

District Career and Academic Plan (DCAP): 2024-25

District and School: New Hampton Community School – New Hampton High School

State Approved Career Information System (CIS): KUDER

District Career and Academic Plan (DCAP) Revision Date: MARCH 2024

Section Outline:

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DCAP is a roadmap for district implementation of career development and student's Individual Career and Academic Plan (ICAP). Each section should be completed and updated by the DCAP team each year as part of the revision process. Data and prior Regional Planning Partnership (RPP) evaluation should be considered in the yearly updates.

Points to consider when completing the summaries for each section:

- Identify how internal and external team members collaborate to holistically implement self-understanding at each grade level.
- What data is utilized for each section? As part of the revision process, data should be a focus for yearly consideration and improvement. At minimum, data should be referenced and used for both the board review section and the district summary portion.
- Who are the team members assigned in grades 8-12 and what are their assigned roles in the implementation of the DCAP?
- How will completion of each essential component contribute to the successful completion of high school, including student identified and ICAP activity supported postsecondary education and career options and goals?
- How is reflection incorporated in each of the 5 Essential Components?
- What are your student outcomes? How does the team know that all students are included and connected to their ICAP?
- Add hyperlinks to relevant documents when applicable (meeting minutes, communication materials, lesson plans, syllabus, district websites, etc.)

Initial Section: Annual Review of Board of Directors (School Board) April 2024

Topics to consider: A link to board minutes/presentation can be included to support this section.

- Review of prior 2023-24 Implementation and Goals set, attained, revised
- Data to support goal attainment
 - Prior year RPP evaluation/rubric score and movement to update and improve based upon feedback
- Present current/upcoming 2024-25 Goals;
 - Data reviewed to implement change
 - Focus for DCAP team
 - Connection to district integration (Portrait of a Graduate, Comprehensive School Counseling Plan, Future Ready Initiatives, etc)
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership
- Student ICAP utilization including CIS and ICAP outcome

Board report/review information can be included below or attached/linked from another document source.

Topics to discuss with board:

- Review 2023-24 Implementation and Goals set, attained, revised
- Student utilization and completion of ICAP activities
- Data to support goal attainment
 - Prior year rubric score and movement to update and improve
- Present 2024-25 Goals;
 - Data reviewed to implement change
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership 281—49.3(2).

Annual Review of Board of Directors (School Board): MAY 2024

Jay Matthews	Adam Schwickerath	Bob Ayers
Tim Denner	Nathaniel Schwickerath	

Section 1: District Team

The team shall include, but not be limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, and individuals responsible for coordinating work-based learning activities. Additionally, consider including an Intermediary, representatives of

special populations, postsecondary administrators and faculty, instructional support staff, members of local workforce development boards or organizations, parents, students, etc.

Note, a school district with more than one attendance site for grades 8 through 12 should create one, district-wide team with designees as needed.

District Team Members

List the current DCAP team members. Required team members are marked with an *.

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
Secondary principal/administrator(s)*:	Matthew Manson	New Hampton High School	m_manson@new-hampton.k12.ia.us
Secondary career and academic school counselor(s)*:	Jenna Miller Michelle O'Donnell	New Hampton Middle School New Hampton High School	j_miller@new-hampton.k12.ia.us m_odonnell@new-hampton.k12.ia.us
Secondary CTE teachers*:	Rachel Bauler Mike Kuennen April Schmitt Damian Spratt Lexie Farrell	New Hampton High School	r_bauler@new-hampton.k12.ia.us m_kuennen@new-hampton.k12.ia.us a_schmitt@new-hampton.k12.ia.us d_spratt@new-hampton.k12.ia.us
Secondary teachers*:	Karen Kayser-Kemp Judy Lechtenberg Kassie Bercik	New Hampton High School	k_kayser-kemp@new-hampton.k12.ia.us j_lechtenberg@new-hampton.k12.ia.us k_bercik@new-hampton.k12.ia.us
Work-based Learning Coordinator/Intermediary*:	Kristina Anderson	New Hampton High School	k_anderson@new-hampton.k12.ia.us
Secondary instructional support staff/ paraprofessional:			
Postsecondary CTE faculty:	Holly O'Brien	NICC College and Career Coordinator	obrienh@nicc.edu

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
Postsecondary administrators:			
Members of local workforce development boards:			
Member of regional economic development organization:			
Local business and industry representatives:			
Parents and students:			
Representatives of special populations: Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English-language learners, homeless, foster care, active duty military, corrections.			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Other stakeholders desired:			

Section 2: District Plan Statement Summary

Consider and include in your summary:

- Identified district goals connected to data, prior evaluation or other methods of implementation
- Data points and data sources that were used in the formation of the district goals for student ICAP completion
- Points of collaboration with internal and external stakeholders
- Methods of communication and connection with students, their families and their community
- Connection to prior year rubric score and steps taken to evaluate prior DCAP and improve
- Future ready goals, district Portrait of a Graduate, [Iowa's College and Career Readiness Definition](#) can also be included in this section.

