

Wisconsin Heights School District
Academic and Career Plan

“Prepare the child for the road, not the road for the child.”

Premise:

Learning has become the lifelong skill needed in the workforce. With technological advancement changing both personal and professional lives, it is imperative that students have a cultural knowledge base, the social and emotional skills and the aptitude for learning as the foundation for life after high school graduation. The Academic and Career Plan recognizes these needs as well as the demand for connecting strengths, curiosity and interest to students’ career pathways. The Wisconsin Heights School District will use Xello career development software to facilitate and store all students’ Academic and Career plans.

Vision:

Develop engaged citizens through diverse experiences and rigorous academic expectations.

Mission:

- 1) Utilizing best instructional practices to support rigorous academic standards;
- 2) Data-driven decision-making process;
- 3) Engagement with families and the community; and
- 4) Fostering positive relationships.

Goals/Objectives for 2023-24 School Year:

Implement and update the ACP Course Outlines and Essential Learning Standards in grade 6-12.

Implement the Four Xello lessons at each grade 6- 12. (at minimum, one lesson per quarter)

Implement the SoftSkillsAHA Curriculum at identified grade levels.

8th Grade students will complete a 4 year academic plan for high school.

Implement Mock interviews for all 10th Grade students, to take place in May.

Communicate/meet with all 6-12 staff regarding ACP, review plan, roles, etc.

The Advisory ACP committee will meet four times per school year. (once per quarter)

Academic and Career Planning and Parent Involvement

Middle School

Grade 6:

- 6th grade orientation -- Informational program provided for parents and students led by Building Leadership.

Grade 8:

- Future Quest Career Exploration Expo.
- ACP Parent & Student Conferences.
- Complete a four year plan for high school courses during Careers course.
- Complete a Careers course

High School

Grade 9:

- Freshman Orientation -- Session for parents and students to help plan for the transition to high school. This also includes course selection and other extracurricular activities. Collaborative effort between building leadership and school counseling.

Grade 10:

- Conduct Mock interviews for all students, to take place in May.

Grade 11:

- Post-secondary Planning Conference with Parents.

Grade 12:

- Senior Conferences with Students.
- Classroom guidance session on college application process.
- FAFSA financial aid night presentation.
- Classroom scholarship presentation.

Parents can help their students with the Academic and Career Planning Process by:

- Asking your student to show you what they have been doing on Xello (Online Career Development Resource) or by completing career and education exploration activities with your student.
- Knowing your student's interests, skills, and values.
- Encouraging your student to get involved in activities that match their interests, skills and values.
- Reminding your student that all careers have multiple pathways and encouraging them to explore all options.
- Talking to your student about your career experiences.
- Helping your student find the resources they need to be successful.

Elementary Academic and Career Planning

Delivery model:

Know – Who am I?:

- Developing self-awareness as a learner.
- Learning self-care.
- Managing emotions appropriately.
- Learning self-regulation and focus.
- Exhibiting empathy for peers.
- Working with others.

Exploring – What do I want to do?:

- Understanding why people work.
- Knowing the different kinds of working conditions.
- Learning the levels of training and education needed for work.
- Connecting how classroom expectations connect to workplace expectations.

Grade 1:

Students will:

- Identify 1 career of interest.

Grade 2:

Students will:

- Identify student qualities that may be expected in a career.

Grade 3:

Students will:

- Identify the names of 10 careers.

Grade 4:

Students will:

- Match their personality according to Holland's Interest Inventory.

- Identify a career of interest in the category.

Grade 5:

Students will:

- Demonstrate how to look up a variety of occupations and look for a career of interest to them.
- Create a learner's resume.

Middle School Academic and Career Planning

Know – Who am I?:

- Becoming self-aware.
- Advocating for oneself.
- Evaluating strengths and weaknesses and connecting them to career pursuits.
- Understanding and managing emotions.
- Establishing relationships with peers and adults.
- Working as part of a team.
- Setting short-term and long-term goals.

Explore – What do I want to do?:

- Learning the Career Pathways.
- Understanding the career pathways through the elective wheel.

Plan – How do I get there?:

- Connecting course enrollments to future plans.
- Locating and participating in experiences, groups and organizations that build personal and career skills.
- Using assessment data to improve skills and identify strengths.

