

# Strategic Plan Information and Advocacy Report



TO: Board of Education  
FROM: Sarah Straka, Director of Instruction  
DATE: October 26, 2020  
RE: Information and Advocacy Report - Learning and Growth

## **OVERVIEW**

Board Goal I: Learning and Growth - We will graduate lifelong learners.

Objective C: Increase access and completion of students who complete professional certifications and/or workplace experiences.

- Indicator 1: Number of students receiving professional certificates
- Indicator 2: Number of students completing apprenticeships, work cooperatives, and/or work experiences.

## **INDICATORS**

### **Indicator 1: Number of Students Receiving Professional Certificates**

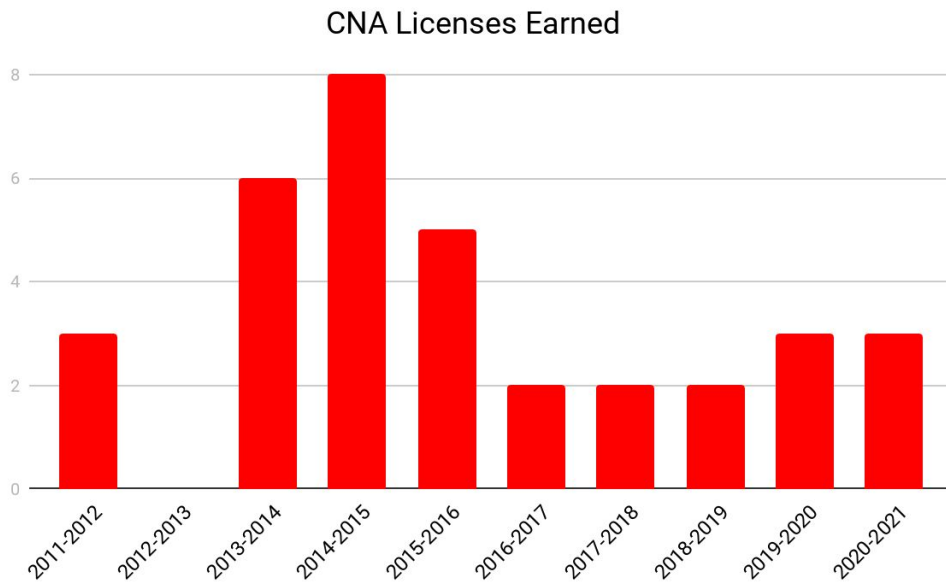
Mount Horeb High School students have the opportunity to work towards professional certification through various community partnerships and educational entities. The programs identified in this section are some of the more common options in which students express interest.

#### **Certified Nursing Assistant (CNA) Program**

The Certified Nursing Assistant (CNA) program prepares students to perform basic supportive skills in caring for patients in various healthcare settings. Students that take the course are provided classroom and laboratory instruction and clinical experience in a nursing home or hospital setting. Graduates are awarded a certificate upon passing the state test and are placed on the Wisconsin Nurse Aide Registry.

Former School-to-Work Coordinator, Penny Thompson, had worked with various entities to provide certification options to meet student needs. As shown in the below figure, as many as eight students were certified in 2014-2015. This was just before the westside Madison College campus closed at the end of 2016 which initiated a decrease in the number of students looking to complete their CNA certification. Our students now travel to the Madison College Truax campus or Herzing College for class, which typically occur during the summer months; School-to-Career Coordinator Jodie Baber will continue to work with interested students regarding these options. A CNA certificate is an industry-recognized certification which is reimbursable for ACT 59 funds.

**Figure 1: Number of MHHS Students Earning a Certified Nursing Assistant License by Academic Year**



In addition to the CNA course, MHHS students may enroll in additional off-site courses that focus on healthcare career exploration: Health Immersions 1, Health Immersions 2, and Biotechnology in the World of Medicine. These courses are made possible through our District’s partnership with the Dane County School Consortium (DSCS).

**Newer Opportunities: Fire Academy and EMT Academy**

Mount Horeb High School partners with Madison College and the Mount Horeb Fire Department to offer an EMT Academy and Fire Recruit Academy. Completion of these five-credit courses prepare students for entry-level employment, certification exams, and further education. The majority of instruction occurs at the MHFD station with occasional trips to the Madison College Truax Campus for testing.

