

CESA #11 PERKINS CONSORTIUM MEMBERS

Education for Employment Plan

Colfax

September 1, 2017

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Introduction to the Plan

Members of the CESA #11 Carl Perkins Consortium are provided with leadership for Education for Employment work. The work and goals of both initiatives are considered and blended. Collaboratively the issues are organized and addressed. Each member's Carl Perkins Designee is the lead link to CESA, and they work with appropriate staff and community stakeholders in their district.

Education for Employment Coordination

Brenda Kretzschmar will provide leadership and coordinate the district efforts through the Perkins Designees. The Colfax designee is John Dachel.

Tech Prep Council Representation

CESA #11 districts are within two technical college districts; WITC and CVTC. The teacher, counselor and administrative representation on the two tech prep councils changes every few years. All CESA #11 districts have the opportunity to have direct council members from their staff. Brenda Kretzschmar is a member on both councils and directly represents the members and articulates their needs with the council. Both councils work very closely with secondary staff and concerns, and include those items in annual project goals and objectives.

Colfax Schools & Community Profile

Colfax schools are the focal point of the community in aspects of the pride and social activities. Viking Pride runs deep in the community with academic as well as extracurricular accomplishments. The facilities are among the premier in the region for a small-sized school district.

The community offers several employment and economic development opportunities.

The largest employer after the school district is a manufacturing company, Woods Run. Many entrepreneurial businesses provide services to the citizens of the Colfax community.

Business/Education Partnerships

- Chippewa Valley Technical College
- Chippewa Valley Tech Prep Consortium
- West Central Wisconsin Workforce Development Board (WCSWDB)
- NW Regional PK-16 Consortium
- Plum City CTE Advisory Group
- CESA #11 Carl Perkins Consortium Network
- CESA #11 Youth Apprenticeship

Career & Technical Education Programs

Colfax offers programs in Business & Information Technology, Agriculture & Natural Resources, Family & Consumer Education, and Technology Education. With the CESA #11 consortium the teachers are working with the career clusters/programs of study initiatives to enhance the integration of and practical application of academic skills and the applied technologies. The teachers also seek additional funding to support their goals. The CTE teachers are working with their recently formed local advisory group of business representatives.

Work-based Learning

Colfax students are able to choose among a few work-based learning opportunities. The greatest numbers of those experiences are within the Agriculture & Natural Resources program. Each summer more students are participating in either the manufacturing or healthcare academics sponsored by WCWWDB/CVTC/CESA #11. Students are employed, take technical college courses, and earn technical college credit. District staff and CESA staff collaborate to make this happen for students.

Tech Prep Programs

There is a great parallel with E4E and Perkins work within this element. The Perkins project studies regional, state and national labor market information and projections. Those results are linked with the interests of students and the results are programs of study development. The teachers and counselors continue to use this work with the students. The programs of study are developed with courses from the high school, and continue on to technical college programs and four year college programs. Students are held accountable to investigating not only LMI, but also cost of postsecondary instruction, projected wages to be earned, and the viability of employment in the region they choose to live. The consortium members continue to work with the technical colleges so that students will be able to earn more technical college credit while in high school. This work needs to be done with the tech prep council, tech prep curriculum specialist and eventually with technical college teaching staff. All students are expected to work with programs of study, and will soon all be expected to develop their own Individualized Learning Plan.

Career Development & School Counseling

CESA #11, CVTC, and WITC offer and support all three training levels of the Wisconsin Comprehensive School Counseling Model. This is the model recommended by the Wisconsin Department of Instruction. Trainings are held in the summer and during the school year, to fit the needs of the consortium school counselors. An element of the CESA #11 Perkins Consortium is to implement a career development plan PK-12 that involves all teachers and counselors. This is a piece of the circle of work attached to this document (Student Success Plan). It is integral to the Perkins work, the tech prep work and the E4E plan.

21st Century & Employment Skills

The consortium believes that:

- 21st Century jobs change rapidly and demand high adaptability, engagement, and resilience - entrepreneurial attitude
- 21st Century initiatives are supported by government, education and business/industry
- 16 Career Clusters can effectively coordinate school's reform efforts
- 21st Century jobs are those that have not been created to solve problems that have not yet been identified

Consortium members and leadership are working on the overlap and integration of:

- Career Clusters Essential Knowledge & Skills Statements
- 21st Century Skills
- Business & Industry Connections
- Existing district CTE & academic courses (Please see attachment knowledge & skills worksheet.

Program Access, Nondiscrimination, and Closing Achievement Gaps

All consortium members sign assurances with the Carl Perkins project. Of those 27 assurances, #s 8, 20, 21, 22, 23 particularly apply to providing all pupils in all grades access to education for employment programs which provide for foundations of good citizenship and which link academic and occupational standards to workplace skills and experiences.

Annually, we study the compliance or noncompliance status with the CPA Federal Core Indicators and State Initiatives, and develop activities/strategies to make improvements as indicated. The activities are in-district as needed, regional or CESA-wide.

Coordination of Related District Resources

The Student Success Plan that is guiding

the Perkins Consortium work provides for a perfect opportunity for districts to coordinate resources, allowing for maximum use of limited resources while identifying and eliminating overlap in initiatives. These small school districts in northwestern Wisconsin cannot afford to support all initiatives that they once could. The PK-12 approach to this work considers and includes many elements to become part of a system, instead of operating in isolation. The programs of study and individual learning plans assist in assuring that students have no gaps in their desired and required graduation elements.

Professional Development Needs and Opportunities

This fall, the CESA #11 agency is doing a comprehensive electronic needs development that will be sent to all teaching and counseling staff in each of the 39 districts. The purpose of this study is to become better in touch with the needs of professional development by content and by mode of delivery. Staff will be able to identify areas to learn more about, which we will integrate with the needs identified by staff within the Perkins Consortium processes. Existing structures offer in-district opportunities, in addition to summer workshop (four and eight day options), and larger one day regional offerings with follow up either by electronic means (Link for Learning, Moodle, etc.), or small face to face groups. The content continues to change to meet the identified needs. We pride ourselves in CESA #11 with the 20 year old two week workshop that has been co-sponsored by WITC. One third of the participants are technical college teachers. They work with PK-12 staff on articulating teaching and learning between systems.

Student Transcripts, Reporting, and Accountability

All Perkins consortium members have

student reporting software that is in compliance with the requirements of DPI. This means that the various elements of students work are appropriately documented, i.e. advanced placement, transcribed credit, and advanced standing.

The Education for Employment program will be evaluated with the evaluation process for the Perkins Consortium project work. A separate system will not be set in place. Because coursework is the core of the student's learning, that is a significant portion of the accountability process for teachers. The core will be the relationship of Career Clusters/Pathways/Programs of Study with CTE program development, expansion and improvement. These are that focus questions that will be used (adapted from a document developed by the Eau Claire Area School District). 1) Why is this Career Pathway/Program of Study being investigated? 2) Which of our Current CTE courses have been identified to be part of your pathway? Do any need to be revised? What Does the crosswalk between the Pathway Knowledge and Skills and content of existing programs look like? 3) Which CTE courses need to be added to this pathway? 4) Which other CTE courses, electives and/or student organizations need to be part of this pathway? 5) Which core courses need to be part of this pathway? 6) Which post-secondary courses need to be part of this pathway?

The Student Success Plan will also be used. Focus questions will be developed for each phase of that "circle" during the 2009-2010 school year.