

**Germantown School District
Academic and Career Planning (ACP)
A Vehicle for the Germantown School District Initiative**

Spring, 2017

INTRODUCTION

The Wisconsin Department of Public Instruction, through Wis. Stat. § 115.28(59) (b) and PI 26, requires that beginning in the 2017-18 school year, every school board ensures that it is “providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.”

According to Dr. Tony Evers, State Superintendent:

Academic and Career Planning (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. We value all academic preparation coupled with career awareness, career exploration, and career planning and management activities into a student’s educational experiences. When this occurs, students have the best chance of creating a picture of what they need to do and which routes to take in order to achieve their dreams.

The state/DPI vision for ACP aligns with the district goals and work at the local level. The following chart highlights similarities between the state ACP plan and the GSD District Initiative plan.

	ACP	GSD
Mission:	Empowering ALL students to travel the road TO adulthood THROUGH education and training to careers.	Empower and Inspire Every Student to Success!
Vision:	Re-imagine K-12 education to equip students: <ul style="list-style-type: none">• With meaningful and supportive adult relationships• And the ability to adapt to opportunities and challenges• On their personalized journeys to successful lives.	What will benefit our students the most in their future? <ul style="list-style-type: none">• Cultivate the “WHOLE” child<ul style="list-style-type: none">○ Discover passions○ Develop strengths○ Grow potential• Develop in students the knowledge, skills, dispositions, and integrity needed to be successful at everything they will be required to do in life and for whatever they choose to pursue on life’s personal journey.

<p>Purpose/ Initiative:</p>	<p>ACP is a student-driven, ongoing process that actively engages students enabling them to:</p> <ul style="list-style-type: none"> • Understand their own interests, strengths, values, learning styles, • Create a vision of their future, • Develop individual goals, and • Prepare a personal plan for achieving their vision and goals. 	<p>Building a foundation for SUCCESS within every child:</p> <ul style="list-style-type: none"> • Teach the Essential Success Factors <ul style="list-style-type: none"> ○ HOW to learn ○ How to COLLABORATE ○ Know THEMSELVES • Foster a Growth Mindset • Engage students in “Powerful Learning,” which teaches them to strive for excellence and ethics in learning, working, relating, serving, and leading as it transforms each individual student into the possibility of realizing his or her true potential in life.
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The following ACP plan outlines how the Germantown School District will comply with the state mandate in a manner that integrates with and advances the District Initiative.

PLAN OVERVIEW

The Germantown School District Academic and Career Planning implementation plan ensures that academic and career planning services are provided to all students in grades 6 to 12. This initial plan will be reviewed and updated each year based on ongoing development through an ACP committee consisting of middle and high school counselors, teachers, administrators, parents, and community members. The plan will be published on the school district website

The design and implementation of the plan will prepare elementary and secondary pupils for future employment by ensuring technological literacy and promotion of lifelong learning and good citizenship. The plan also promotes district cooperation with business, industry, labor, and postsecondary schools thereby supporting the economic development of Wisconsin.

Every student in the GSD will be engaged and supported in creating and maintaining an Academic and Career Plan that will assist them with planning and preparing for opportunities after graduating from high school – postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities. The plan will include the students’ academic, career, personal, and social goals and the means by which they will achieve those goals both before and after high school graduation.

The district will provide activities, instruction, resources, and opportunities to assist students with developing and implementing their academic and career plans. The district will use the computer software program, “Career Cruising,” (or the Epiphany Learning Relationship Management System) to support students’ plans.

The district ACP plan is a long-range, evolving plan that is aligned with the District Initiative, developed by the ACP committee, and approved by the school board. The plan includes an analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs. The plan also outlines the process used to engage parents in their child's academic and career planning through the following:

- Annually informs parents about the ACP services their child receives,
- Provides parents with multiple opportunities during each school year to participate in their child's academic and career planning,
- Updates parents throughout the school year on the progress of their child's academic and career planning.

The plan also describes how, in each year of the plan, the district supports students in their academic and career planning, including the career and technical education provided, the professional development provided to staff to assist them with delivering ACP services to their students, and the curricula, guidance and counseling services, technical preparation, college preparation, youth apprenticeship/job training/work experience opportunities, and instruction relating to employment. The plan also outlines a strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the ACP education for employment program.

The district ACP plan also shows how students at all levels are provided information, opportunities, and individualized support – including IEP coordination for students with a disability – that lead to career awareness and planning.

Elementary – develop an understanding of the following:

- Why people work.
- The kinds of conditions under which people work.
- The levels of training and education needed for work.
- Common expectations for employees in the workplace.
- How expectations at school are related to expectations in the world of work.

