

What: IIC Meeting
When: Wednesday, January 18, 2012
Timeframe: 4:00 – 5:15 p.m.
Where: District Office – Board Room
Next Meeting: February 22nd, 2012

1. School Improvement Plan Review & Mid-Year Review: KMS

- a. Mark, Wendy, Tracy and Darcy presented the KMS School Improvement Plan. (3 Goals)
- b. 1st Goal: Increase overall student achievement levels of all students from the time they enter 6th grade to the time they exit 8th grade as measured by the 8th grade WKCE and MAP testing.
- c. 2nd Goal: Foster a professional learning community by increasing the percentage of students, parents and staff who feel safe and connected (belonging) at KMS.
- d. 3rd Goal: By the end of the 2011-2012 school year, KMS Teaching Staff will establish core beliefs regarding the purpose and implementation of Grading and Homework.

2. Junior Achievement: Lack of response from Milwaukee Area Curriculum Coordinators

- a. Looking for Volunteers to Contact Other Districts to Fact Find (Thank you for volunteering! 😊)
 - i. Darcy Jesswein: Greenfield & North Ozaukee
 - ii. Liz Diedrich: Sussex Hamilton and Menomonee Falls
 - iii. Mary Nodolf: Slinger and West Bend (Elementary Schools)
 - iv. Dan Unertl: GHS
- b. Questions to ask when contacting the district:
 - i. Are they doing Junior Achievement? If so, what grade level(s)?
 - ii. Are there training or other costs associated with participation?
- c. Per discussion amongst team members, most feel that there will not be a cost to the participating schools if involved with Junior Achievement.

3. Northwest Mutual-Community Partnership:

- a. Linda Kizivat shared out information regarding the “Time to Read” project that Northwestern Mutual Life participates in.
 - a. Personal Finance/Goal Setting Focus
 - b. 3-45 minute class periods
 - c. Handout (resource) provided – contact Linda if interested.

4. Findings on Service Learning/Community Service - Other Districts: Lack of response from Milwaukee Area Curriculum Coordinators

- a. Per the last discussion/meeting, the team felt that there was enough integration of service/community learning throughout the grade levels and at all buildings.
- b. Tracy Rhode (KMS) also volunteered to contact Cedarburg to see what they are doing for service learning as a requirement, etc.

5. Rtl Update:

- a. KMS: Data Wall Activity on Friday (January 20th)
- b. GHS: did not have any information at this time
- c. County Line & Mac: Designated Rtl times at every grade level
- d. Amy Belle & Rockfield: Students receiving some interventions with reading (small groups)

2011-2012

KMS School

Improvement Plan



Overview



Focus on Continued Improvement in our Learning Community!

The following symbols are utilized as indicators of progress: Completed Ongoing (Good Progress) In Need of Attention

Goal #1: Vision

Increase overall student achievement levels of all students from the time they enter 6th grade to the time they exit 8th grade as measured by the 8th Grade W.K.C.E. & MAP Testing

- A. Enhancement of Quality Teaching
- B. Engagement of Community Partnerships
- C. Maximization of Operational Efficiency
- D. Transformation of Learning through Technology



Strategic Objective: Enhancement of Quality Teaching

Progress



Apply test preparation strategies and orientate students.



Staff will analyze various assessment data (MAP, WKCE Item Analysis & District Writing Assessments) to identify skill areas for remediation and enrichment of student skills.



Assemble Math & Language Arts/Reading Intervention Teams (RtI) that are respective of each grade level.








KMS Intervention Teams will explore student feedback data and appropriate interventions to build essential skills. Intervention teams will also share out findings with others for staff development purposes.











As part of the RtI process, staff will begin to identify students in need of intervention. Specialized programming will also be explored to support the needs of these students (KMS, Life Skills & Intervention Blocks etc).



All Consensus Maps will provide information related to identified skill for each course and have common assessments within each grade & subject area (revisions based on effective collaboration & district curriculum).

Strategic Objective: Engagement of Community Partnerships 	
Progress	
	Link completed Consensus Maps to KMS Website and Skyward Student Management System to help educate parents regarding access and understanding curriculum.
	Consistently provide important "Alert Now" messages as a means of relaying key pieces of school & district information to parents.
	Continue to provide Parent Breakfast Chats as a means of educating parents on important educational initiatives, while recognizing the contributions and accomplishments of their children.
	Create monthly Principal School Improvement Updates & Monthly Stakeholder Reports and attach them to the Skyward message center to keep parents informed of school improvement progress (while providing positive informational regarding <i>KMS Happenings</i>).