SUMMARY

In 2019, after attending a National Postsecondary Strategy Institute, New Hampton Community Schools formed a NPSI Team comprised of various stakeholder. The NPSI team meets regularly to discuss how to best prepare students for Life, College, and Career.

New Hampton's District goal is to have every student leave New Hampton High School with a plan for the future. New Hampton's Postsecondary Readiness Index is 50.91 which is slightly higher than the state average. We would like to increase students' readiness for life after high school.

Currently, a career week at the middle school level allows students to explore, work, military, community college, or four-year colleges. This week-long activity kicks off a targeted approach to prepare students for the future. Each year students take assessments to track how their interests progress within their education using the KUDER system. Students then explore careers and use this information in creating a 4-year plan of courses to take in high school.

Throughout classes in high school, students work on creating resumes, cover letters, job shadows, and college visits. Students work on budgeting and other financial literacy skills in the required Future Prep Class. They also participate in Adulting 101 as seniors to help them get ready to buy a car and a house, and other adult activities. Our work-based learning occurs within many CTE classrooms as students participate through college. Our work-based program is available to seniors when they participate in our MOC program. Students have a variety of options at New Hampton High School and are able to choose their own path with the assistance of classroom teachers, counselors and administration. FASA sessions are held during Parent Teacher conference along with a Career Fair.

Our rubric scoring encouraged us to add specific details to our plan. We have done that in this document. Our next step is to add internship opportunities and industry certifications for students through the CTE department. CTE instructors have written grants to assist the implementation of certification programs.

Section 3: Four-Year Plan, including yearly review and revision grades 8-12

Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school

- Four-Year Plan is created in 8th grade
- Parent/guardian signs acknowledgment of review
- Plan is reviewed each year by student/family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection
- Concurrent enrollment opportunities are included and shared with students/parent/guardians
- Course selection and concurrent enrollment is tied to student's postsecondary goals/planning

8th Grade: Creation of Four-Year Plan of coursework that meets graduation requirements and supports student’s current postsecondary plan

<p>8th Grade</p>	<p>Activity/Experience to Support students Four-Year Plan portion of ICAP:</p> <ul style="list-style-type: none"> ● Student outcomes are included ● Connection to essential components ● Parent/guardian involvement/communication ● Concurrent enrollment 	<p>Timeline and embedded:</p> <ul style="list-style-type: none"> ● When and where each year is this completed? 	<p>Staff Members included:</p> <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	<p>Resources used including CIS:</p> <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
<p>Four-Year Plan is completed</p>	<p>Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.</p> <ul style="list-style-type: none"> ○ 4-year plan is created in 8th grade ○ Parent/guardian signs acknowledgment of review ○ Plan is reviewed each year by student/family ○ Student and family are advised on progress towards graduation 	<p>Winter</p>	<p>Miller – Career Week</p>	<p>KUDER</p>

<p>Advisement of coursework supporting graduation</p>	<p>Prepare the student to successfully complete, prior to graduation and following a timeline included in the plan, the 5 essential components.</p> <ul style="list-style-type: none"> ○ The 5 Essential Components are completed each year 8-12 ○ Data collection process is identified ○ Student reflection in each component is included ○ Identify and implement the use of an approved Career Information System (CIS). We selected KUDER <p>Complete KUDER Interest Inventory</p> <ul style="list-style-type: none"> ■ The CIS usage is identified, and there is an included overview of how the CIS is used to support each essential component ○ Additional resources can be used outside of the CIS; CIS is the primary tool ○ 5 essential components are incorporated in DCAP for each year 8-12 for all students 	<p>Winter</p>	<p>O'Donnell – Will utilize class time to assist students in completing the 5 Essential Components.</p>	<p>KUDER</p>
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<p>Advisement of coursework to support postsecondary goals</p>	<p>Identify the coursework and work-based learning needed in grades nine through twelve to support the student's postsecondary education and career options.</p> <ul style="list-style-type: none"> ○ In yearly review, student and family are advised on opportunities on coursework, including concurrent enrollment options that support the student's postsecondary goals ○ Work-based learning is incorporated into the student's experience to support their postsecondary goals <p>Complete KUDER Interest Inventory</p> <p>Prior to graduation, advise the student on how to successfully complete the free application for federal student aid (FAFSA).</p> <ul style="list-style-type: none"> ○ FAFSA advisement includes but is not limited to the following: <ul style="list-style-type: none"> ■ Connection to financial aid process and scholarships ■ Steps required to file, including pre-file and post-file to include the FAFSA verification, flagged FAFSA, and resources to support students and families 	<p>Winter</p>	<p>Miller – Career Week</p>	<p>KUDER</p>
<p>Parent or Guardian signs acknowledgement of plan</p>	<p>4 yr Education Plan</p>	<p>Winter</p>	<p>Miller – Career Week</p>	<p>KUDER</p>