Middle School – develop an understanding of the following:

- The continuum of careers across work environments.
- Duties and responsibilities of various careers.
- How personal interests and skills relate to those careers.

High School – career planning and preparation opportunities include:

- Conducting career research to identify personal preferences in relation to specific occupations.
- Opportunities for school-supervised, work-based learning experiences.
- Instruction in career decision making.

- Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
- Access to career and technical education programs, including programs at technical colleges.
- Access to accurate national, regional, and state labor market information, including labor market supply and demand.
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

ACP PLAN COMPONENTS

I. District Initiative and ACP

The GSD District Initiative is about designing learning experiences that intentionally develop within our students the knowledge, skills, dispositions, and integrity that answer the question, “What will benefit our students the most in their future?” The following statement about ACP from the state literature supports the district’s goals for student future success:

ACP is part of our overall vision for every student to graduate ready for further education and the workplace. That means our students must be competent both socially and emotionally. We want our students to be strong critical thinkers, to be able to collaborate and solve real-world problems, and persevere when things aren’t quite going their way. When put together, it’s really about making them productive adults with satisfying careers.

The District Initiative idea of “cultivating the WHOLE child” includes the ACP idea of students being “competent both socially and emotionally.” These ideas will benefit our students greatly in their future. Additionally, wanting “students to be strong critical thinkers” able to “solve real-world problems” aligns with the district Essential Success Factor (ESF) of knowing “HOW to learn.” Being able to collaborate is stated in both ACP and the second district Essential Success Factor, and the ability to “persevere when things aren’t quite going their way” relates to the district focus on Growth Mindset as part of students knowing themselves (third ESF). All of these ideas combine to build in students a foundation for success, which brings action to the district mission, “Empower and Inspire Every Student to Success!”

A. Implementing the District Initiative

The mechanism by which the District Initiative (building a foundation for SUCCESS within every child) is implemented is through **Powerful Learning**. Powerful Learning is characterized by the following:

- It ignites students' passion, wonder, curiosity, and creativity.
- It causes students to deeply understand essential concepts related to and across the academic disciplines.
- It engages students in discovering what might become their own special niche in the world through their strengths and interests.
- It connects the content of curriculum to authentic contexts where students apply what is being learned in a manner similar to how people in adult roles use the various content knowledge and skills to tackle real-world challenges and opportunities through innovation and ethical service.
- It requires students to work together so they develop collaboration skills.
- It intentionally develops a Growth Mindset.

When learning opportunities are designed with the characteristics above, then the “WHOLE” child can be better cultivated, and the Essential Success Factors – HOW to learn, how to COLLABORATE, and know THEMSELVES – are developed. These are the kinds of learning experiences that will benefit our students the most in their future by building a foundation for success within every child.

Powerful learning engages students in learning the school curriculum in a manner that ignites their curiosity, creativity, wonder, and passions. It uses the learning of content to provide developmental experiences that combine ‘action’ and ‘reflection’ for the purpose of developing in students success oriented mindsets, self-regulation behaviors, culturally defined enduring values, the capacity to learn, and the ability to work effectively with others so they can make active choices about their life’s path, adapt to the demands of different life-contexts, and have a sense of purpose and place in the world.

The goal of Powerful Learning is to prepare young people to be facile thinkers, inventors, and problem solvers with not only deep content knowledge, but the creativity and flexibility to apply their knowledge to novel situations in order to address local and global challenges as they grow into thoughtful and informed citizens who can continue to pursue the ideals of democracy. We also want our children to have the social-emotional competence, interpersonal awareness, and responsible decision-making to be happy and confident in their own unique selves so they may become caring adults with work they love, people who love them, and a meaningful place in the world. (Adapted from the 2015 University of Chicago research framework entitled, “Foundations for Young Adult Success”)

When students are engaged in Powerful Learning experiences, they are learning more than academic content. They are developing themselves into powerful learners for their future. We

want to help young people gain an awareness of themselves and of the wide range of options before them, some competencies to pursue those options, the desire to engage in life-long learning, the ability to work effectively with others, the ability to make good choices for their lives, and be engaged citizens in the world. Powerful Learning is the mechanism to “Empower and Inspire Every Student to Success!”