Strategic Objective: Maximization of Operational Efficiency 	
Progress	
	Formulate a Study Team to investigate changes within the KMS schedule to explore topics such as Communication Arts Block, 60 Minute Math Block, RtI Intervention Blocks, 6 th Hour Homeroom Group Placement within Scheduling.
	Gather specific & accurate baseline data regarding visual media used during instruction time.



Strategic Objective: Transformation of Learning through Technology 	
Progress	
	Support teacher's understanding of the Skyward Student Management System to enhance maximized usage of attendance, grading, discipline and RtI.
	Expand the KMS Technology team to include parents, community members and students.
	The KMS Technology Team will research a transformational initiative using embedded technology (EX: Online Course Work & Skype etc.)
	Explore and utilize current Assistive Technologies that support and enhance student learning.

GOAL #2: Vision

Foster a Professional Learning Community by increasing the percentage of students, parents and staff who feel safe & connected (belonging) at KMS.

- A. Enhancement of Quality Teaching
- B. Engagement of Community Partnerships
- C. Maximization of Operational Efficiency
- D. Transformation of Learning through Technology

Progress	
Strategic Objective: Enhancement of Quality Teaching	
	Confirm a Common Standard of practice for KMS Homeroom Groups (educational structure is needed). Expectations of these protocols will be communicated with all stakeholders (students, staff & parents).
	Increase stakeholder understanding of the FISH philosophy and the impact of each theme as a positive life skill. The emphasis of all school activities should be directed at the “Practical Application” of these interpersonal skills and the positive impact on others.
	Explore and initiate educational support interventions for students identified with chronic behavioral concerns. Intervention to include weekly meetings to review progress, set goals and establish a connection.
<input checked="" type="checkbox"/>	Provide and the facilitate differentiated staff development opportunities related to positive staff spirit and effective communication, which includes monthly Spirit Activities that foster a sense of community with a focus on enhancing a sense of belonging in the school and appreciation for each other as stakeholders.
<input checked="" type="checkbox"/>	Give a Beginning of the year Staff Morale Survey (baseline).

Progress	
Strategic Objective: Engagement of Community Partnerships	
<input checked="" type="checkbox"/>	Communicate and promote the KMS Parent Resource Center as an extension to the school’s Instructional Media Center.
	Communicate and educate parents on the purpose and educational benefits of KMS Homeroom Groups.

Progress

Strategic Objective: Maximization of Operational Efficiency



Merge the SPAR database (Students Potentially At-Risk) into recommended RtI levels within Skyward Student Management System.



Further simplify the Parent Ambassador Program by having Houses utilize the support and service of parent helpers without filling out Parent Ambassador logs (No reports or Pictures required, Replaced by the district's Media Press Initiative).



Provide communication opportunities (What's Working, Questions) at Faculty & Inservice Meetings to obtain staff feedback related to understanding of content, need for further development and input for presenters.



Utilize an On-Line Registration process to improve redundancy of information completed by parents, and to reduce paper costs and the amount of time designated for secretarial data entry from paper generated forms.



Determine a consistent means of communicating daily practice and/or homework opportunities (KMS website, HW Hotline or Skyward etc).









Students will be encouraged to track their educational progress within the Skyward Student Management System on a weekly basis.



GOAL #3: Vision



By the end of the 2011-2012 School Year, KMS Teaching Staff will establish core beliefs regarding the purpose and implementation of Grading and Homework.

- A. Enhancement of Quality Teaching
- B. Engagement of Community Partnerships
- C. Maximization of Operational Efficiency
- D. Transformation of Learning through Technology

Strategic Objective: Enhancement of Quality Teaching 	
	The Assessing Student Success Study Team will identify a listing of “Best Practices” associated with Homework & Grading recommendations.
	As a school we will identify reasonable and effective homework expectations.
	Develop and recommend a middle school GSD Curriculum Recovery Summer School Class for students with incomplete curriculum status.