Grades 9-12: Student reviews plan each year for graduation progress and alignment to postsecondary goal(s); parent/guardian are included and advised in the yearly review.

- Plan is reviewed each year by student and family
- Student and family are advised on progress towards graduation
- Connection to the ICAP essential components/student reflection
- Concurrent enrollment opportunities are addressed and shared with students/parent/guardians
- Course selection and concurrent enrollment is tied to a student's postsecondary goals/planning.

Grade	Activity/Experience to support review and update of Four-Year Plan portion of ICAP <ul style="list-style-type: none"> ● Student outcomes are included ● Connection to essential components ● Parent/guardian involvement/communication ● Concurrent enrollment 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
9th	Revisit 4 yr plan - Complete KUDER Work Values	Spring	O'Donnell - English Class	KUDER
10th	Revisit 4 yr plan, Personal Data Sheet, College Classes, and CLL, Complete KUDER Skills & Reflection	Spring	O'Donnell - Biology Class Meisner - English Class O'Brien	KUDER
11th	Revisit 4-Year Plan Personal Data Sheet, Resume, Cover Letter, Job Shadow	During One Semester	Anderson - Future Prep Lechtenberg - Learning Strategies	KUDER
12th	Revisit 4-year plan Post Secondary applications/work experience	Fall	O'Donnell -Government/Economic s Class	KUDER

Section 4: Work-Based Learning Incorporated into the student's ICAP

“Identify the coursework and work-based-learning needed in grades nine through twelve to support the student’s postsecondary education and career options”

The three Essential Elements of WBL must be incorporated in the experience: academic preparation, partnership between education and industry and academic follow-up. If one of these elements is not incorporated into the experience, it would be considered Essential Component 3 and should be included with that section.

For additional detailed information on WBL including implementation, activity clarification, integration strategies and ICAP connection, refer to the [Iowa Department of Education’s Work-Based Learning Guide](#).

Grade	Activity/Experience to Support WBL each year; Identification of each of the 3 elements of WBL: <ul style="list-style-type: none"> ● Include how all students are advised of opportunities and have access ● Connection to essential components and course planning. ● Student outcomes are detailed ● Academic prep, connection to industry and academic follow-up are included 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
9th-12th	Career Fair	Spring	IBN Anderson Manson O’Donnell	IBN, Community Members, High School Students
8th	Job Application, Employment Speakers, Interviews, Start Individual Portfolios, Teen-to-Teen Presentation - Complete KUDER Interest Inventory	Winter	Miller - Career Week	KUDER, Community Members, High School Students
9th	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships	During the School Year	CTE Department Lechtenberg	Work Based Learning (WBL) Program
10th	Work Based Learning (WBL) Program Ag Internships	During the School Year	CTE Department Lechtenberg	Work Based Learning (WBL) Program

Grade	Activity/Experience to Support WBL each year; Identification of each of the 3 elements of WBL: <ul style="list-style-type: none"> ● Include how all students are advised of opportunities and have access ● Connection to essential components and course planning. ● Student outcomes are detailed ● Academic prep, connection to industry and academic follow-up are included 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
	Industrial Technology Internships			
11th	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships Job Shadows FCS- Take and Bake Pizzas Iowa Big North (IBN)	During the School Year	CTE Department Lechtenberg Anderson/Kuennen	Work Based Learning (WBL) Program IBN Model
12th	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships Iowa Big North (IBN) MOC/WEC Apprenticeships Chickasaw Business and Educator	During the School Year	CTE Department Lechtenberg Anderson/Kuennen	Work Based Learning (WBL) Program IBN Model

Section 5: Essential Components 1-5 of ICAP

Essential Component 1: Self-Understanding (assessments, inventories, reflections)

Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in **meaningful reflective activities about the results**.