B. District Initiative 2017-18 Implementation Goals

1. Continue to advance Universal Instructional practice through PEAK and other sources toward the goal of every student engaged and learning successfully.
2. Engage teachers in designing “Powerful Learning” experiences for their students.
3. Design and implement a K-12 process for fostering a Growth Mindset in all students.
4. Analyze school systems for opportunities for improved alignment with the District Initiative: curriculum structures; schedule and course options; grading and reporting processes.
5. Use the ACP process to design and implement student learner profile management portfolios to promote goal setting, reflection, and progress monitoring in relation to the District Initiative of building a foundation for success within every child through the cultivation of the “WHOLE” child and development of the Essential Success Factors in support of their future aspirations.

C. Current Status of ACP Activity in the District

Significant action has taken place in response to the ACP mandate. Appendix B outlines specific activity related to ACP as well as related District Initiative work and other student ACP engagement opportunities.

II. Labor Market Analysis

Appendix C provides an analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs. This information will be shared with high school students as they engage in their ACP planning.

III. ACP Student Process

The Germantown School District ACP Committee will facilitate the creation and implementation of a process for Academic and Career Planning for every student. The plan will integrate state ACP and PI 26 requirements and expectations with the Germantown School District Initiative goals.

The Wisconsin Department of Education (2016) describes ACP as follows:

ACP is a student-driven, ongoing process that actively engages students enabling them to:

- Understand their own interests, strengths, values, learning styles,
- Create a vision of their future,
- Develop individual goals, and
- Prepare a personal plan for achieving their vision and goals.

The GSD plan will use the ACP process as a vehicle to help implement the District Initiative by tailoring the student planning procedures in support of the district goals. For example, as the students work through the ACP process to come to a more informed “understand(ing) of their own interests, strengths, values, learning styles,” (which part of the district Essential Success Factor to: Know THEMSELVES), and “create a vision of their future” (part of what will benefit them the most in their future), they will be developing their own success factors. Then as students “develop individual goals,” and “prepare a personal plan for achieving their vision and goals,” these activities will be infused with the district Essential Success Factors, Growth Mindset, and “WHOLE” child development.

The district plan will follow the suggested ACP Model:

1. Self Awareness (KNOW)

(Who am I? Get to know your interests, skills, and strengths.)

- a. Periodic self-assessment of interests and strengths
- b. Reflection and goal-setting
- c. Financial knowledge and understanding of resources
- d. Academic courses and skill preparation
- e. Behavioral and employability skill preparation

2. Career Exploration (EXPLORE)

(Where do I want to go? Explore career pathways and education opportunities.)

- a. Middle School career exploration activities and opportunities
- b. High School career exploration activities and opportunities
- c. World of work and labor market needs
- d. Understanding and comparing different postsecondary education and training

3. Career Planning (PLAN)

(How do I get there? Set your route! Set goals, choose courses, join clubs and activities, obtain financing, fill out applications, write resumes.)

- a. Planning skills
- b. The Middle School plan – Develop an understanding of the following:
 - Why people work.
 - The kinds of conditions under which people work.

- The levels of training and education needed for work.
 - Common expectations for employees in the workplace.
 - How expectations at school are related to expectations in the world of work.
- c. The High School Plan - Develop an understanding of the following:
- Conducting career research to identify personal preferences in relation to specific occupations.
 - Opportunities for school-supervised, work-based learning experiences.
 - Instruction in career decision making.
 - Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
 - Access to career and technical education programs, including programs at technical colleges.
 - Access to accurate national, regional, and state labor market information, including labor market supply and demand.
 - Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

4. Career Management (GO)

(Recalculate as needed)

- a. Executing the plan
- b. Updating the plan with new information and artifacts
- c. Conferencing and mentoring
- d. Transitioning ACP Components

The district ACP plan, which will be an on-going/evolving document, will also include the following components.

- Description of how, in each year of the plan, the district supports students in their academic and career planning, including the career and technical education provided
- Services provided - curricula, guidance and counseling services, technical preparation, college preparation, youth apprenticeship/job training/work experience opportunities, and instruction relating to employment.
- Description of how students at all levels – elementary, middle, high, SWD - are provided information and opportunities that lead to career awareness and planning.
- Description of how students will develop their academic, career, personal, and social goals and the means by which they will achieve those goals both before and after high school graduation.
- Description of provided activities, instruction, resources, and opportunities to assist students with developing and implementing their academic and career plans. The district will use the computer software program, “Career Cruising,” to support students’ plans.

- Description of 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.