Strategic Objective: Engagement of Community Partnerships 	
	Educate parents regarding current practices and identify steps for consistent grading policies and practices that provide high quality information on student learning.
<input checked="" type="checkbox"/>	Distribute Parent Teacher Conference Parent Surveys regarding understanding of Homework and Grading.

Strategic Objective: Maximization of Operational Efficiency 	
	Gather specific data relating to purpose of homework feedback from students and/or parents by subject and grade, using a 1 to 5 Likert Scale.

Strategic Objective: Transformation of Learning through Technology 	
	Teach students various Skyward grade book functions (Class Set-Up) functions and generate different scenarios relating to grading and the impact on documented learning.

Time to Read Project Overview
“Earning Power & Careers: What’s Reading Got To Do With It?”

(This overview sheet is for tutor information only—*do not share with your student*)

Goal of the project: To help students link reading ability and education level to eventual earning power. A secondary goal is to demonstrate to the students the financial impact of their reading ability to their lifestyle choices available.

To accomplish these goals, we will spend three reading sessions focusing on money, earning power, careers and reading issues.

Session 1:

Discussion of money concepts in general with your individual student (see Session One guide and “How Much Is It?” sheet).

Session 2:

1. Large group activity: The students will hear a brief presentation on the relationship between reading and education level as well as the relationship between education level and life income (facilitated by coordinator).
2. Individual discussions: Working with your individual student, discuss what level of education the student would like to pursue (see Session Two guide). Tutors: please do **not** attempt to steer your student’s answer--allow him/her to discuss freely.
3. Individual job application: Based upon the desired level of education stated by your student, have him/her select and apply for an appropriate level job at Northwestern Mutual (see Session Two guide for details). Assist your student in filling-out the NM job application supplied. *Note: salary information has been deliberately left out of the application process at this point.*

Session 3:

1. Large group introduction: The following week, students will find that they “got the jobs” they applied for last week! They will also find out their salary--both gross and take home (you will need to explain the difference). Students will receive “play” money which they will use to “pay the bills” (see #2 below).
2. Individual activity: Students will work one-on-one with their tutor(s) to determine how to spend their salary. During the activity, please keep the goal focused on paying out money to buy the kind of lifestyle desired. The Session Three guide and Pay-Out Key (for tutors) and the Pay-Out Guide (for students) will help structure the conversation.
3. Debrief/Discussion: *The debrief is the most important part of the activity.* It is in this phase that students process the activity, make connections between the information presented and begin applying the information to their own personal life. Please use the discussion questions provided on the Session Three guide sheet to help students make the connections between reading, education level, career/job, and income.

Time to Read Project Overview: 2011

“Money & Careers: What's Reading Got To Do With It?”

(This overview sheet is for tutor information only—please do not share with your student)

Goals of the project: To help students link reading ability and education level to eventual expected income. In addition, this activity demonstrates to the students the financial impact of their reading ability on the lifestyle they desire.

To accomplish these goals, we will spend three reading sessions focusing on money, careers and reading issues.

Session 1: March 24

1. (10 min) Discussion of money concepts in general with your individual student (see Session One guide and “How Much Is It?” sheet). Then, discuss what level of education your student would like to pursue (see Session Two guide). Please do **not** attempt to steer your student's answer--allow him/her to discuss freely.
2. (10 min) Large group activity: The students will hear a brief presentation on the relationship between reading and education level as well as the relationship between education level and life income (facilitated by Lyle).
3. (20-30 min) Individual job application: Based upon the desired level of education stated by your student, have him/her select and apply for an appropriate level job at Northwestern Mutual (see Session Two guide for details). Assist your student in filling-out the NM job application supplied. *Note: salary information has been deliberately left out of the application process at this point.*
4. (10 min) Sign-up for tours/career day sessions: sign up sheets will be available for the tours of the various areas of the home office being held on April 14. Students must sign up for 4 tour slots.

Note: we do not have Time to Read on March 31

Session 2: April 7

1. Large group introduction: The following week, students will find that they “got the jobs” they applied for last week! They will also find out their salary--both gross and take home (you will need to explain the difference). Students will receive “play” money which they will use to “pay the bills” (see #2 below).

