

**School District of Manawa  
Academic and Career Planning  
Handbook-- Grades 6-12  
2017-2018**

Preparing ALL Students for the Future

Approved by the Manawa Board of Education on 9/18/2017

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# School District of Manawa

## **Mission Statement:**

*The School District of Manawa is the place where students choose to excel academically and realize their strengths.*

## **Vision Statement:**

*The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.*

Wisconsin statute 115.28 (59) (a) requires every school board to provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.

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## Introduction

Academic and Career Planning, or 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.



## What is ACP?

An **ongoing process** to actively engage students to:

- \* Develop an understanding of his or her self
- \* Create a vision of his or her future
- \* Develop individual goals
- \* Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students’:

- \* coursework, learning and assessment results
- \* post-secondary plans aligned to career goals & financial reality
- \* record of college and career readiness skills.

### **Why ACP?**

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education and training as it leads to careers. It is part of DPI's overall vision for every student to graduate high school college and career ready. That means students must be competent both socially and emotionally. We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things aren't quite going their way. When put together, it's about making them productive adults with satisfying careers.

### **Waupaca County Workplace Profile**

The School District of Manawa is located in Waupaca County. While unemployment in Waupaca County has decreased, the workforce continues to have difficulty with employing quality, skilled workers. The complete 2015 Waupaca County Workplace Profile can be found here: [http://worknet.wisconsin.gov/worknet\\_info/downloads/CP/waupaca\\_profile.pdf](http://worknet.wisconsin.gov/worknet_info/downloads/CP/waupaca_profile.pdf)

### **School District of Manawa Information**

The School District of Manawa consists of approximately 117 square miles of Waupaca County. The School District of Manawa is centrally located in Waupaca County and is used as a meeting place for the county due to its central location. The District is comprised of the City of Manawa, and the Township of Little Wolf, portions of the Townships of Union, St. Lawrence, Bear Creek, Lebanon, Royalton, Mukwa, Helvetia and the Village of Ogdensburg.

### **Roles Throughout the ACP Process:**

#### **ACP and Career Cruising:**

The School District of Manawa will be utilizing Career Cruising in grades 6-12 to help students gain awareness of self, explore postsecondary and career options, document their academic and career plans, and review and revise their plans, as needed. Students are able to sign into Career Cruising through their launchpad once they sign into their Google accounts. All students own their own Career Cruising account beginning in grade six through grade twelve and beyond. Career Cruising allows students to travel through the four stages of academic and career planning while documenting and saving important aspects of their journey.

**Student's Role:**

Student's own and control the direction of their ACP process. Students are ultimately responsible for completing the portfolio requirements within their ACP, and following through with the goals and directions they establish within their plan, all with the support from parents, educators, and mentors along the way.

**Educator's Role:**

Educators will help bring a student's ACP to life through expanding and opening the doors of the classroom to the community and exposing students to careers and opportunities that enhance student learning across all content areas. Educators also play an advisory role in collaborating with students on their ACP progress annually.

**Parent's Role:**

Parents play an important and ongoing role in supporting students throughout his/her ACP journey. Parents have the opportunity to support their child in diving deeper into each of the four stages of ACP (Know-Explore-Plan-Go). Parents can participate in the ACP process through ongoing conversations with their children regarding their Career Cruising portfolio activities and ACP progress, and participating in their child's ACP conference in grades 8, 9, and 11.

**Business/Community Role:**

Business and community partners play an important role in collaborating with each other, with schools, and with students to ensure that all students have access to opportunities K-12 within the community, which support and enhance students ACPs. Businesses also plays a role in building awareness of the opportunities available within their organizations and supporting and growing the pathways that will help students gain the employability skills necessary to be successful in the workforce.

# KNOW



This stage of Academic and Career Planning is about students developing an awareness of self. Through collaborative conversations with parents, educators, and the community, students will have multiple opportunities to develop an understanding of their personal interests, skills, values, and strengths.