Initial steps for classroom teachers will be as follows:

- Teach students how their curriculum:
 1. links directly to careers
 2. adds value to a person's daily life
 3. contributes to the advancement of society
 4. is used to solve real-world problems
 5. when appropriate, connect students to work-based learning experiences
- Teach, provide feedback, and allow reflection on Essential Success Factors:
 - HOW to learn
 - How to COLLABORATE
 - Critical thinking
 - Problem solving
 - Growth Mindset – perseverance in the face of challenges, mistakes, and setbacks
 - Self-regulation

IV. Staff Development

The Germantown School District ACP Committee will identify and prioritize ACP professional development needs and ask the district to make it available to all staff and teachers. The following staff development mechanisms will be created and instituted to support the implementation of the district ACP plan:

- Provide ACP professional development to key leaders and implementers at the district and school levels.
- Provide coaching opportunities to schools to help schools build capacity and buy-in for ACP implementation.
- Provide time and resources to support staff participation on ACP teams and in ACP collaborative networks.
- Regular review of readiness, training, capacity, and best practices on implementing professional development.

V. Parental Engagement

The Germantown School District ACP Committee will create a process to engage parents/families in their children's academic and career planning through the following:

- Conduct outreach to educate parents and guardians about ACP, the district ACP policy, and changes it brings to school structure and student learning.
- Create and implement a communication plan that meets the requirements of PI 26, including providing families with multiple ACP progress reports and opportunities for annual updates, involvement, and participation in their child's academic and career planning.
- Engage families in providing feedback for setting district ACP policy and practice.
- Provide communication, access, and support to families from under-resourced circumstances.
- Ensure that parents and guardians are knowledgeable about and engaged in their students' individual academic as well as career plan and planning process.

VI. Community Engagement –

The Germantown School District ACP Committee will develop and implement a strategy to engage businesses, postsecondary education institutions, and workforce development organizations to support the district ACP goals through the following mechanisms.

- Conduct outreach to educate and promote partnerships with community stakeholders – including business and industry, higher education, and community organizations – about ACP and its benefits to students and the community as a whole.
- Engage community stakeholders in developing the district's long-range PI 26 plan, from initial planning to feedback opportunities.
- Engage community stakeholders in participating in ACP services, and act as communitywide ambassadors for ACP and education-community partnerships.

APPENDICES

APPENDIX A: GSD District Initiative

The Germantown School District “Way” Vision into Action

What will benefit our students the most in their future:

MISSION
Empower and Inspire Every Student to Success!
INITIATIVE: Building a foundation for SUCCESS within every child.
<ul style="list-style-type: none"> • Cultivate the “WHOLE” child - discover passions, develop strengths, grow potential • Develop the Essential Success Factors (ESF) <ul style="list-style-type: none"> ○ HOW to learn ○ How to COLLABORATE ○ Know THEMSELVES • Foster a Growth Mindset
GOAL: All teachers advancing their instructional practice to better prepare all students for their future.
<p>Teaching & Learning:</p> <ul style="list-style-type: none"> • Universal Instruction - Every student engaged and learning successfully • Content Expertise - Learning and implementing Professional Research; Best-Practice; Innovation • Whole Child Development for Success - Teaching Essential Success Factors, Growth Mindset • Powerful Learning – Experiences that evoke greater passion, motivation, collaboration, perseverance, and strength of mind and character within all learners
ROLE: School Community Stakeholder Purpose/Responsibilities
<ul style="list-style-type: none"> • Teachers - advance their instructional practice in alignment with the District Initiative • Support Staff - perform assigned tasks in a manner that supports teaching and learning • Principals - foster an environment that advances learning; provide Instructional Leadership • District Office/District Leadership Team - align systems that support teaching and learning • School Board - align and adopt policy and procedures to advance the District Initiative • Parents - partner with school staff in learning and fostering a Growth Mindset in their children • Community - enhance partnerships with schools to support student learning
HOW: Continuous Improvement Process
<ul style="list-style-type: none"> • Teachers - engage in Professional Growth Model • Support Staff - connect their work to support and advance teaching and learning • Principals - ongoing staff engagement in District Initiative; Professional Growth Model facilitation • District Office - monthly system analysis/alignment, monitoring, coaching, and reporting • District Leadership Team - bi-monthly processing, sharing, next-step planning • School Board - monthly monitoring of and sharing in progress • Parents - monthly newsletter articles; Mindset book study groups; presentations at gatherings

EVIDENCE: Indicators/Metrics of Progress
<p>External, mandated, quantitative metrics:</p> <ul style="list-style-type: none"> • State Report Card, ACT, Aspire, Advanced Placement, Forward, MAP <p>Internal, qualitative and quantitative measures that support and validate progress with the District Initiative:</p> <ul style="list-style-type: none"> • Increasing number and quality of authentic performances/demonstrations of Powerful Learning • Increasing student engagement in and personal development results related to the District Initiative as analyzed, revealed, and documented through the above Continuous Improvement Process • Increasing knowledge, satisfaction, and supportive action by school community stakeholders