Delivery model: Nine lessons delivered through homeroom throughout the school year.

CTE opportunities:

Students experience all areas of fine arts and CTE through an elective wheel.

- Grade 6, students participate in Art, Computers, and General Music.
- Grade 7, students participate in Spanish, Agriculture and Health.
- Grade 8, students participate in Technology Education, Family and Consumer Sciences, and Writing about Careers.
- All 8th grade students attend Future Quest that is organized through Dane County School to Career Consortium. Additionally as part of the 8th grade career's class students will visit a technical college and a university.

6th grade

Students will:

- Learn the scholarly behaviors that lead to achievement, i.e. managing assignments, workloads, and deadlines, prioritizing tasks and getting things done without constant reminders (Lythcott-Haims, 2017).
- Define the five areas of soft skill competencies and self-evaluate their level of understanding and competence: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making.
- Evaluate self and apply self-knowledge to career exploration.
- Learn how to introduce himself or herself to an adult.
- Explore their interests and potential careers.
- Understand the connection between school subjects related to careers they like.
- Learn the importance of considering consequences before making decisions.

Xello Lessons - 6th Grade	Students Will:
Interests 20-30 minutes	<ul style="list-style-type: none"> • Reflect on a few of the interests they've saved in Xello's interest inventory • Explore the link between interests and various careers • Investigate how their interests match up with a career they like
School Subjects at Work 20-30 minutes	<ul style="list-style-type: none"> • Explore how people in a variety of careers apply different school subjects on the job • Investigate how people in various careers use a school subject they like on the job • Explore the school subjects related to careers they like

Decision Making 20-30 minutes	<ul style="list-style-type: none"> • Explore the importance of making informed decisions, and using the information they have to make the best decisions at the time • Learn about the importance of considering the consequences of potential decisions • Reflect on an important decision they've recently made
Time Management 20-30 minutes	<ul style="list-style-type: none"> • Explain why time management is important in school and on the job • Create a time budget to assess how they currently manage their time • Explore ways to improve their time management skills

7th grade

Students will:

- Learn scholarly behaviors that lead to achievement, i.e. managing assignments, workloads, and deadlines, prioritizing tasks and getting things done without constant reminders (Lythcott-Haims, 2017).
- Self-evaluate and set goals on the five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- Explore career pathways that play to strengths and interests.
- Understand how visual, auditory and tactile skills/strengths help them learn.
- Understand bias and how it affects the workplace.
- Explore the impact of bias on career choices.

Xello Lessons - 7th Grade	Students will:
Explore Learning Styles 30-40 minutes	<ul style="list-style-type: none"> • Investigate visual, auditory, and tactile learning styles • Explore how understanding their own learning style can help them in school and in their career
Discover Learning Pathways 30-40 minutes	<ul style="list-style-type: none"> • Investigate their postsecondary pathway options • Explore the postsecondary pathways to various careers • Evaluate pathways to a career that interests them
Biases and Career Choices 20-30 minutes	<ul style="list-style-type: none"> • Identify biases of gender, ethnicity, ability, and class in the workplace • Explore how biases can influence career choices
Jobs and Employers 20-30 minutes	<ul style="list-style-type: none"> • Explore ways to find employment (e.g. job boards, networking, etc.) • Reflect on the advantages and disadvantages to various work search strategies • Research potential employers in their community

8th grade:

Students will:

- Learn scholarly behaviors that lead to achievement, i.e. managing assignments, workloads, and deadlines, prioritizing tasks and getting things done without constant reminders (Lythcott-Haims, 2017).
- Self-evaluate and set goals on the five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- Determine career pathways most suited to the individual.
- Realize the connection between academic achievement and post-secondary opportunities.
- Plan course enrollments that reflect potential career pathways.
- Identify skills needed for different occupations.
- Complete the Career Match assessment and reflect on different careers.
- Identify activities, clubs and resources that will help with the transition to high school.
- Understand transition as a part of growing older.