2. Individual activity: Students will work one-on-one with their tutor(s) to determine how to spend their salary. During the activity, please keep the goal focused on paying out money to buy the kind of lifestyle desired. The Session Three guide and Pay-Out Key (for tutors) and the Pay-Out Guide (for students) will help structure the conversation.
3. Debrief/Discussion: *The debrief is the most important part of the activity.* It is in this phase that students process the activity, make connections between the information presented and begin applying the information to their own personal life. Please use the discussion questions provided on the Session Three guide sheet to help students make the connections between reading, education level, career/job, and income.

Session 3:

NM Career Tours

Students and tutors will tour specific areas of the home office in order to observe different careers in action and talk with home office employees who will share their career insights. Students will be able to choose from a variety of areas, thus enhancing engagement by facilitating focus and choice. During session 1, tutors and students should discuss the tour areas and sign-up for the 4 areas that interest the student most. Capacity is limited on each tour round; tutors should encourage students to make a fall-back choice in the event they are unable to secure a spot in one of the areas of their choice. More information about how to sign-up for spots will be offered at the March 24 session.

Earning Power and Careers: The Reading Connection

Session One Guide Sheet

Purpose of Session One

Over the next 3 weeks, a large group activity about money, careers and the connection to reading will be conducted at the Time to Read sessions. To help the students get the most out of these 3 sessions, we're encouraging all tutors to take some time to discuss the topics of money, earning power, careers and reading with their students during the first session. The following guide sheet offers suggestions for discussion starters, activities and websites to visit.

Activities

- Discuss money and work with your student in **their current situation**: that is, start with where they're at right now in their lives by discussing allowances, paper routes, gifts, babysitting, etc., and the money they have to spend now. The "Discussion Starters" below and the "How Much Is It?" sheet offer suggestions.
- Optional: Visit your workstation with your student. Introduce your student to your co-workers and talk about the kind of work you typically do in a day. (*Note: please plan ahead for this and let your co-workers know you'll be bringing in a visitor. We also suggest discussing your plans with your supervisor, encouraging him/her to also meet your student and discuss the work s/he does.*)
- Visit the NM-sponsored website "The Mint" (<http://www.themint.org>) for interactive information and activities about money habits.

Discussion Starters (questions to ask your student)

- If you had \$100 handed to you right now what would you do with it?
- If you won a \$1,000,000 lottery what would you do with it?
- Do you currently have a job or do odd jobs to earn money? (includes babysitting, snow-shoveling, getting an allowance, etc.) If yes, how much do you typically earn?
- When you receive money, what do you do with it? Do you usually spend it right away? Save some? Save up to buy an expensive item?
- When you do decide to buy something, what do you typically spend your money on?
- What kinds of things do you like to do? What interests you?
- Have you thought at all about what kind of career you'd like to have? Where would you like to work? What kind of situation or environment (e.g., office setting, outdoors, in a factory, etc.) would you like to work in? Would you like to start your own business?
- What kind of education would you like to get? High school? College? Advanced degree? Technical school?
- How much money would you like to earn per year?

“Earning Power & Careers: The Reading Connection” Session One Guide

Directions: **Please do not share/show this guide directly to your student.** Use this as your guide to participating in session 1 of the "Earning Power & Careers" activity. All questions are suggestions: you are encouraged to use your own discretion and share your own experiences to enhance this activity with your student.

Activity	What You Need to Do/Know
One-on-one Discussion: level of education desired	<p>Lead the discussion with your individual student. Please discuss this topic with your student but do not attempt to steer your student's answer--allow him/her to discuss freely. Possible questions to generate conversation include:</p> <ul style="list-style-type: none"> - Do you plan on graduating 8th grade? - Do you plan on graduating high school? - What do you think about going to college? - How many years of college would you like to complete? - Do you plan on graduating from college? - Have you thought about an "advanced degree", such as a masters or doctorate? - Do you think you'll work while you're going to college? How might that help you land a job once you graduate?
Brief presentation	<p>Please listen along with your student to the introduction/presentation regarding the relationship between reading and education level as well as the relationship between education level and earning power.</p>
Individual activity: job application	<ol style="list-style-type: none"> 1. Based upon the desired level of education your student indicated in the discussion, have him/her select and apply for an appropriate level job at Northwestern Mutual. The three positions are: <ul style="list-style-type: none"> - High School Graduate: apply for Photography Coordinator/Receptionist position - 4 year college degree: apply for Actuarial Products Specialist position - Advanced college degree: apply for Director of Research and Analysis position 2. Assist your student in filling-out the NM job application supplied. Students may include their own "real" job experiences (e.g., babysitting, lawn mowing, snow-shoveling, etc.), or they can "make-up" job experiences. For example, if your student thinks they'll probably get a part-time job in high school as a waiter/waitress, they can put that on the application. 3. Have your student turn-in their application to the "HR Manager" (Laura Buss) at the end of the session. <p><i>Note: Salary information has been deliberately left out of the application process at this point.</i></p>

