Education for Employment Program
School District of Holmen
Reviewed for School Year 2026-2027

The School District of Holmen's Education for Employment Plan is designed to serve as a working document to support the district's mission of preparing students for tomorrow through an engaging and inclusive educational community today. The E4E plan is designed to meet the School District's vision of Belong. Serve. Succeed. We believe students can do this through a variety of pathways and experiences that allow them to graduate career ready.

1. An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:		
a. Perform analysis of local, regional, and state labor market needs	HSD will systematically review trends and projections in the labor market to support programmatic decisions	School District of Holmen Analysis of Labor Market
b. A process used to engage parents in academic and career planning, the process should do all of the following:	1. Inform parents in each school year about what academic and career planning services their child receives. 2. Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning. 3. Update parents throughout the school year on the progress of their child's academic and career planning.	High School: ● Families are informed via email, newsletter, mailings about ACP activities through the school year. ● Families are invited to view their student's Xello profile and can view anytime. ● Students in grade 11 participate in junior meetings to discuss and revise academic and career plans. Families have the option to attend a seminar style informational night for their juniors. ● Families and students in grade 12 are invited to attend an event about scholarship application, and an event about post-secondary processes including financial aid and applying to post-secondary institutions. Middle School: ● Information on ACP is included in newsletters and parent eblasts. ● Throughout the course of their 8th grade year, students work with their counselor and HS staff to plan academic transition to 9th grade. ● Families can view their student's academic progress in Infinite Campus so that they can better understand and monitor their child's learning. ● Families are invited to the school to view and interact with a student's Xello profile during their individual planning conference with their school counselor. ● Prior to their freshman year, 8th graders are invited to attend a co-curricular orientation night at the High School. District: ● District ACP Information is available through the school website.
c. A description of all of the following:	1. How, in each year of the plan, the school district will support	Students receive academic and career planning instruction throughout required core courses (grade 6-12), as well as through career and technical education courses and school counseling curriculum.

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	pupils in academic and career planning, including meeting the requirements under subs. (2) and (3). 2. The career and technical education provided in the school district. 3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12. 4. How the education for employment program will meet the requirements of s.121.01 (1) (m)	In middle school, all students participate in planning conferences and have the option to enroll in courses in technology and business education. In high school, all students participate in planning conferences, all students enroll in Personal Finance, Computer Applications, Economics, and all students have the option to enroll in courses which will prepare them for their chosen career pathway in the future. The ACP committee meets in the District to continue ACP work. Some content area teachers integrate ACP skills within their existing curriculum. Part of the E4E program requires students to be involved in career awareness and career development. The E4E plan also requires CTE programs to integrate the practical application of academic skills, applied technologies, and work-based learning opportunities. The E4E plan has made the opportunities available to all of our students and the ACP plan implements this plan for all students.
d. A strategy used to engage businesses, postsecondary institutions, and workforce development organizations in implementing the education for employment program.		High School Level ● Trade Tuesdays are offered in collaboration with local businesses every Tuesday at the high school during the lunch hour. ● Different branches of the military are represented in the lunchroom on a monthly basis to inform students about branch opportunities. ● Students have multiple opportunities to participate in offsite events such as: Women in Trades, Hero's Day, Manufacturing Day, Apprenticeship Center tour, program shadows. Middle School Level ● 8th grade students attend a career fair at Western Technical College and are able from a variety of speakers based on their Career Pathway interests.
2. An education for employment program shall provide pupils with information and opportunities that lead to all of the following:		
a. Career awareness at the elementary grade levels,	1. Why people work. 2. The kind of conditions under	Elementary Level - 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

including developing an understanding of the following:	which people work. 3. The levels of training and education needed for work. 4. Common expectations for employees in the workplace. 5. How expectations at school are related to expectations in the world of work.	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.
b. Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.		Students receive intentional academic and career planning instruction through the required core courses each year (grade 6-8), as well as through the school counseling curriculum. ● Middle school students plan and develop career plans through participation in the school counseling activities, career and technical education experiences, and other content area activities. ● Career readiness experiences are integrated into some courses. ● Options are available for students to complete volunteer projects. ● Middle school students have opportunities to participate in a variety of clubs and organizations that contribute to career readiness.

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c. Career planning and preparation at the high school grade levels, which shall include the following:	1. Conducting career research to identify personal preferences in relation to specific occupations. 2. School-supervised, work-based learning experiences. 3. Instruction in career decision making. 4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal finance literacy. 5. Pupil access to career and technical education programs, including programs at technical colleges. 6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand. 7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.	Students 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. ● Work-Based Learning and Service-Learning activities are incorporated into several classes and program areas.(Such as School Store, Maroon Mug, Dancing with Sports Stars, PAES lab, ACE, LIVE, SEARCH, etc) ● Youth Apprenticeship programming is offered to students in their junior and/or senior year. ● High school students are able to complete job shadows. ● High school students participate in a variety of clubs and organizations that contribute to Academic and Career Readiness. ● Some High school students also qualify to be in competency based supervised work-experience programs. ● Students in 11th and 12th grade year are awarded two ACP days to attend colleges or work-related opportunities.
3. Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:		

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a. 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 will be supported by their school counselor, advisor, and teachers in completing and revising their academic and career plan. Students are provided the opportunity to participate in programs which provide technical preparation in career fields; build student competence through applied contextual academics in a sequence of courses; lead to an associate or baccalaureate degree in a specific career field; and lead to placement in appropriate employment or further education.
b. 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 under s. 115.787 (2) (g), Stats.		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. The PTP is the part of the IEP (I-8) that meets the federal indicator 13 requirements. Therefore, a student's ACP is not equivalent to the IEP/PTP and cannot serve as a replacement. Rather, students will be better prepared to share their goals for the future with their IEP teams as a result of participating in ACP.
c. Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.		Xello is used across the School District of Holmen for all students grades 6-12. Students and parents will have access to this software throughout the student's 6-12 career, and after graduation. All students in grades 9-12 access their Academic and Career Plan through Xello throughout the school year. School Counselors provide ACP instruction with students at all grade levels individually and in classrooms. All students in grade 11 are required to enroll in a Personal Finance course to learn about financial literacy. All students have the opportunity to schedule time to visit with representatives from local post-secondary institutions during the school day. All students and parents of students in grade 12 are invited to participate in a College Goal event in which teachers and counselors support students and parents in completing FAFSA applications. Each class will provide specific instruction on related

		careers/clusters. The middle school makes connections between content and career options while aligning class selection(s) for the coming school year to elective course offerings.
d. Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.		All students in grades 9-12 access their Academic and Career Plan through Xello throughout the school year. School Counselors provide ACP instruction with students at all grade levels individually and in classrooms. All students in grade 11 are required to enroll in a Personal Finance course to learn about financial literacy. All students have the opportunity to schedule time to visit with representatives from local post-secondary institutions during the school day. All students and parents of students in grade 12 are invited to participate in a College Goal event in which teachers and counselors support students and parents in completing FAFSA applications. Each class will provide specific instruction on related careers/clusters. The middle school makes connections between content and career options while aligning class selection(s) for the coming school year to elective course offerings.