**Table 1: Madison College Academies**

	18-19	19-20	20-21
EMT Academy	--	9*	6
Fire Academy	4*	8	6

\* First Year Offered

In prior years, the EMT Academy was offered in the fall and the Fire Academy was offered in the spring. For the 2020-2021 school year, Madison College staff switched the class order for two reasons: (1) staff was concerned about another COVID outbreak in the Fall which would make it difficult for the EMT students to complete the clinical skills portion of the course and (2) more students would be 18 years old which allows them to test for the state EMT license.

When disaggregating the data for gender, race, and disability status, the results show that only our students identifying as white and without an individual education plan (IEP) are participating in these

classes. More reflection and next steps regarding this data will be included in the Youth Apprenticeship portion of this report.

**Table 2: Youth Apprenticeship Enrollment by Gender, Race, Disability Status**

	EMT Academy			Fire Academy		
	Gender	Race*	SwD/SwoD	Gender	Race*	SwD/SwoD
2020-2021	TBD	TBD	TBD	6 M / 0 F	6 W	0 / 6
2019-2020	6 M / 3 F	9 W	0 / 9	6 M / 2 F	8 W	1 / 7
2018-2019	--	--	--	4 M / 0 F	4 W	0 / 4

\*Race: White/Black/Hispanic/Asian/Two or More Races

**Indicator 2: Number of Students Completing Apprenticeships, Work Cooperatives, and/or Work Experiences**

Mount Horeb High School offers three types of opportunities for students to experience a work environment outside of the classroom: work experience program, work cooperatives, and youth apprenticeships. These opportunities are briefly summarized below and defined further later; each opportunity varies in the level of connectedness to potential post-secondary employment interest for students.

- Work Experience: Work opportunity not necessarily connected to a particular occupational area.
- Work Cooperative: Work opportunity tied to a particular career and technical education field.
- Youth Apprenticeship: Work opportunity with integration of school-based and work-based learning.

**Work Experience Program**

School-supervised work experience provides students an opportunity to work in a realistic job situation that is not necessarily connected to a particular occupational area. This experience helps students to assess their employment interest and abilities.

Work experience opportunities have been provided via two avenues: the general work experience program and the work experience transitions program. Table 3 shows this information below. As the Youth Apprenticeship Program has gained interest by students (see figure 3), the number of students enrolling in the work experience program has steadily declined to zero participants over the past three years.

The Work Experience Transitions Program, also known as the 18 to 21-Year-Old Program, has typically focused on placing students identified with an intellectual disability in a work-based environment. The High School’s new Transitions Coordinator, Taylor Rosemeyer, has a different vision. Recently, she wrote that she is looking to, “broaden the scope of the program to support students in other disability areas both inside the 18 to 21-year-old program and for those students within the typical four-year high school pathway.” Mrs. Rosemeyer envisions the transition program will “help all students within the special education program which will begin with utilizing transition based assessments to prepare

students for what comes next. These students' plans should look similar to those of students looking to transition to college, even if they only spend one year in the 18 to 21-year-old transitions program to prepare for that next step.” Because of this change in programming, Mrs. Rosemeyer anticipates a steady increase in the number of students in the Work Experience Transitions Program in future years.

**Table 3: Work Experience Enrollment by Academic Year**

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Work Experience Program	17	7	12	9	8	5	8	0	0	0
Work Experience Transitions	7	7	7	8	5	5	5	6	5	5

### **Work Cooperatives**

School-supervised work experience in a particular career and technical education field (Agriculture and Technology & Engineering) nicely compliments our overall slate of offerings. Students are released a maximum of two class periods per day. The Career and Technical Education (CTE) supervising teacher visits the site of employment on a routine basis. For the 2020-2021 school year, there are six students under the supervision of Pam Allen in the Supervised Ag Coop Program. These work cooperatives range from being a farm hand to managerial duties to welding and ag manufacturing. Extra precautions were taken to ensure students’ safety in the advent of the COVID-19.