APPENDIX B: Current status of ACP activity in the district

- Growth Mindset training grades K-12 –
 - 1250 students / 30 classrooms
 - Bi-weekly District Initiative installments for all staff
 - Formal presentations to teachers grades 6-12 and Rockfield Elementary
 - Numerous teachers teaching Growth Mindset to their students

	Elementary School	Middle School	High School
<p>Individualized Learning Plan (ILP)</p> <ul style="list-style-type: none"> • Career Awareness • Career Exploration • Career Planning • Career Preparation 	<p>Current State: Implementation of social studies units in grades 3-5 intentionally designed for students to learn the Essential Success Factors:</p> <ol style="list-style-type: none"> 1. How to learn 2. Know themselves 3. Collaborate with others <p>Transition: To continue creating powerful learning experiences for all students in grades K-12</p>	<p>Current State: School Counselors hold “G-talks” to discuss and advise students for possible career pathway coursework in high school.</p> <p>Teach learning styles and multiple intelligences in 6th.</p> <p>Transition: Through a student-led process, students set career goals based on interests, desires, passions and create an on-going plan in Career Cruising (software tool for creating portfolios)</p>	<p>Current State: School Counselors hold “G-talks” to discuss and advise students for possible career pathway coursework as they continue their high school journey</p> <p>Transition: Through a student-led process, students set career goals based on interests, desires, passions and update plan in Career Cruising</p>
<p>Community Partnerships</p>	<p>Current State: Some teachers across the district partner with Junior Achievement</p>	<p>Current State: Trane has partnered with the middle school staff to provide professional development in the area of energy - both inside and outside energy</p>	<p>Current State: Manufacturing Alliance Group is established and continues to meet with technology education teachers to discuss needs in the workforce</p>

		<p>conservation and consumption. Trane provided content area experts to talk with 6th grade students regarding career pathways in energy</p> <p>Transition: Continue to expand the partnership with Trane through the middle school and high school</p> <p>Engage more area businesses in career education to offer more career exploration for middle school students</p>	<p>Chick-fil-A Leadership Seminars through a business partnership</p> <p>Partner with MATC to provide a dual enrollment course in Calculus III</p> <p>Transition: Engage other postsecondary education institutions to provide additional coursework to prepare students for the workforce</p>
Family Partnerships	<p>Current: Some teachers across the district are implementing student-led conferences</p> <p>5th Grade G-Talks are held with all 5th grade families</p> <p>Transition: Implement student-led conferences across the district, highlighting students’ goals, interests, and talents</p>	<p>Current: Some houses within the middle school are implementing student-led conferences</p> <p>School Counselors hold “G-talks” to discuss and advise students for possible career pathway coursework in high school</p> <p>Transition: Implement student-led conferences across the district, emphasizing interests, talents, and student-led goal-setting</p>	<p>Current: We have a scheduled transition night for entering freshmen to explain course selection options</p> <p>School Counselors hold “G-talks” to discuss and advise students for possible career pathway coursework as they continue their high school journey</p> <p>Financial planning meetings for paying for postsecondary</p> <p>Job Center of Wisconsin presenters</p>
Course Pathways			<p>Current: Advanced Placement (AP) coursework</p> <p>Youth/Course Options</p> <p>Calculus III course through partnership with MATC</p> <p>Project Lead the Way (PLTW)</p> <p>Extra/Co-curricular involvement</p> <p>Elective courses</p> <p>Graduation requirements including Personal Finance</p>

			<p>Transition: Continue to explore options through transcribed credit through the Wisconsin Technical College System (WTCS)</p>
<p>Work-based Learning Opportunities (Career Exploration Activities)</p>		<p>Current: Service learning and volunteering is encouraged but is isolated</p> <p>Transition: Bring more intention to systemic career exploration, including career research, interviews, and work-based learning experiences throughout middle school</p>	<p>Current: Youth Apprenticeship opportunities</p> <p>Healthcare Career Academy</p> <p>Cooperative Education</p> <p>Youth Apprenticeship</p> <p>Leadership Seminars through a business partnership</p> <p>Internships</p>
<p>Career Planning Activities</p>	<p>Current State: Implementation of social studies units in grades 3-5 intentionally designed for students to learn the Essential Success Factors:</p> <ol style="list-style-type: none"> 4. How to learn 5. Know themselves 6. Collaborate with others <p>Transition: To continue creating powerful learning experiences for all students in grades K-12</p>	<p>Current: Some houses schedule mock interviews with community partners</p> <p>Guidance Counselors teach:</p> <p>6th – Career/Cluster Exploration Lessons</p> <p>7th – Career Research Project</p> <p>8th - ACP Development for G-talks</p>	<p>Current: Guidance Counselors engage 9th and 10th grade students in Career Cruising lessons</p> <p>Personal Financial Literacy is a graduation requirement where students have an opportunity to create a financial plan, understand costs for postsecondary education</p> <p>Transition: Students graduate with a comprehensive Academic and Career Planning portfolio that showcases students' strengths, interests, career pathway interests, coursework taken in high school, goals (action plans), future aspirations and reflections</p>