Xello Lessons - 8th Grade	Students will:
Skills 30-40 minutes	<ul style="list-style-type: none"> • Explore how school, extracurricular, and leisure activities help build skills • Identify skills needed for a variety of occupations • Investigate career options related to their own skills
Explore Career Matches 30-40 minutes	<ul style="list-style-type: none"> • Investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers • Reflect on their own career assessment results • Explore the aspects of a career that interests them
Transition to High School 20-30 minutes	<ul style="list-style-type: none"> • Explore ways to make their transition to high school easier and more successful • Identify questions and concerns they might have about transitioning to high school • Explore clubs, activities, and other resources to help handle the transition to high school • Develop strategies to deal with transitions

<p>Self-Advocacy 20-30 minutes</p>	<ul style="list-style-type: none"> • Identify situations where they may need or want to advocate for themselves or others • Explore effective advocacy skills and behaviors, such as leadership, confidence, and communication • Explore ways they can advocate for themselves in school, the community, at home, and in a career
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High School Academic and Career Planning

Know – Who am I?:

- Becoming self-aware.
- Exploring the Career Pathways and finding a focus.
- Evaluating strengths and weaknesses and connecting them to career pursuits.
- Understanding and managing emotions.
- Establishing relationships with peers and adults.
- Working as part of a team.
- Showing empathy.
- Connecting to the community. Coping with setbacks.
- Resolving interpersonal conflicts.
- Demonstrating self-advocacy.
- Setting goals and reflecting.

Explore – What do I want to do?

- Understanding the career pathways through course enrollments.
- Completing career related activities.
- Taking career assessments to validate interests and skills.
- Researching labor statistics and career projections.

Plan – How do I get there?:

- Connecting course enrollments to future plans.

- Locating and participating in experiences, groups and organizations that build personal and career skills.
- Identifying training and education for post-secondary life.
- Completing necessary tests, courses for admission.
- Participating in summer work.
- Working through a Youth Apprenticeship.
- Planning for the cost of post-secondary training.

Go – Do IT!:

- Determining where and what to do after high school.
- Constructing applications for both school and scholarships.
- Understanding and applying for financial aid.
- Gathering documents and resources for employment.
- Understanding financial realities of careers, investment, etc.
- Selecting courses that advance personal and career goals.
- Adapting to changing interests and situations.

Delivery model: Nine lessons delivered through homeroom throughout the school year.

CTE opportunities:

All CTE areas are fully accessible to all students. Students have two options to explore work:

- Education for Employment is both a class and an approved work experience.
- Youth Apprenticeship is a formal partnership with a specific employer, student and the school for which the student concentrates in a CTE area and works in the associated field for a term of one or two-years.

Students are also able to access courses through Start College Now, Early College Credit program, and PLTW courses offered by Middleton-Cross Plains School District. Each CTE area takes course related field trips in support of learning and career exploration.

Grade 9:

Students will:

- Realize the connection between academic achievement and post-secondary opportunities.

- Understand how economic factors tie into employment.
- Understand how a criminal record influences employment.
- Connect personal needs and wants to career opportunities.
- Understand how to balance work and personal demands.
- Understand conflict and how to cope with it.
- Understand how personality affects career development.
- Assess what career factors are most important to them.
- Identify how to gain career-related experiences.

Xello Lessons - 9th Grade	Students will:
Personality Styles 30-40 minutes	<ul style="list-style-type: none"> • Investigate Personality Styles • Explore how their own personality style can help them at home, school, work, and other areas of their life
Exploring Career Factors 30-40 minutes	<ul style="list-style-type: none"> • Investigate Important Factors: work/life balance, money, making a difference, education, interests, growth • Assess which of these 6 core factors are important to them when making a career decision, and why • Prioritize the 6 core factors that influence their career decisions
Getting Experience 20-30 minutes	<ul style="list-style-type: none"> • Explore different ways to get work experience now • Identify several ways to get experience while still in school: community service / volunteerism, co-op programs, part-time job, internships, etc. • Assess which type of experience is best suited for their career interests and goals
Study Skills and Habits 30-40 minutes	<ul style="list-style-type: none"> • Identify skills, habits, and behaviors they need to learn successfully in high school • Explore potential obstacles to success in school, such as lack of motivation, distractions, and lapses in self-confidence • Plan how to develop positive study habits and behaviors

Grade 10:

Students will:

- Learn how to earn and manage money.
- Understand standard benefit packages associated with employment.
- Identify the value of transportation and deal with transportation snafus (Lythcott-Haims, 2017).
- Identify what they value and what type of work matches those values.
- Connect what type of lifestyle they want to earning potential of different careers.
- Understand and give examples of the soft skills employers seek -- time management, dependability, positive attitude, communication skills, problem solving skills, etc.
- Assess their employability skills.
- Solve problems and conflicts that commonly occur in the workplace.
- Use reason to work through an emotional situation.

