are presented to potential employees.

Population and Demographics - Dunn County added 931 residents from 2010 to 2020, growing at a rate of 2.12%, slightly slower than the statewide growth rate of 2.95%. This ranks Dunn the 26th fastest growing among the state's 72 counties. Of Dunn County's ten most populous municipalities, the city of Menomonie remains the largest at 16,461 residents; the Village of Boyceville ranked 10th with a -0.55% decrease (2010 census population - 1086 to 2020 final estimate population - 1080).

Labor Statistics - Current Dunn County labor statistics have shown, over the course of 2020, employment in the county has decreased by 622 jobs (3.54%) across all industries. As expected, these losses were mostly caused by the COVID-19 pandemic; because of their declared "non-essential" functions, certain industries were more impacted than others. The county's Leisure and Hospitality employers lost over 40% of its jobs from 2019 to 2020. Recently, the Trade, Transportation and Utilities industry, accounting for over 28% of the county's total employment, overtook Education and Health Services (25.8% total employment) to become the largest industry super-sector in Dunn County. This is due in part to the pandemic which accelerated online shopping trends and Dunn County's proximity to I-94. Because of this Trade, Transportation and Utilities employers in this area were able to add 37 new jobs.

Education and Health Services remain the second largest industry in the county with UW-Stout being one of the largest employers. Ripples of the pandemic both locally and nationally have impacted student enrollment, however UW-Stout's strong science and engineering programs provide a note of optimism for county employers. Finally, the county's third largest industry, manufacturing, which had been experiencing a strong growth trend, lost 192 jobs in 2020.

In the spring of 2020, Dunn County lost almost 1,400 jobs and recovery of those jobs has been inconsistent. Late spring and summer of 2020 brought a rapid rebound but then slowed considerably in the fall and winter as new cases of COVID emerged. "As of June 2021, Dunn County's total covered employment was about 97.7% of its March 2020 level. Newly released jobs reports suggest that the labor market recovery is still very much ongoing."

Projections - Employment across all industries in Wisconsin is expected to grow over the ten year period 2018-2028. *Currently the long-term 2018-2028 projections are estimates based on historic data and do not include any impact COVID-19 may have on industry employment in the future (Source: Wisconsin Department of Workforce Development, Office of Economic Advisors, Wisconsin Employment Projections 2018-2028).* Wisconsin is expected to create 111,926 new jobs between 2018 and 2028. With 3.5% growth, employment is projected to increase from 3.2 to 3.3 million jobs.

The most significant numerical growth is expected in Education and Health Services (47,363 jobs from 2018-2028), and Professional and Business Services (17,979 jobs from 2018-2028). Another super-sector with strong anticipated growth is the Construction sector (with over 13,000 jobs from 2018-2028).

Another trend illustrated is that of labor constraints, as openings created due to replacement needs outnumber those generated by new growth. This suggests that there will be increased importance placed on the availability and skill sets of young workers entering the region's workforce.

Career Readiness is for ALL of our Students

INDIVIDUALIZED ACP SUPPORT

Throughout the ACP process, students receive a variety of individualized support. Each student's unique, individualized account in Xello allows them to explore careers of interest, take a variety of inventories and assessments as well as learn about career programs to maximize their productivity in Xello. In addition to the Xello accounts, students in grades 11 and 12 will also meet with the high school

counselor to plan for the final high school years. These meetings ensure all parties understand the graduation requirements but also the impacts specific classes can have on their post-high school success and entry to the world of work.

ACCESS FOR ALL STUDENTS

If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services. The resources and services will be unique to each youth under both the ACP process and IEP/PTP development. Completing the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary school and employment.

CAREER READINESS TECHNOLOGY

Xello is the electronic tool that will be used by all Boyceville students to host their ACP plans. Xello is a comprehensive web-based career exploration and portfolio program which supports the guidelines for Wisconsin's ACP. Through the use of customization and reporting tools that accompany student resources, counselors, teachers and administrators can monitor students' progress and communicate completion requirements. Students and parents will have access to this software throughout the student's 6-12 career and after graduation.

Get Involved

FAMILY ENGAGEMENT

The Boyceville Community School District engages families and caregivers in academic and career planning by:

- Inform parents in each school year about what academic and career planning services their child receives via email, social media posts and district website updates.
- Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning through individual planning meetings and/or transition/orientation meetings.
- Update parents throughout the school year on the progress of their child's academic and career planning.

PROFESSIONAL DEVELOPMENT FOR STAFF

The Boyceville Community School District is committed to supporting our entire staff to become engaged in the career readiness process. As the ACP plan and implementation procedures continue to evolve as we add partners, develop lessons and opportunities for students. The ACP team will hold quarterly meetings and disseminate information to grade level staff through common planning time or staff meetings, as all faculty members support an intervention or homeroom group.

BOARD MEETING APPROVED

DATE