APPENDIX C: Labor Market Analysis

Milwaukee Metropolitan Area Profiles and Labor Market Information

It is important when examining labor market information for the Milwaukee Metropolitan area to view the region as the potential labor market for each district individually. A LARGE percentage of people commute between communities and counties to their places of employment. The percentage of people commuting has decreased from prior analysis but it is still a significant pattern. Commuter patterns identified by the Dept of Workforce Development indicate:

Of those living in Milwaukee County :

- 83% or 350,824 work in Milwaukee County
- 13% or 57,087 work in Waukesha County
- 2% or 7,825 work in Ozaukee County
- 1% or 4,378 work in Washington County

Of those living in Waukesha County:

- 61% or 124,374 work in Waukesha County
- 15% or 61,602 work in Milwaukee County
- >0% or 1,624 work in Ozaukee County
- 1% or 3,501 work in Washington County

Of those living in Ozaukee County:

- 50% or 22,225 work in Ozaukee County
- 33% or 14,515 work in Milwaukee County
- 3% or 1,364 work in Waukesha County.
- 4% or 1,932 work in Washington County

Of those living in Washington County:

- 49% or 34,044 work in Washington County
- 20% or 14,123 work in Milwaukee County
- 19% or 12,998 work in Waukesha County
- 7% or 4,618 work in Ozaukee County

Wisconsin and Regional Hot Jobs

Wisconsin Hot Job are jobs identified from present to 2024 that must exceed the state median for salary, above the state average for percentage of change in jobs available, and the number of job openings. They include:

- Information Technology
- Installation, Maintenance, and Repair
- Management, Business, and Financial
- Professional and Related

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- Sales
- Construction and Extraction
- Health Care
- Office Administrative Support

Hot Jobs are also identified for each of the Milwaukee Metropolitan Counties. They include:

Milwaukee

- Professional and Related
- Management, Business, and Financial
- Health Care
- Construction and Extraction
- Information Technology
- Sales
- Transportation and Material Moving
- Office and Administrative Support
- Installation, Maintenance, and Repair

Waukesha-Ozaukee-Washington

- Health Care
- Information Technology
- Construction and Extraction
- Management, Business, and Financial
- Installation, Maintenance and Repair
- Sales
- Office and Administrative Support
- Professional and Related
- Transportation and Material Moving

Milwaukee County Profile

Unemployment Rate 4.5%

- Avg Home Cost - 2nd Qtr 2013 \$112,500
- Per Capita Income - 2014 \$41,507
- Number of K-12 Public Schools 376
- Number of Post-Secondary Schools 67

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Top Industries:

- Educational Services
- Food Services & Drinking Places
- Administrative and Support Servies
- Hospitals
- Social Assistance

Top Paying Hourly Occupations

- Obstetricians and Gynecologists \$125.90
- Surgeons \$121.36
- Physicians and Surgeons, All Other \$116.72
- Psychiatrists \$112.32
- Dentists, General \$108.16

Major Employees in this area include:

Aurora Sinai Medical Ctr	Milwaukee	General Medical & Surgical Hospitals
Aurora West Allis Medical Ctr	West Allis	General Medical & Surgical Hospitals
Children's Medical Group	Wauwatosa	General Medical & Surgical Hospitals
Citi Trends	Milwaukee	Department Stores exc Discount
Columbia St Mary's Hospital	Milwaukee	General Medical & Surgical Hospitals
Freshcoat	Milwaukee	Painting & Wall Covering Contractors
Froedert Hospital	Milwaukee	General Medical & Surgical Hospitals
General Mitchell Intl-Mke	Milwaukee	Other Airport Operations
Johnson Controls Inc	Milwaukee	Automatic Environmental Control Mfg
Liberty Tax Svc	Milwaukee	Tax Preparation Services
Marquette University	Milwaukee	Colleges & Universities
Medical College of Wisconsin	Milwaukee	Colleges & Universities
Northwestern Mutual Life Ins	Milwaukee	Insurance Agencies & Brokerages
Oncology Alliance Sc	Milwaukee	Freestanding Emergency Medical Centers
Painter Guys LLC	Milwaukee	Painting & Wall Covering Contractors
Performance Enhancement	Franklin	Offices of Physicians exc Mental Health
Potawatomi Hotel & Casino	Milwaukee	Casinos exc Casino Hotels
River Woods Urgent Care Ctr	Milwaukee	All Other Outpatient Care Centers
Rockwell Automation Inc	Milwaukee	Misc General Purpose Machinery Mfg
US Bank	Milwaukee	Commercial Banking
University of WI-MILWAUKEE	Milwaukee	Colleges & Universities
WEC Energy Group Inc	Milwaukee	Offices of Other Holding Companies