Xello Lessons - 10th Grade	Students will:
Work Values 30-40 minutes	<ul style="list-style-type: none"> • Consider what work values are • Explore their own work values • Investigate careers that may be satisfying based on their values
Careers and Lifestyle Costs 40-50 minutes	<ul style="list-style-type: none"> • Identify some of their most important lifestyle goals • Assess whether or not they can achieve lifestyle goals in a career that interests them
Workplace Skills and Attitudes 20-30 minutes	<ul style="list-style-type: none"> • Explore skills and behaviors that employers look for, such as time management, dependability, good attitude, communication skills, problem solving, etc. • Explain why these skills and behaviors are important to various careers and how they manifest on the job • Assess their own employability skills
Program Prospects 30-40 minutes	<ul style="list-style-type: none"> • Distinguish between different types of postsecondary programs, such as apprenticeships and degree programs • Explore career options related to different types of programs • Evaluate their program options in terms of their strengths, academic interests, and career interests

Grade 11:

Students will:

- Learn what is meant by a “balanced application” and the importance of test scores, grades and rigor.
- Review career projections and outlooks as part of identifying their career pathway.
- Identify what options are available after high school graduation and indicate their top choice.
- Connect what type of training and/or education they need to work in their chosen field.
- Investigate three post-secondary training and/or education institutions that match their career goals and priorities.
- Plan to complete testing requirements for their chosen training or education.
- Explore how entrepreneurship can be part of their career trajectories.
- Create the documents of the job search: Resume, Cover Letter and Application.
- Practice interviewing with a professional.
- Understand how to make a good impression.

Xello Lessons - 11th Grade	Students will:
Choosing a College or University 40-50 minutes	<ul style="list-style-type: none"> • Identify which factors are important to them in a potential postsecondary school • Investigate how a college or university stacks up to their priorities
Career Demand 40-50 minutes	<ul style="list-style-type: none"> • Learn about career projections and outlooks • Analyze factors that impact career demand, such as changes in technology, demographics, business practices, consumer preferences, and workplace restructuring • Explore how their career plans may be shaped based on the demand for a career that interests them
Entrepreneurial Skills 20-30 minutes	<ul style="list-style-type: none"> • Identify the skills and characteristics that make entrepreneurs successful • Investigate paths to becoming an entrepreneur (including starting your own business, buying a franchise and others) • Explore the benefits and challenges of becoming an entrepreneur • Investigate ways to apply entrepreneurial skills within a career that interests them

<p>Work/Life Balance 30-40 minutes</p>	<ul style="list-style-type: none"> • Assess how their current work (school) demands affect family life, free time, etc. • Identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future
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Grade 12:

Students will:

- Define what career success means to them.
- Identify backup plans for education and career.
- Apply to training and education programs of their choice.
- Request supplementary documents for applications.
- Learn how financial aid works and how to complete an application.
- Learn how scholarships are applied at public and private institutions.
- Identify weaknesses in skills and make short-term goals to close gaps.
- Understand how to work with tough people.
- Flexibility in adjusting to difficult situations.

<p>Xello Lessons - 12th Grade</p>	<p>Students will:</p>
<p>Defining Success 20-30 minutes</p>	<ul style="list-style-type: none"> • Explore what success means to them in various aspects of life including in their personal life, school, and career • Explore ways they can make a difference and achieve success in a career that interests them
<p>Career Backup Plans 30-40 minutes</p>	<ul style="list-style-type: none"> • Learn the importance of career backup plans • Investigate strategies for dealing with obstacles that may come up in their career path • Explore potential backup careers for themselves
<p>Job Interviews 20-30 minutes</p>	<ul style="list-style-type: none"> • Explore ways to prepare for a job interview • Describe their own abilities and qualifications in the context of an interview • Investigate job interview questions in the context of a career that interests them