“Earning Power & Careers: The Reading Connection” Session Two Guide

Directions: **Please do not share/show this guide directly to your student.** Use this as your guide to participating in session 2 of the "Earning Power & Careers" activity. All questions are suggestions: you are encouraged to use your own discretion and share your own experiences to enhance this activity with your student.

Activity	What You Need to Do/Know
Brief presentation	Please listen along with your student to the introduction/presentation regarding the relationship between reading and education level as well as the relationship between education level and earning power.
One-on-one Discussion: level of education desired	<p>Lead the discussion with your individual student. Please discuss this topic with your student but do not attempt to steer your student's answer-allow him/her to discuss freely. Possible questions to generate conversation include:</p> <ul style="list-style-type: none"> - Do you plan on graduating 8th grade? - Do you plan on graduating high school? - What do you think about going to college? - How many years of college would you like to complete? - Do you plan on graduating from college? - Have you thought about an "advanced degree", such as a masters or doctorate?
Individual activity: job application	<ol style="list-style-type: none"> 1. Based upon the desired level of education your student indicated in the discussion, have him/her select and apply for an appropriate level job at Northwestern Mutual. The three positions are: <ul style="list-style-type: none"> - High School Graduate: apply for Photography Coordinator/Receptionist position - 4 year college degree: apply for Actuarial Products Specialist position - Advanced college degree: apply for Director of Research and Analysis position 2. Assist your student in filling-out the NM job application supplied. Students may include their own "real" job experiences (e.g., babysitting, lawn mowing, snow-shoveling, etc.), or they can "make-up" job experiences. For example, if your student thinks they'll probably get a part-time job in high school as a waiter/waitress, they can put that on the application. 3. Have your student turn-in their application to the "HR Manager" (Margie Skokan) at the end of the session. <p><i>Note: Salary information has been deliberately left out of the application process at this point.</i></p>

“Earning Power & Careers: The Reading Connection” Session Two Guide

Directions: **Please do not share/show this guide directly to your student.** Use this as your guide to participating in session 3 of the "Money & Careers" activity. All questions are suggestions: you are encouraged to use your own discretion and share your own experiences to enhance this activity with your student. Students will receive "play money" in the amount appropriate for their education level:

High school education	\$2400 - taxes = \$1800
4 yr college degree	\$3900 - taxes = \$2925
Advanced college degree	\$6900 - taxes = \$5175

Activity	What You Need to Do/Know
Large group welcome back; results of job application process	<p>Please sit together with your student as students are welcomed back for Session 3 of the activity.</p> <ul style="list-style-type: none"> - Students will discover that they "got the job" they applied for last week. - Students will be handed back their job application and will also receive a "Salary Notice" informing them of their gross salary - Students will also receive "play" money which they will use to "pay the bills" in the next activity. The play money they receive will be their "take home" pay. Students will be instructed to count their money to be sure they received the appropriate amount. Students should immediately notice that their take home pay is less than the gross salary stated. This provides you an opportunity to point out the difference between gross salary and take-home pay – and that taxes and insurance are the reason for the gap.
One-on-one activity: paying the bills with your salary	<p>Students will work one-on-one with their tutor(s) to determine how to spend their salary. During the activity, please keep the goal focused on paying out money to purchase items associated with their desired lifestyle. The guide sheet (below) and the Pay-Out Guide (for students) will help structure the conversation. You may also use the <i>Start Renting</i> magazine to help your student get a realistic idea of rent amounts and the want ads to provide realistic car costs.</p> <p><i>Important: try to keep the pace moving along</i> so that students experience the feeling of "parting with their hard-earned money" to pay for bills, then seeing what's left over for "fun money". Spend enough time discussing each budget item so that it makes sense to the student, but not <i>too</i> much time that you get sidetracked from progressing through the Pay-Out Guide.</p>