## **Self Awareness (KNOW)**

Students will engage in:

- Periodic self-assessment of interests and strengths
- Reflection and goal-setting
- Financial knowledge and understanding of resources
- Academic courses and skill preparation
- Behavioral and employability skill preparation

Students will take the Learning Styles Inventory through Career Cruising in sixth grade in order to explore and understand their personal strengths, learning styles, and interests. Students will complete the Matchmaker Assessment through Career Cruising in seventh grade and again in subsequent years. Their personalized results will help them better understand how their interests align to various career pathways. This assessment also provides students with the information needed to do in-depth exploration and research on career clusters/careers of interest.

# EXPLORE



This stage is about students discovering and learning about the many academic and career opportunities available based on a foundational awareness and understanding of interests, skills, values, and strengths. This exploration stage will help students narrow down the options to further explore pathways that fit them best, so that they may begin planning a course of action.

## **Career Exploration (EXPLORE)**

- Middle school career exploration activities and opportunities
- High school career exploration activities and opportunities
- World of work and labor market needs
- Understanding and comparing different postsecondary education and training

Students will complete the Matchmaker Assessment through Career Cruising each year. They will use their results to learn about careers that match their interests, skills, values, and strengths.

All students will have the opportunity to participate in a career-based event in middle and high school. It is important for students to have opportunities to explore careers in various pathways. Students also have opportunities to choose pathways within the District that allow them to gain relevant work-experience.



## **Our Workforce and Labor Market**

It is important to have an understanding of the jobs available within our state and community in order to develop a realistic postsecondary plan. However, the labor market is constantly changing and it can be difficult to get an up-to-date snapshot of current and future employment projections. Through Career Cruising, all students have access to labor market information from the Bureau of Labor Statistics and other local data sources, as well as projections from across the 16 career clusters that will help inform their ACP journey.

## **PLAN**



The planning stage is all about connecting the dots from student's short and long-term goals to what they need to know and do in order to successfully navigate after high school. The plan will help students take the appropriate courses, extracurriculars, and experiences that will enhance each student's plan. Throughout this stage, students will utilize Career Cruising as well as other school-designated resources/tools to help them develop and document their academic and career plans.

### **Career Planning (PLAN)**

- Planning skills
- The middle school plan
- The high school plan

All students in grades 8, 9 and 11, along with their parents (strongly encouraged to participate) will complete an Academic and Career Planning conference. These conferences are designed to help students and parents make connections between the student's plan and their educational and career goals.

Students take a Personal Financial Literacy related course in twelfth grade, where they will explore how their financial values and goals translate into their plans.

Students in grades 6-12 will create short and long-term goals annually related to their ACP. These goals will be documented within student's Career Cruising accounts.

## GO



Remember, there is no wrong pathway to success, and through ACP we will ensure that all students travel the road to adulthood equipped with the knowledge, skills and dispositions to be successful in tomorrow's workforce.

### **Career Management (GO)**

- Executing the plan

- Updating the plan with new information and artifacts
- Conferencing and mentoring
- Transitioning ACP components

### **Implementation Plan**

Academic and Career Planning will begin during the 2017-2018 academic year. We recognize that this implementation will require a phase-in approach and as such, the yearly requirements by grade level are noted below.

Graduation Year	Portfolio Requirements
<i>Class of 2018</i>	<i>About me</i> components All <i>Career Ready</i> components 1 <i>Career Exploration</i> artifact & reflection Mock Interview Portfolio Review Reflection Paper
<i>Class of 2019</i>	<i>About me</i> components All <i>Career Ready</i> components 1 artifact & reflection from all remaining categories Portfolio Review
<i>Class of 2020</i>	Complete portfolio
<i>Class of 2021</i>	Complete portfolio
All Subsequent Grades	Career Cruising Components

### **New Students**

We understand that the student portfolio is an ongoing process that occurs over the course of a student's four years in high school. As such, students new to the district will meet the requirements noted below, dependent on the year they enter our district.