	<ul style="list-style-type: none"> • Explore appropriate post-interview behaviors and actions
Career Path Choice 30-40 minutes	<ul style="list-style-type: none"> • Understand that career development is a process of constant change • Understand that flexibility and adaptability can help them continually explore their career options • Understand how re-evaluating their interests, skills, etc. can identify the need or desire for a career change

2021 Wisconsin Overview

The COVID-19 pandemic has been the primary influence on the economy and workforce activity in Wisconsin since March of 2020. The two-month recession attributable to COVID-19 ended the longest economic expansion on record. Reactions to COVID-19 affected every industry and geography in the state. The results were seen in stark terms over the course of a few months and throughout the following year. Job numbers plummeted. Unemployment insurance claims skyrocketed. The workforce sagged but remained fairly intact. The unemployment rate shot up from near record lows in March 2020, to almost 15% in April 2020 in the state. By November 2021, statewide unemployment had returned to historic lows.

Employment

Wisconsin's labor force held relatively steady through the pandemic, decreasing from 3.075 million in February 2020, to 3.054 million in December 2020. It has since recovered to 3.109 million as of August 2021.

The jobs situation, in contrast, was severely impacted by the pandemic and has not fully recovered. Total nonfarm jobs peaked in February 2020, at 2.997 million on a seasonally adjusted basis. By April 2020, 407,800 jobs had been lost. As of November 2021, jobs totaled 2.893 million, still down some 104,000 from February 2020 levels.

Short-run Outlook?

As this is being written in December of 2021, job growth has slowed and has even recorded negative months. The industry that suffered the greatest impact from COVID-19 has been the leisure and hospitality industry, losing more than 50% of its jobs at one point. All other industries have been affected in some manner; for example, manufacturing lost less than 5% of its jobs, and recovered more quickly, as have the construction, and warehousing and distribution sectors. Even so, workers are scarce.

Businesses' pursuit of workers has brought about wage and benefit increases along with signing bonuses and other incentives to try to attract workers. There are, however, other workforce barriers such as transportation, dependent care, housing affordability, and the uncertainty of workplace safety surrounding COVID-19 that also need to be overcome.

Long-run Challenge?

The primary long-term challenge facing Wisconsin's economic future remains workforce quantity. The demographic situation facing the state, other upper-Midwest states, and most of the western economies will advance unaltered in the coming decades.

While Wisconsin's population will continue to grow over the next 20 years, the workforce faces serious constraints. The labor force trend began to flatten in 2008 as the first Baby Boomers (those born in 1946)

reached age 62 and began to leave the workforce. Baby Boomers continue to exit the workforce in great numbers.

And, with home prices surging and investment portfolio values at historic highs, older workers may decide, as many did before the housing bubble burst in 2007, to leave the workforce now and permanently.

The number of retiring Baby Boomers nearly matches the influx of new workers, resulting in a slow-growing workforce and placing constraints on the ability of employers across industries to secure talent. Many businesses report that the lack of available workers has hindered expansion, and in some cases, even curtailed the ability to meet current business needs.

Employment by Industry

Total jobs in Dane County in 2020 declined 4.13%, or 14,109 jobs. All Wisconsin counties experienced year-over-year total job declines amidst the COVID-19 pandemic, with Dane's percent change ranked 20th. Leisure and Hospitality decreased 26.91%, a net job loss of 9,289. Both the Accommodation and Food Services and the Arts, Entertainment, and Recreation sectors within the broader Leisure and Hospitality supersector declined over the year by more than 20%. Though accounting for a small share of employment, Accommodation and Performing Arts, Spectator Sports, and Related Industries both registered greater than 40% decreases.