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<p>Individual Debrief/Discussion</p>	<p>The debrief is one of the most important parts of the activity. It is in this phase that students process the activity, make connections between the information presented and begin applying the information to their own personal life. In order to allow enough time to debrief, please start this phase by 4:05pm as the follow-up group debrief will begin at approximately 4:20pm.</p> <p>The following discussion questions will help you guide your student in making the connections between reading, education level, career/job and income.</p> <ul style="list-style-type: none"> - What did you just do? (i.e., summarize the activity thus far) - What was it like to do this activity? (alternate: How did it <i>feel</i> to do this activity? Students may answer "frustrated", "confused", etc.) - What was the difference between your gross salary and your take-home pay? Why is there a difference between the two amounts? What do you think about this? - What was your reaction to the prices you found for the budget items? - What did this activity help you discover about the cost of maintaining the lifestyle you desire? - How would this activity have been different if you had chosen a higher/lower paying job? What kind of earning power would you like to have? - If you had \$2500 more per month, would that help? - How would your budget have to change if you made \$1000 less than you received? How about \$2000 less? - What is the connection between the amount you earned and the education level you chose in Session 1? - So, in general, what connections can you make between getting an education and having solid earning power? - What connections can you make between getting an education and reading? - What part does reading play in your school work right now? - What part do you think reading would play in high school? College? - How might you apply what you've learned today? In the future?
<p>Group Debrief Approx. Time: 4:20pm</p>	<p>Please participate with your student as the coordinator concludes the activity with the entire group.</p>

“Earning Power & Careers: The Reading Connection” Session Two Guide

Directions: **Please do not share/show this guide directly to your student.** Use this as your guide to participating in session 2 of the "Earning Power & Careers" activity. All questions are suggestions: you are encouraged to use your own discretion and share your own experiences to enhance this activity with your student.

Activity	What You Need to Do/Know
Review and discuss from previous week's activity	Have a brief review discussion with your individual student. <ul style="list-style-type: none"> - Do you plan on graduating 8th grade? - Do you plan on graduating high school? - What do you think about going to college? - Have you thought about an "advanced degree", such as a masters or doctorate? - Do you think you'll work while you're going to college? How might that help you land a job once you graduate? - How much do you suppose you'll make in your first job out of college?
Individual activity: job application	<ol style="list-style-type: none"> 1. Based upon the desired level of education your student indicated in the discussion, have him/her select and apply for an appropriate level job at Northwestern Mutual. The three positions are: <ul style="list-style-type: none"> - High School Graduate: apply for Customer Relations Representative position - College degree (4 yr): apply for Field Supervision Specialist position - Advanced college degree: apply for Facility Planning Manager position 2. Assist your student in filling-out the NM job application. Students may include their own "real" job experiences (e.g., babysitting, lawn mowing, snow-shoveling, etc.), or they can "make-up" job experiences they might have during high school or college. For example, if your student thinks they'll probably get a part-time job in high school as an office worker, they can put that on the application. 3. Have your student turn-in their application to the "HR Manager" (Laura Buss) at the end of the session. <p><i>Note: Salary information has been deliberately left out of the application process at this point.</i></p>
Individual activity: How Much Is It?	Go through the "How Much Is It" activity to start gauging student understanding of how much typical items cost.

How Much Is It?

This activity is designed to get you thinking about how much it costs to live the kind of lifestyle you desire.

Directions: For each item listed below,

- Discuss the item and whether it's important to you. If it's important, describe it in as much detail as you like. For example, if a car is important to you, think about what kind of car you'd like to have (make, model, color, features, etc.). Thinking about the details will help you in completing the remainder of the activity. *Optional:* You may write your description in the space provided.
- Take your best guess at how much this item costs in the first column.
- Use the newspapers provided to find actual prices from ads, want ads or articles.
- Discuss your findings using the discussion questions at the end of this activity.

Item	Best Guess About the Price	Actual Price(s) Found
Stereo and/or TV system (describe here)		
A new wardrobe and makeup (describe here)		
Car/truck (describe here)		
A night out, such as dinner and a movie, a show or a sporting event (describe here)		
An apartment to rent (describe here)		
Other item/service of importance to you (describe here)		

Discussion Questions

- What did you find in doing this activity?
- What was the difference between your best guess and actual prices?
- What was your reaction to the prices you found for the items?
- What did this activity help you discover about the cost of living?
- How might you apply what you've learned today? In the future?

