

Strategic Plan Information and Advocacy Report



TO: Board of Education
FROM: Sarah Straka, Director of Instruction
DATE: October 24, 2022
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.

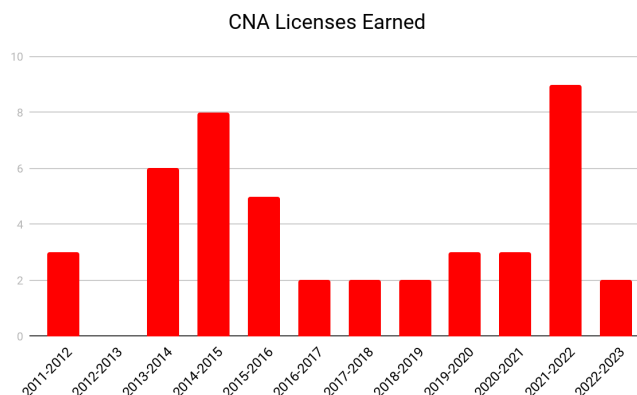
Indicator 1: Number of Students Receiving Professional Certificates

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 an industry-recognized certification upon passing the state test and are placed on the Wisconsin Nurse Aide Registry. A CNA certificate is also reimbursable for ACT 59 funds. Figure 1 shows the number of students who earn a CNA license each academic year.

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



Fire Academy and EMT Academy

In the past, Mount Horeb High School partnered with Madison College and the Mount Horeb Fire Department to offer an Emergency Medical Technician (EMT) Academy and Fire Recruit Academy. Completion of these courses prepares students for entry-level employment, certification exams, and further education. The majority of instruction has occurred at the MHFD station with occasional trips to the Madison College Truax Campus for testing. Table 1 reflects past and current participation in both programs.

Last year, Madison College increased the EMT Academy course credits from five to seven. This increase in credits means an increase in the number of instructional hours which then affects the amount of time students are out of the school building. Because of this increase in hours, the course no longer became a realistic option for high school students. In light of this, Madison College has begun channeling efforts towards an Emergency Medical Responder (EMR) course which provides students with skills to perform immediate lifesaving skills while waiting for assistance from high level EMS resources to arrive. The class is a good starting point for those considering the EMT Academy.

Table 1: Madison College Academies

	18-19	19-20	20-21	21-22	22-23
EMT Academy	--	9*	6	--	–
Fire Academy	4*	8	6	1-2	4

* First Year Offered

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 interests and abilities.

Work experience opportunities have been provided via two avenues: the general work experience program and the work experience transitions program. Table 2 shows this information below. As the Youth Apprenticeship Program has gained interest by students (see Figure 2), the number of students enrolling in the work experience program has steadily declined. However, through the advocacy of our High School Counselors, we are opening up work experience opportunities for specific students based on qualifying criteria. This allows those qualifying students, who may not qualify for Youth Apprenticeship, the opportunity to work outside of school for credit and employability skills.

The Work Experience Transitions Program, also known as the 18 + Program, has typically focused on placing students identified with an intellectual disability in a work-based environment. These students may have regular programming at the transitions location within MHASD and then travel to their place of employment, sometimes with assistance from a paraprofessional or a DVR employee.

Table 2: Work Experience Enrollment by Academic Year

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Work Experience Program	12	9	8	5	8	0	0	0	0	2
Work Experience Transitions	7	8	5	5	5	6	5	5	9	6*

*Two students still working with DVR to obtain employment.

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. These work cooperatives range from being a farm hand to managerial duties to welding and ag manufacturing.

Table 3: Work Experience Enrollment by Academic Year

	20-21	21-22	22-23
Agriculture Coop Program	6 (S1), 4 (S2)	8 (S1), 3 (S2)	3
Tech & Engineering Coop Program	1(S2)	0	0

Ms. Allen also supports students’ participation in the Supervised Ag Experience (SAE) Program (somewhat different from 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 spans 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.

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 with Figure 2 offering a graphical representation of the program's steady growth. Mrs. Baber attributes the increasing awareness of the program, student engagement, and success with subsequent parent, employer and student support to the steadily increasing number of students participating in Youth Apprenticeship.

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Table 4: Youth Apprenticeship Enrollment by Academic Year

Youth Apprenticeships	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Agriculture				1		1	1	2	2	4
Architecture & Construction				3	3	6	3	6	4	6
Art, A/V Tech & Comm							1	0	0	1
Finance	4	4	6	3	4	5	4	0	2	2
Health Science	1		2		1	1	3	2	7	7
Hospitality, Lodging & Tourism	1	1	1	1	2	2	1	2	4	5
Information Technology			1	1	1	1		0	0	0
Manufacturing				1		1		0	1	2
Marketing					3	5	4	3	1	1
STEM (Engin or Biotech)	3	1			2	2	3	2	4	2
Transportation (Auto Tech)				2				5	3	4
Total	9	6	10	12	16	24	20*	22	28**	34

*Increased to 26 during the year.

**Six of the 28 dropped from the YA program.

Figure 2: Youth Apprenticeship Enrollment Trend by Academic Year



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, “The October 12th Career Exploration Day was a good start in exposing all students to career opportunities. We are looking forward to more events that help students take advantage of the Youth Apprenticeship Program.”

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

	Gender		Race					Disability Status	
	Male	Female	White	Black	Hisp	Asian	2+	SwD	SwOD
2022-23	17	14	28	0	0	2	1	1	30
2021-22	16	12	27	0	0	1	0	5	22
2020-21	12	2	22	0	0	0	0	3	0
2019-20	15	11	26	0	0	0	0	0	0

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.