2020 Annual Employment by Industry

	2020 Average Monthly Employment	1-year Numeric Change	1-year Percent Change	Percent of Total Employment	Total Payroll	Percent of Total Payroll
Construction	15,704	-793	-4.81%	4.79%	\$ 1,124,479,764	5.43%
Education & Health Services	89,191	886	1.00%	27.20%	\$ 5,527,776,690	26.68%
Financial Activities	22,402	-322	-1.42%	6.83%	\$ 1,912,708,499	9.23%
Information	16,803	314	1.90%	5.12%	\$ 1,837,666,768	8.87%
Leisure & Hospitality	25,226	-9,289	-26.91%	7.69%	\$ 505,191,897	2.44%
Manufacturing	24,534	-670	-2.66%	7.48%	\$ 1,658,163,926	8.00%
Natural Resources & Mining	2,317	32	1.40%	0.71%	\$ 122,544,447	0.59%
Other Services	10,555	-581	-5.22%	3.22%	\$ 475,295,652	2.29%
Professional & Business Services	48,596	-1,045	-2.11%	14.82%	\$ 3,748,914,290	18.09%
Public Administration	20,984	-302	-1.42%	6.40%	\$ 1,387,732,010	6.70%
Trade, Transportation, Utilities	51,611	-2,338	-4.33%	15.74%	\$ 2,422,009,108	11.69%
All Industries	327,923	- 14,109	-4.13%	100.00%	\$ 20,722,483,051	100.00%

Source: WI DWD, Labor Market Information, QCEW 2020

Among supersectors, Other Services (-5.22%); Construction (-4.81%); and Trade, Transportation, and Utilities (-4.33%) decreased at the next highest percentages. Similar to Leisure and Hospitality, Other Services contains many high contact positions that became less tenable during the pandemic. All subsectors within Construction declined, while Trade, Transportation, and Utilities was mixed. The Couriers and Messengers subsector grew the fastest percentage (28.3%) across all industries with the increased demand for delivery services. Three supersectors within the county added jobs over the year,

with Education and Health Services adding the most jobs (886) and Information growing at the fastest rate (1.90%).

Education and Health Services is the largest supersector in the county, accounting for over a quarter of employment and total payroll. Though on net the supersector gained, Healthcare and Social Assistance increased by 4.5%, while Educational Services decreased by 3.8%.

Employment by Industry Total jobs in Dane County in 2020 declined 4.13%, or 14,109 jobs. All Wisconsin counties experienced year-over-year total job declines amidst the COVID-19 pandemic, with Dane's percent change ranked 20th. Leisure and Hospitality decreased 26.91%, a net job loss of 9,289. Both the Accommodation and Food Services and the Arts, Entertainment, and Recreation sectors within the broader Leisure and Hospitality supersector declined over the year by more than 20%. Though accounting for a small share of employment, Accommodation and Performing Arts, Spectator Sports, and Related Industries both registered greater than 40% decreases. Graphic 5: 2020 Annual Employment by Industry

Over the course of 2020, employment in the county decreased by 14,109 jobs (4.13%) across all industries

This information was taken directly from:

State of Wisconsin Department of Workforce Development (2021). *2021 Workforce Profile: Dane County*.

https://www.jobcenterofwisconsin.com/wisconomy/wits_info/downloads/CP/dane_profile.pdf

Education for Employment Programming

Regional Employment Projections

South Central Workforce Development Area Industry Projections, 2014-2024				
Columbia, Dane, Dodge, Jefferson, Marquette and Sauk Counties				
Industry	2014 Employment	Projected 2024 Employment	Change Employment	Percent change
All Industries	532,717	574,104	41,927	8%
Natural Resources	13,692	14,038	346	3%
Construction	18,924	21,696	2,772	15%
Manufacturing	54,210	55,848	1,638	3%
Trade, Transportation and Utilities	78,055	81,252	3,197	4%
Information	14,696	19,786	5,090	35%
Financial Activities	26,566	28,495	1,929	7%
Professional and Business Services	54,617	60,826	6,209	11%
Education and Health Services	130,684	141,557	10,873	8%
Leisure and Hospitality	45,259	50,418	5,159	11%
Other Services	27,695	29,494	1,803	7%

Public Administration	40,651	40,989	338	1%
Self-Employed and Unpaid Family Workers	27,128	29,701	2,573	9%

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, November 2016.