“Earning Power & Careers: The Reading Connection” Session Three Guide

Directions: **Please do not share/show this guide directly to your student.** Use this as your guide to participating in session 3 of the "Money & Careers" activity. All questions are suggestions: you are encouraged to use your own discretion and share your own experiences to enhance this activity with your student. Students will receive "play money" in the amount appropriate for their education level:

High school education	\$2400 - taxes = \$1800
4 yr college degree	\$3900 - taxes = \$2925
Advanced college degree	\$6900 - taxes = \$5175

Activity	What You Need to Do/Know
Large group welcome back; results of job application process	<p>Please sit together with your student as students are welcomed back for Session 3 of the activity.</p> <ul style="list-style-type: none"> - Students will discover that they "got the job" they applied for last week. - Students will be handed back their job application and will also receive a "Salary Notice" informing them of their gross salary - Students will also receive "play" money which they will use to "pay the bills" in the next activity. The play money they receive will be their "take home" pay. Students will be instructed to count their money to be sure they received the appropriate amount. Students should immediately notice that their take home pay is less than the gross salary stated. This provides you an opportunity to point out the difference between gross salary and take-home pay – and that taxes and insurance are the reason for the gap.
One-on-one activity: paying the bills with your salary	<p>Students will work one-on-one with their tutor(s) to determine how to spend their salary. During the activity, please keep the goal focused on paying out money to purchase items associated with their desired lifestyle. The guide sheet (below) and the Pay-Out Guide (for students) will help structure the conversation. You may also use the <i>Start Renting</i> magazine to help your student get a realistic idea of rent amounts and the want ads to provide realistic car costs.</p> <p><i>Important: try to keep the pace moving along</i> so that students experience the feeling of "parting with their hard-earned money" to pay for bills, then seeing what's left over for "fun money". Spend enough time discussing each budget item so that it makes sense to the student, but not <i>too</i> much time that you get sidetracked from progressing through the Pay-Out Guide.</p>

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<p>Individual Debrief/Discussion</p>	<p>The debrief is one of the most important parts of the activity. It is in this phase that students process the activity, make connections between the information presented and begin applying the information to their own personal life. In order to allow enough time to debrief, please start this phase by 4:05pm as the follow-up group debrief will begin at approximately 4:20pm.</p> <p>The following discussion questions will help you guide your student in making the connections between reading, education level, career/job and income.</p> <ul style="list-style-type: none"> - What did you just do? (i.e., summarize the activity thus far) - What was it like to do this activity? (alternate: How did it <i>feel</i> to do this activity? Students may answer "frustrated", "confused", etc.) - What was the difference between your gross salary and your take-home pay? Why is there a difference between the two amounts? What do you think about this? - What was your reaction to the prices you found for the budget items? - What did this activity help you discover about the cost of maintaining the lifestyle you desire? - How would this activity have been different if you had chosen a higher/lower paying job? What kind of earning power would you like to have? - If you had \$2500 more per month, would that help? - How would your budget have to change if you made \$1000 less than you received? How about \$2000 less? - What is the connection between the amount you earned and the education level you chose in Session 1? - So, in general, what connections can you make between getting an education and having solid earning power? - What connections can you make between getting an education and reading? - What part does reading play in your school work right now? - What part do you think reading would play in high school? College? - How might you apply what you've learned today? In the future?
<p>Group Debrief Approx. Time: 4:20pm</p>	<p>Please participate with your student as the coordinator concludes the activity with the entire group.</p>

Pay-Out Guide Key

Your student has received a blank copy of this guide. Use this guide as your student fills out their copy, stopping to briefly discuss each item, extracting a guess from him/her on the item, then mutually agreeing upon a "realistic" amount for the item. Amounts given are suggestions or ranges of possibility: as always, your input and experiences are a very important part of the activity, so please share your experiences as appropriate.