Grade Moved Into District	Portfolio Requirements
---------------------------	------------------------

<b><i>Senior</i></b>	<i>About me</i> components All <i>Career Ready</i> components 1 <i>Career Exploration</i> artifact & reflection 1 artifact & reflection of your choice Mock Interview Portfolio Review Reflection Paper
<b><i>Junior</i></b>	<i>About me</i> components All <i>Career Ready</i> components 1 artifact & reflection from all remaining categories Portfolio Review
<b><i>Sophomore</i></b>	Complete portfolio
<b><i>Freshman</i></b>	Complete portfolio

**Reflection Paper**

Upon completion of the final portfolio presentation process, senior students will be required to write a reflection paper. The purpose of this paper is to reflect on both academic and co-curricular experiences throughout high school and make relevant connections to future endeavors. Additional guidance and direction about the reflection paper will be provided their senior year during their dedicated ACP conference time with the counselor.

**Recommended Portfolio Artifacts**

Each portfolio must have at least two artifacts in each of the required categories, unless otherwise specified.

***About Me***

<b>Opportunity</b>	<b>Possible Artifact</b>
Personal Interests or Hobbies	<ul style="list-style-type: none"> <li>● Photos of hobbies or interests</li> <li>● Member in a club or organization</li> <li>● Newspaper clippings</li> </ul>
Inventories	<ul style="list-style-type: none"> <li>● Learning styles inventory</li> <li>● Interest inventory</li> <li>● Personality inventory</li> </ul>

Personal Skills	<ul style="list-style-type: none"> <li>• List of skills you possess</li> <li>• Certifications or accreditations</li> </ul>
-----------------	--

### ***Career Cruising***

<b>Opportunities</b>	<b>Possible Artifacts</b>
Career Cruising	<ul style="list-style-type: none"> <li>• Career goals and pathway print-outs</li> <li>• Yearly evaluations of career goals</li> <li>• Highest relevance career cluster</li> </ul>

### ***Career Exploration***

<b>Class/Opportunity</b>	<b>Possible Artifact</b>
Industry Visits	<ul style="list-style-type: none"> <li>• Brochure from business visited</li> <li>• Photo of industry visit</li> </ul>
Post-Secondary Visits	<ul style="list-style-type: none"> <li>• College promotional materials</li> <li>• Photo of college visit</li> </ul>
College or Military Recruiter Visits	<ul style="list-style-type: none"> <li>• Promotional materials</li> <li>• Photo with representative</li> </ul>
Youth Apprenticeship (If Applicable)	<ul style="list-style-type: none"> <li>• Module Checklists</li> <li>• Certificate of Completion</li> </ul>

### ***Career Ready***

\* Must complete all areas

<b>Opportunity</b>	<b>Possible Artifact</b>
Resume	<ul style="list-style-type: none"> <li>• Copy of completed resume (<i>required</i>)</li> </ul>
Cover Letters	<ul style="list-style-type: none"> <li>• Copy of completed cover letter (<i>required</i>)</li> </ul>
Letters of Recommendation	<ul style="list-style-type: none"> <li>• Copies of letters of recommendation (<i>required</i>)</li> </ul>
Work History	<ul style="list-style-type: none"> <li>• List of employment history including dates and employers (<i>required if applicable</i>)</li> </ul>
Mock Interview	<ul style="list-style-type: none"> <li>• Rubric (<i>required</i>)</li> </ul>

Portfolio Review	<ul style="list-style-type: none"> <li>● Feedback form (<i>required</i>)</li> </ul>
Final Reflection Paper	<ul style="list-style-type: none"> <li>● Digital copy of paper (<i>required</i>)</li> </ul>
Post-Secondary Plan	<ul style="list-style-type: none"> <li>● Digital copy of plan (<i>required</i>)</li> </ul>
Selective Service Registration (males only)	<ul style="list-style-type: none"> <li>● Digital copy of registration confirmation</li> </ul>