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Ward Law Offices	Milwaukee	Offices of Lawyers
Wheaton Franciscan Healthcare	Milwaukee	General Medical & Surgical Hospitals
Zablocki Va Medical Ctr	Milwaukee	General Medical & Surgical Hospitals

Waukesha County Profile

Unemployment Rate 3.2%

- Avg Home Cost - 2nd Qtr 2013 \$230,000
- Per Capita Income - 2014 \$60,945
- Number of K-12 Public Schools 113
- Number of Post-Secondary Schools 19

Top Industries by Employment

- Food Services & Drinking Places
- Admin & Support Services
- Professional & Technical Services
- Edu Services
- Merch Whls Durable Goods

Top Paying Hourly Occupations

- Physicians and Surgeons, All Other \$132.36
- Psychiatrists \$113.47
- Family and General Practitioners \$113.30
- Internists, General \$105.55
- Dentists, General \$86.41

Major employers in Waukesha County:

Employer Name	Location	Industry
Anthem Blue Cross Blue Shield	Waukesha	Insurance Agencies & Brokerages
Arandell Corp	Menomonee Falls	Commercial Gravure Printing
Chris Hansen Inc	New Berlin	Marketing Consulting Services
Eaton Cooper Power Systems Inc	Waukesha	Other Elect Component Mfg
Eaton Cooper Pwr Syst Trnsprn	Waukesha	Support Activities for Rail Trans
Fiserv Inc	Brookfield	Data Processing Hosting & Related Services
Froedtert Health Medical Group	Menomonee Falls	Colleges & Universities
GE Power & Water	Waukesha	Motor & Generator Mfg

Generac Power Systems Inc	Waukesha	Elect Equip & Wiring Merch Whls
HUSCO International Inc	Waukesha	Ind Valve Mfg
Kohl's Corp	Menomonee Falls	Department Stores exc Discount
Marketing Department	Pewaukee	Marketing Consulting Services
Milwaukee Electric Tool Corp	Brookfield	Ind Machinery Merch Whls
Oconomowoc Memorial Hospital	Oconomowoc	General Medical & Surgical Hospitals
Quad Tech Inc	Sussex	Commercial Gravure Printing
Quad/Graphics Inc	Sussex	Commercial Gravure Printing
Quad/Graphics Inc	Sussex	Other Services Related to Advertising
SPX Transformer Solutions Inc	Waukesha	Elect Power & Specialty Transformer Mfg
Target Distribution Ctr	Oconomowoc	Advertising Material Distribution Services
Thurow's Mobile Marine Repair	Eagle	Marinas
US Consumer Prod Safety Commn	Delafield	Legislative Bodies
Waukesha County Technical Clg	Pewaukee	Elementary & Secondary Schools
Wells Fargo Funds Distributor	Menomonee Falls	Investment Advice
Western States Envelope & Lbl	Butler	Stationery Product Mfg
Wheaton Franciscan-Elmbrook	Brookfield	General Medical & Surgical Hospitals

Ozaukee County Profile

Unemployment rate 3%

- Avg Home Cost - 2nd Qtr 2013 \$205,000
- Per Capita Income - 2014 \$71,126
- Number of K-12 Public Schools 26
- Number of Post-Secondary Schools 5

Top Industries by Employment

- Food Services & Drinking Places
- Edu Services
- Ambulatory Health Care Services
- Professional & Technical Services
- Fabricated Metal Product Mfg

Top Paying Hourly Occupations

- Chief Executives \$100.33

Board Approved – 7.24.17

- General and Operations Managers \$67.10
- Sales Managers \$66.49
- Computer and Information Systems Managers \$65.86
- Pharmacists \$62.30

Major employers in Ozaukee County include:

<u>Employer Name</u>	<u>Location</u>	<u>Industry</u>
Allen Edmonds Corp	Port Washington	Footwear Mfg
Calibre Inc	Grafton	Painting & Wall Covering Contractors
Charter Steel	Saukville	Iron & Steel Mills & Ferroalloy Mfg
Columbia St Mary's Hospital	Mequon	General Medical & Surgical Hospitals
Concordia University	Mequon	Colleges & Universities
Costco	Grafton	Warehouse Clubs & Supercenters
Drug Treatment Helpline	Mequon	Human Rights Organizations
Exacto Spring Corp	Grafton	Whls Trade Agents & Brokers
H B Performance Systems Inc	Mequon	Motor Vehicle Brake System Mfg
Homestead High School	Mequon	Elementary & Secondary Schools
Kapco Inc	Grafton	Mtl Crwn Clsr & Other Mtl Stamping (Exc Auto)
Kleen Test Products Corp	Mequon	Polish & Other Sanitation Goods Mfg
LEESON Electric Corp	Grafton	Elect Equip & Wiring Merch Whls
Lakeside Foods Inc	Belgium	All Other Misc Food Mfg
Lasata Care Ctr	Cedarburg	Nursing Care Facilities (Skilled Nursing)
Meijer	Grafton	Supermarkets & Other Grocery Stores
Milwaukee Area Technical Clg	Mequon	Colleges & Universities
Piggly Wiggly	Cedarburg	Supermarkets & Other Grocery Stores
Rexnord Industries LLC	Grafton	All Other Plastics Product Mfg
River Club	Mequon	Admin Management Consulting Services
Rockwell Automation	Mequon	Misc General Purpose Machinery Mfg
Stratagem Inc	Mequon	Custom Computer Programming Services
Target	Grafton	Department Stores exc Discount
Telsmith Inc	Mequon	Construction Machinery Mfg
Walmart Supercenter	Saukville	Department Stores exc Discount

Washington County Profile

Unemployment Rate 3.1%

- Avg Home Cost - 2nd Qtr 2013 \$177,400
- Per Capita Income - 2014 \$48,564
- Number of K-12 Public Schools 37
- Number of Post-Secondary Schools 5

Top Industries by Employment

- Food Services & Drinking Places
- Fabricated Metal Product Mfg
- Edu Services
- Ambulatory Health Care Services
- Machinery Mfg

Top Paying Hourly Occupations

- Internists, General \$100.42
- Family and General Practitioners \$92.53
- Chief Executives \$88.50
- Sales Managers \$60.61
- General and Operations Managers \$59.60

Major Employers in Washington County include:

<u>Employer Name</u>	<u>Location</u>	<u>Industry</u>
Aurora Medical Ctr	Hartford	General Medical & Surgical Hospitals
Broan-Nu Tone LLC	Hartford	Other Elect Component Mfg
Cabela's	Richfield	Sporting Goods Stores
Cedar Community	West Bend	Offices of Physicians exc Mental Health
Cedar Lake Health & Rehab Ctr	West Bend	Lessors of Residential Bldgs
David J Frank Landscp Cntrctng	Germantown	Landscaping Services
Ellsworth Adhesives Ltd	Germantown	Store Retailers Not Specified Elsewhere
Gehl Foods	Germantown	Specialty Canning
Helgesen Industries Inc	Hartford	Misc Fabricated Metal Product Mfg
International Dairy Queen	West Bend	Snack & nonalcoholic beverage bars
Jw Speaker Corp	Germantown	Other Lighting Equip Mfg
MGS Manufacturing Group	Germantown	All Other Plastics Product Mfg
Quad/Graphics Inc	Hartford	Commercial Gravure Printing
Regal Ware Inc	Kewaskum	All Other Home Furnishings Stores
Serigraph Inc	West Bend	Surgical & Medical Instrument Mfg

Signicast Corp	Hartford	Steel Foundries exc Investment
St Joseph's Hospital	West Bend	General Medical & Surgical Hospitals
Sunburst Ski Area	Kewaskum	All Other Traveler Accommodation
Tecstar Manufacturing Co	Germantown	All Other Plastics Product Mfg
Walmart Supercenter	Hartford	Department Stores exc Discount
Walmart Supercenter	West Bend	Department Stores exc Discount
Weasler Engineering Inc	West Bend	Elect Power & Specialty Transformer Mfg
West Bend Mutual Insurance Co	West Bend	Direct Property & Casualty Insurers
West End Clinic	West Bend	Medical Laboratories
YMCA	West Bend	Child & Youth Services

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