Student Name	
Education Level Achieved	
Position Applied for	
Monthly Salary Starting Amount	
For all items below, assume that you are a single person (no family/spouse)	
Food	\$70 to \$200
<i>Sub total</i>	
Clothing & Laundry/Dry Cleaning	\$50 to \$200
<i>Sub total</i>	
Housing	\$350 to??
<i>Sub total</i>	
Furniture	\$50 to \$250
<i>Sub total</i>	
Transportation	\$37 (bus pass) to \$899 (Mercedes Benz lease)
<i>Sub total</i>	
Maintenance	10 % of car
<i>Sub total</i>	
Entertainment	Dining, movies, concerts, etc. ??
<i>Sub total</i>	
Vacation	\$30 to 300
<i>Sub total</i>	
Student Loans	\$100 to 250 (undergrad to grad)
<i>Sub total</i>	
Utilities/Phone/Cable	\$100/\$50/\$40
<i>Sub total</i>	
Investment/Savings	??
<i>Sub total</i>	
Other?	??
<i>Sub total</i>	
Remaining	

“Earning Power & Careers: The Reading Connection”
Session Three Guide

Purpose: During this year’s program, we will be offering students a tour of several selected areas of the home office in order to expose them to several different careers by visiting specific work areas and meeting with NM employees who can share insights and information about their careers.

Tour areas

1. Security
2. Engineering
3. Communications
4. Law
5. Medical
6. Hospitality
7. Actuary and Mason St Advisors
8. IS

Tour Arrangements

Arrangements have been by the Time to Read coordinators regarding the tours. The arrangements include: exact location of the tour stop, personnel from the area who will be on hand to share information, suggested information that the personnel should share, and a contact name. This information is summarized in the table below.

Area	Contact name	Location of tour stop
Security operations	Sandy Eaton	Command Center, East bldg, ground level
Engineering and facility operations	Chris Partleton	Facility ops area on ground floor of South or North bldg
Communications	Kimberly Goode	The video studio, North bldg 4 th floor
Law	Ray Manista and/or Bill Grady	Law Library, South bldg 7 th floor
Medical careers	Jessie Schwade	Quad Medical Center, East bldg, ground floor
Hospitality	Aaron Lamb	South bldg 8 th floor dining facilities and kitchen (meet at 8 th floor elevator lobby)
Actuary and/or Mason St Advisors	Dan Stier (MSA), Jason VonBergen (actuary)	Trade floor, North bldg 10 th floor
IS	Sherri Schikert and Tom Mroczkowski	TBD

How sign-up works

On March 24, students will be given the opportunity to sign-up for tour stops that they are interested in. Please note the following:

- There are 8 tour stops in all, but only 4 tours will be possible in the one hour timeframe of the program. Therefore, each student can choose 4 areas to visit of the 8 that are offered.
- Students should be encouraged to review the choices available and select the 4 areas that interest them most.
- Tutors will accompany their students on the tours, serving as navigators throughout the home office.
- Each student's tour schedule will be individual: i.e., students are NOT being assigned to groups that will travel together. This makes the role of the tutor as navigator all the more important and relevant.
- Our program runs for approximately 1 hour, so we are dividing the time we have into 4 rounds of 10 min each + 5 min travel time in between. Tour guides at the stops have been advised of this schedule. Tutors should help keep the tour guides and students on time.
 - 3:30-3:40 Round one
 - 3:40-3:45 Travel time to next stop
 - 3:45-3:55 Round two
 - 3:55-4:00 Travel time to next stop
 - 4:00-4:10 Round three
 - 4:10-4:15 Travel time to next stop
 - 4:15-4:25 Round four
 - 4:25-4:30 Travel time back to the cafeteria to leave
- Students should be careful to sign up for 4 different locations in 4 different rounds. What that means is that your student should sign up for one tour stop in round 1, another tour stop in round 2, another tour stop in round 3, and a final tour stop in round 4. Remember: you can't be in four places at once so don't sign up for 4 different areas to tour in round 1!
- Students will sign up for tour stops on March 24. Student choices will be confirmed at the next session on April 7. Upon receiving confirmation at the April 7 session, please plan your students' personalized tour plan using the chart below.

My student's personalized tour plan

Round/Time	Tour stop	Location
1 3:30-3:40		
Travel time	3:40-3:45	
2 3:45-3:55		
Travel time	3:55-4:00	
3 4:00-4:10		
Travel time	4:10-4:15	
4 4:15-4:25		
Travel time	4:25-4:30	

Your student must be back in the cafeteria by 4:30 in order to leave on time with the group!