**Optional Achievements**

\*This portfolio component is *not* required for graduation

Class/Opportunity	Possible Artifact
Awards	<ul style="list-style-type: none"> <li>● Photos</li> <li>● Digital copy of award</li> <li>● Newspaper or newsletter clipping</li> </ul>
Certificate of Participation/Achievement	<ul style="list-style-type: none"> <li>● Photos</li> <li>● Digital copy of award</li> <li>● Newspaper or newsletter clipping</li> </ul>
Honor Roll	<ul style="list-style-type: none"> <li>● Copies of Honor Roll Certificates</li> </ul>
Community Service Beyond Required	<ul style="list-style-type: none"> <li>● Community service hours log</li> </ul>
Athletic	<ul style="list-style-type: none"> <li>● Pictures of participation</li> <li>● Newspaper clippings</li> <li>● Picture of Awards</li> <li>● Team roster</li> <li>● Team picture</li> </ul>
Forensics	<ul style="list-style-type: none"> <li>● Newspaper clippings</li> <li>● Certificate of participation</li> <li>● Picture of awards</li> <li>● Team picture</li> </ul>
National Honor Society	<ul style="list-style-type: none"> <li>● Picture of volunteer activities</li> <li>● Copy of NHS membership certificate</li> <li>● Banquet program</li> </ul>
Quiz Bowl	<ul style="list-style-type: none"> <li>● Certificate of participation</li> <li>● Newspaper clippings</li> <li>● Picture of awards</li> <li>● Team picture</li> </ul>
Student Council	<ul style="list-style-type: none"> <li>● Certificate of participation</li> </ul>

	<ul style="list-style-type: none"><li>● Picture of participating in activities</li><li>● Council picture</li></ul>
Committees (Ex, Homecoming Committee, Prom Committee)	<ul style="list-style-type: none"><li>● Certificate of participation</li><li>● Picture of participating in activities</li><li>● Club picture</li></ul>

**APPENDIX**

## Appendix I

### *Portfolio Checklist*

Name: \_\_\_\_\_

As part of the Little Wolf Jr./Sr. High School portfolio graduation requirements, each student must have a minimum of two approved artifacts, unless otherwise specified, along with accompanying written reflections.

#### ***About Me***

Name of Artifacts	Reflection	Date Approved	ACP Mentor Signature
1.			
2.			

#### ***Career***

Name of Artifacts	Reflection	Date Approved	ACP Mentor Signature
1.			
2.			

#### ***Career Exploration***

Name of Artifact	Reflection	Date Approved	ACP Mentor Signature
1.			
2.			

#### ***Career Ready***

- Must have *all* required artifacts noted below

Name of Artifact	Reflection	Date Approved	ACP Mentor Signature
Resume			
Cover Letters			



Letters of Recommendation (2)			
Work History			
Mock Interview			
Portfolio Presentation			
Final Reflection Paper			
Post-Secondary Plan			
Soft Skills Curriculum			
Selective Service (males)			

### ***Optional Achievements***

-This portfolio component is *not* required for graduation

Name of Artifact	Reflection	Date Approved	ACP Mentor Signature

### **Portfolio Review**

Date Approved	ACP Mentor Signature

### **Final Reflection Paper**

Date Approved	ACP Mentor Signature

### **Portfolio Complete**

Date Approved	ACP Mentor Signature

## **Appendix II**

### *Student Portfolio Reflection Template*

**Name:**

**Grade:**

--	--

**Date:**

**Title of Artifact:**

--	--

**Portfolio Tab this Artifact Supports:**

--

**I selected this artifact because:**

--

**This is what I learned:**

--

**How will this impact my future?**

--

## Appendix III

### *Portfolio Review Feedback*

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Comments</b>	<b>Score</b>
Choice of Artifacts	Artifacts demonstrate little effort, learning, and thought; progress toward post-secondary plan are not well reflected in the choice of artifacts.	Artifacts demonstrate some effort and thought; progress toward post-secondary plan are somewhat reflected in the choice of artifacts.	Artifacts demonstrate effort, learning, and thought; progress toward post-secondary plan are well reflected in the choice of artifacts.	Artifacts demonstrate significant effort, learning, and thought; progress toward post-secondary plan are extremely well reflected in the choice of artifacts.		
Depth of Thought Demonstrated	Reflections demonstrate a limited understanding of post-secondary plan and the subject matter and/or little attempt to think deeply.	Reflections demonstrate an adequate understanding of post-secondary plan and subject matter and/or attempt to think deeply.	Reflections demonstrate a good understanding of post-secondary plan and subject matter and/or good thought processes.	Reflections demonstrate an excellent understanding of post-secondary plan and subject matter and/or superior thought processes.		
Mechanics	Many mechanical errors present; grammar, spelling, punctuation, and other mechanics	Some mechanical errors present; grammar, spelling, punctuation, and other mechanics	All or part of the portfolio has few mechanical errors; grammar, spelling, punctuation, and other	Entire portfolio has little or no mechanical errors; grammar, spelling, punctuation,		