Employment Projections South Central Workforce Development Area Occupation Projections, 2014-2024 Columbia, Dane, Dodge, Jefferson, Marquette, and Sauk Counties								
Occupation Group	Employment				Average Annual Openings			Annual Wage
	2014	2024	Number change	% change	Growth	Replacement	Total	
All occupations	532177	574104	41927	8%	4517	12266	16783	\$37880
Management	36782	39698	2916	8%	296	813	1109	\$92072
Business and financial	33629	37069	3440	10%	354	667	1021	\$59529
Computer and mathematical	21946	27714	5768	26%	577	338	915	\$71989
Architecture and Engineering	10118	11116	998	10%	103	254	357	\$66174
Life, Physical and Social Science	8961	10036	1075	12%	108	255	363	\$56408
Community and Social Service	7876	8514	638	8%	64	168	232	\$42663
Legal	34967	3651	154	4%	18	60	78	\$65558
Education, training and library	45980	47604	1624	4%	170	970	1140	\$43519
Arts, Entertainment and Media	10806	11323	517	5%	62	247	309	\$44236
Healthcare Practitioners	27663	29700	2067	7%	209	565	804	\$65,279
Protective Service	9625	9884	259	3%	28	240	268	\$38051
Food Preparation and Serving	37486	42029	4543	12%	459	1398	1857	\$19645

Building and grounds maintenance	18161	19922	1761	10%	176	367	543	\$22740
Personal Care and related service	20540	25071	4531	22%	454	379	833	22612
Sales and related	43280	45755	2475	6%	259	1299	1558	\$25516
Office and administrative support	72798	73608	810	1%	239	1523	1762	\$34635
Farming, fishing and forestry	8211	8266	55	1%	17	213	230	\$28160
Construction and extraction	18768	20746	1978	11%	199	288	487	\$50690
Installation, maintenance and repair	16811	18170	1359	8%	142	396	538	\$44331
Production	39384	40278	894	2%	172	868	1040	\$32945
Transportation and material moving	28612	30617	2005	7%	203	681	884	\$30876

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, September 2015.

The South Central WDA has a larger projected job growth from 2014-2024 than any of the other WDAs in both numeric and percentage terms.

Implications for Practice

The South Central WDA needs workers of all different training and education levels to fill jobs. Students need to experience career exploration and development systemically over the course of K-12 education, maintaining the fine balance of building present skills and knowledge while also looking towards the future.

In elementary grades, Academic and Career Planning will make explicit connections between the world of learning and the world of working. Chapter PI 26 indicates that elementary students need to develop an understanding of the following concepts:

1. Why people work
2. The kinds of conditions under which people work
3. The levels of training and education needed for work
4. Common expectations for employees in the workplace
5. How expectations of school are related to expectations in the world of work (Department of Public Instruction, pages 75-76).

Additionally, the Wisconsin Heights School District prioritizes Social/Emotional Learning for all students as an important aspect of students' development and eventual employment. Since work is typically a social endeavor, focusing on students' emotional development, self-concept, and social competence helps students acquire and translate this social emotional learning into the soft skills required for employment and healthy functioning.

At the middle school level, the focus of career development is one of both knowing (oneself and what opportunities exist) and exploring. Students and teachers work together to continue social and emotional learning with more of an emphasis of how these skills translate to work while also concentrating on developing those scholarly behaviors that lead to successful learning. Priority is given to students understanding the connection between academics and learning to future career opportunities. Additionally, students begin to explore career and technical areas through an elective "wheel" where they experience 12 weeks of instruction in elective areas over the course of three years to further illuminate not only course taking possibilities but also connected career pathways. Significantly, all 8th grade students will participate in a writing emphasis career exploration class that gives them an opportunity for more intense study of careers. Beginning in middle school students are also able to access two Career Based Student Organizations, FFA and SKILLS USA.

At the high school level, students have access to a comprehensive curricula as well as the ability to take college courses through ECCP (grade 9-12) and Start College Now (grades 11-12). Additionally students are able to take online courses through BYU Online High School and through Wisconsin Virtual School. Academic and Career Planning shifts to students connecting interests and strengths to career pathways, taking associated coursework, gaining work experience, exploring post-secondary training and education, building soft skills and scholarly behaviors needed for a successful high school and post high school life. Students learn the practical application of academic and soft skills in life and work. In addition, raising students' awareness and knowledge of finances, economics, and labor markets is an important part of this work.

Parents are an important part of the academic and career development process. Parents are informed of career development opportunities and activities that students are participating in as part of their learning. Orientations at the 6th and 9th grade level emphasize the importance of exploration, learning and planning as students matriculate. School counseling schedules conferences with parents to begin and continue the discussion of career development and interests.

Resources

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