Ms. Allen also supports students’ participation in Supervised Ag Experience (SAE) Program (somewhat different than Supervised Ag Coop). Supervised Ag Experiences may be tied to YA or Supervised Ag Coop and include a school release - but most do not, since SAE span a student's entire high school career. Students work outside of school hours and may have exploratory (usually younger FFA members - job shadows, volunteer, or helping neighbor type programs), placement (work for someone else), or entrepreneurship (run your own business) programs. Here is a [link](#) to the DPI graphic that explains how SAE's are an integral component of the Ag Sciences Program. This [document](#) describes common SAE's and examples of skills included. FFA students need these types of work experiences in order to earn Proficiency Awards and State FFA Degrees.

### **Youth Apprenticeships**

The Wisconsin Youth Apprenticeship program integrates school-based and work-based learning. It is designed for high school students who want hands-on learning in an occupational area at a worksite along with classroom instruction. Typically seniors participate in youth apprenticeship, however, juniors may elect to participate for two years. Ms. Jodie Baber is Mount Horeb High School’s School to Work Coordinator and supports students in the youth apprenticeship employment process

Youth apprenticeship students continue to take classes at Mount Horeb High School while working as an apprentice at a participating business. Students must be enrolled in a connecting course related to their youth apprenticeship program. Depending on the field of study, students may take this course at Mount Horeb High School or off campus. For example, for those students that have taken all applicable construction courses at Mount Horeb High School, students then travel to McFarland to take the Commercial Construction course offered through the Dane County School Consortium.

One-year students who meet all program requirements, which includes completing 450 hours of work-based training, will receive a Wisconsin Department of Workforce Development Certificate of Occupation Proficiency. The District receives funding from the Department of Workforce Development for each certificate completer; these funds are set aside to strengthen the CTE program and opportunities for students.

Table 4 shows the number of student participants in youth apprenticeships at Mount Horeb High School. Considering the current pandemic, Youth Apprenticeship participation has remained steady. Mrs. Baber attributes this to employer need and flexibility: “Our employers are happy and grateful to have students available to work during the pandemic. They are also being flexible with students’ school and work schedules.” Mrs. Baber also recognized specific areas, “Youth Apprenticeship Construction participation is up this year as construction is an essential area with essential workers. When looking at health care, one would think that healthcare YA participation would be higher but our students are not as interested due to the current pandemic.”

Lastly, two areas that have consistently been popular with students are the areas of dental hygienist and finance. With the current pandemic and temporary closure of dental offices and banks in the spring, students were not interested in or placed in these working environments since much of the legwork is completed in the spring and early summer.

**Table 4: Youth Apprenticeship Enrollment by Academic Year**

<b>Youth Apprenticeships</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
Agriculture					1		1	1	2
Architecture & Construction					3	3	6	3	6
Art, A/V Tech & Comm								1	0
Finance		4	4	6	3	4	5	4	0
Health Science		1		2		1	1	3	2
Hospitality, Lodging & Tourism		1	1	1	1	2	2	1	2
Information Technology				1	1	1	1		0
Manufacturing					1		1		0
Marketing						3	5	4	3
STEM (Engineering or Biotech)	1	3	1			2	2	3	2
Transportation (Auto Tech)					2				5
<b>Total</b>	<b>1</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>24</b>	<b>20*</b>	<b>22</b>

\*Increased to 26 during the year.

As evidenced earlier in Fire and EMT Academy disaggregated data, Youth Apprenticeship student participation demographic is rather homogeneous (see Table 5). In talking with our Youth Apprenticeship Coordinator, Jodie Baber, this is an area that she too is concerned about and is interested to address this participation gap. Therefore, Ms. Baber will collaborate with other district and high school staff to increase participant diversity. ***This goal will be the main focus of Mount Horeb Area School District’s Action Research Project in connection with the District’s work with the Dane County Equity Consortium.***

***Table 5: Youth Apprenticeship Enrollment by Gender, Race, Disability Status***

	Gender		Race					Disability Status	
	Male	Female	White	Black	Hispanic	Asian	2 or more	SwD	SwD
2020-2021	12	2	22	0	0	0	0	3	0
2019-2020	15	11	26	0	0	0	0	0	0

***Figure 3: Youth Apprenticeship Enrollment Trend by Academic Year***



**Special Note of Gratitude**

Thank you to MHHS School to Career Coordinator Jodie Baber, High School Counselors Sateash Kittleson and Carrie Wineke, and Records Management Specialist Tammy Beranek for assisting in the collection of data and with the review of information in this advocacy report.