	demonstrate a significant need to improve in this area.	need some improvement.	mechanics are good overall.	and other mechanics are perfect or near perfect.		
Originality/ Creativity	Entire portfolio demonstrates significant lack of originality and creativity. Extra pieces such as backgrounds, pictures, and music are absent.	Some parts of portfolio demonstrate originality and creativity. Backgrounds, pictures, music may be present.	Entire portfolio demonstrates some originality and creativity. Some pieces such as backgrounds, pictures, and music are present.	Entire portfolio demonstrates significant originality and creativity. Extra pieces such as backgrounds, pictures, and music are present.		
Neatness/ Organization	Portfolio lacks neatness and organization. Some links are broken or absent.	Portfolio is somewhat neat and organized. Few links are broken or absent.	Portfolio is neat and organized. Links function well; adequate links present.	Portfolio is extremely neat and organized. All links function perfectly; ample links available.		
Required Pieces	Portfolio is incomplete, not all required artifacts are present.			Portfolio is complete, all required artifacts are present.		
Scoring/Total	<b>0-10 = F      8-11= D      11-15 =C      15-19= B      20-24 = A</b>					

## **Appendix IV**

### ***Reflection Paper Guidelines***

- Paper must be a minimum of 2 pages, 12-point font, double-spaced
- Student must choose a minimum of (4) portfolio tabs in which they will write about the ways that particular portfolio tab category has impacted their goals as they transitioned through high school. Each tab will be comprised of at least one paragraph.
- Finally, students will summarize the overall impact the portfolio process has made on their academic and career planning goals.
- The Reflection Paper must be uploaded into the electronic student portfolio
- The Reflection Paper is a capstone of the student portfolio process and must be deemed acceptable by the ACP coordinator

## Appendix V

### *Mock Interview Rubric*

Criteria	1	2	3	4	Score
<b>Appearance</b>	<p><b><u>Overall appearance is unprofessional</u></b></p> <p>*Choice in clothing inappropriate for a job interview (torn, unclean, wrinkled)</p> <p>*Poor grooming</p>	<p><b><u>Appearance is somewhat untidy</u></b></p> <p>*Choice in clothing is inappropriate (shirt untucked, t-shirt, too much jewelry, etc.)</p> <p>*Grooming attempt is evident</p>	<p><b><u>Overall neat appearance</u></b></p> <p>*Choice in clothes is acceptable for the type of interview</p> <p>*Well groomed (ex. shirt tucked in, minimal wrinkles)</p>	<p><b><u>Overall appearance is very neat</u></b></p> <p>*Choice in clothing appropriate for any interview</p> <p>*Very well groomed (hair, makeup, clothes pressed, etc.)</p> <p>*Overall appearance is businesslike</p>	
<b>Greeting</b>	<p><b><u>Unacceptable behavior and language</u></b></p> <p>*Unfriendly and not courteous</p> <p>*Did not greet or shake hands</p>	<p><b><u>Informal behavior and language</u></b></p> <p>*Attempts to be courteous to all in interview setting</p>	<p><b><u>Acceptable behavior, well mannered, and casual behavior and language</u></b></p> <p>*Courteous to all involved in interview</p> <p>*Appropriate greeting but did not shake hands</p>	<p><b><u>Professional behavior and language (shaked hand, eye contact, appropriate greeting, "hello", "thank you", etc)</u></b></p> <p>*Friendly and courteous to all involved in interview</p>	
<b>Communication</b>	<p><b><u>Presentation shows lack of interest</u></b></p> <p>*Unable to articulate goals</p> <p>*Speaking is unclear - very difficult to understand (ex. mumbling)</p> <p>*Volume is inappropriate for interview (ex. spoke too loudly, too softly)</p>	<p><b><u>Showed some interest</u></b></p> <p>*Articulates goals but they are not specific or are unrealistic</p> <p>*Speaking is unclear - lapses in sentence structure and grammar</p> <p>*Volume is uneven (varied)</p>	<p><b><u>Showed interest throughout the interview</u></b></p> <p>*Clearly describes goals</p> <p>*Speaks clearly</p> <p>*Minimal mistakes in sentence structure and grammar</p> <p>*Volume is appropriate</p>	<p><b><u>Very attentive throughout the interview</u></b></p> <p>*Speaks is clearly</p> <p>*Appropriate use of sentence structure and grammar</p> <p>*Commitment &amp; enthusiasm for job is conveyed</p> <p>*Volume conveys business tone</p>	
<b>Body Language</b>	<p><b><u>Fidgeted - ex. constant movement of hands and feet</u></b></p> <p>*Lack of eye contact</p> <p>*Slouching all the time</p>	<p><b><u>Fidgeted - ex. movement of hands and feet frequently</u></b></p> <p>*Eye contact is made intermittently</p> <p>*Occasionally slouching</p>	<p><b><u>Minimal fidgeting (ex.occasionally shifting)</u></b></p> <p>*Occasional loss of eye contact</p> <p>*Brief slouching, but quickly corrected</p>	<p><b><u>No fidgeting</u></b></p> <p>*Eye contact made</p> <p>*Sitting straight in a chair</p>	
<b>Responding to Questions</b>	<p><b><u>Inappropriate answers to questions</u></b></p> <p>*Did not attempt to answer questions</p> <p>* Cannot describe strengths</p>	<p><b><u>Gives inaccurate answers</u></b></p> <p>*Attempts to answer questions</p> <p>*Mentions strengths, but cannot give example</p>	<p><b><u>Answers are acceptable and accurate</u></b></p> <p>*Answers questions</p> <p>*Can give examples of strengths</p>	<p><b><u>Thorough answers to questions</u></b></p> <p>*Answers questions with detail</p> <p>*Can give several examples of strengths</p>	
<b>Resume</b>	<b><u>Major Revision</u></b>	<b><u>Needs Some Improvements</u></b>	<b><u>Acceptable</u></b>	<b><u>Excellent</u></b>	

**Total Score:**

**Mock Interview Grade:**

**Grading Scale:**  
**24-21 = Excellent**  
**20-17 = Good**  
**16-12 = Fair**  
**11-6 = Poor**

**Overall Evaluation Comments:**

Interviewer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix VI**  
***Post-Secondary Plan Worksheet***



*Pick one of your career options. Answer the following questions regarding that career.*

1. List your career choice:
  
2. Name two colleges that offer a degree in the career field you are interested in.

College One Name:

College One Web Address:

College Two Name:

College Two Web Address:

3. List admission criteria for each college (ACT, GPA, other requirements).

*This information can be found on the college's website.*

College One Admissions Requirements:

College Two Admissions Requirements:

4. Using the college's website or Career Cruising, list specific courses you would need to take while in college to earn this degree. (Use only one college for this question).



5. How many years will you have to attend college to earn this degree?
6. Are there any additional requirements you will need for this career (internship, specialized training, etc.)? If yes, list the requirements.

7. What is the cost of tuition for your college per year?

College One:

College Two:

8. What is the cost to earn your degree from each college?  
(Yearly Tuition x Number of Years)

College One:

College Two:

9. How does this post-secondary plan relate to your strengths?

10. What are positive aspects about this post-secondary plan?

11. What are negative aspects of this post-secondary plan?

**Appendix VII**  
**ACP Progress Log**

Monthly ACP Progress Log			
Date	Class Activity		
Date	Student	Activity/Conference	Goal