Self-understanding can include but is not limited to:

- Interest inventories

- Work values assessments
- Personal values inventories
- Abilities strengths and skills assessments
- Career cluster inventories and assignments
- Learning styles inventories
- Noncognitive skills assessments

Grade	Activity/Experience to Support students Essential Component 1: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
8th	Start Life, College, and Career Ready Portfolio , Interest Surveys - Complete KUDER Interest Inventory	Winter	Miller - Career Week	KUDER
9th	Complete KUDER Work Values & Reflection, update 4-year plan	Spring	O'Donnell - English Class	KUDER
10th	Complete KUDER Skills Assessment & Reflection, update 4-year plan Personal Data Sheet	Spring	O'Donnell - Biology Class Meisner - English Class	KUDER, Personal Data Sheet
11th	Career interest inventories/reflection worksheets, update 4-year plan, College Essay Writing, Career Research	During the School Year	Anderson - Future Prep Lechtenberg - Instructional Strategies	KUDER
12th	Career Interest Inventories/reflection worksheets, update 4-year plan, confirm future plan, MOC, Apprenticeship Program, Finish their Life, College, and Career Ready Portfolio , Adulting 101 - Provided overview of adult life	During the School Year	Anderson - MOC Class CTE Department	Community, IBN, Life, College, and Career Ready Portfolio

Essential Component 2: Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)

Students shall research careers based on self-understanding results and engage in **meaningful reflection about the findings.**

Career information shall include, but is not limited to:

- State and national wage earnings
- Employment outlook data for a given occupation
- Education and training requirements
- Job descriptions including such information as:
 - Essential duties
 - Aptitudes
 - Work conditions
 - Physical demands

Grade	Activity/Experience to Support students Essential Component 2: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Component 1 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
8th	Employer Speakers	Winter	Miller - Career Week	Community
9th-12th	Career Fair	Spring	IBN Anderson Manson O'Donnell	IBN, Community Members, High School Students
9th	Revisit 4 yr plan - Complete KUDER Work Values	Spring	O'Donnell - English Class	KUDER

Grade	Activity/Experience to Support students Essential Component 2: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Component 1 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
10th	Revisit 4 yr plan, College Classes and CCL, Complete KUDER Skills & Reflection	Spring	O'Donnell - Biology Class O'Brien	KUDER
11th	Career Research, Job Shadows	During the Semester	Anderson - Future Prep Lechtenberg - Learning Strategies	KUDER
12th	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships Iowa Big North (IBN) MOC/WEC Apprenticeships Chickasaw Business and Educator Adulting 101	During the School Year	CTE Department Lechtenberg Anderson/Kuennen MOC Class	Work Based Learning (WBL) Program IBN Model Community

Essential Component 3: Career Exploration Experiences

Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and **engage in meaningful reflection.**

If all 3 elements of WBL are present (Academic preparation, connection to industry and academic follow-up) the event listed below is a WBL experience and should be included in the WBL section of the DCAP.

Career exploration experiences may be face-to-face or virtual and may include, but are not limited to

- Job tours
- Career days or career fairs
- Lunch and learn activities
- Speakers

Grade	Activity/Experience to Support students Essential Component 3: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Components 1 and 2 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
8th	Career Week, Employer Speakers, Interview	Winter	Miller – Career Week	Community
9th-12th	Career Fair	Spring	IBN Anderson Manson O'Donnell	IBN, Community Members, High School Students
9th	Work Based Learning (WBL) Program, NICC Campus Experience Day	During the School Year	CTE Department Holly O'Brien- NICC O'Donnell	Community
10th	Work Based Learning (WBL) Program, NICC Campus Experience Day	During the School Year	CTE Department Holly O'Brien- NICC O'Donnell	Community
11th	Work Based Learning (WBL) Program, NICC Campus Experience Day, Job Shadows	During the School Year	CTE Department Anderson – Future Prep Holly O'Brien- NICC Anderson/Kuennen - IBN	Community, IBN
12th	Work Based Learning (WBL) Program	During the School	CTE Department	Work Based Learning

Grade	Activity/Experience to Support students Essential Component 3: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Components 1 and 2 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
	Ag Internships Industrial Technology Internships Iowa Big North (IBN) MOC/WEC Apprenticeships Chickasaw Business and Educator Adulting 101 NICC Career Fairs/Career Day, Authentic Projects	Year	Lechtenberg Anderson/Kuennen - IBN MOC Class Holly O'Brien- NICC	(WBL) Program IBN Model Community

Essential Component 4: Postsecondary Exploration

Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and **engage in meaningful reflection on the exploration experience including a connection to the student's current postsecondary thoughts/goals.**

Postsecondary exploration activities may be face-to-face or virtual and may include, but are not limited to:

- Site or campus visits
- Career, employment, or college fairs
- Visits with recruiters and representatives of postsecondary education and training options.
- Postsecondary research and connection

Grade	Activity/Experience to Support students Essential Component 4: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Components 1-3 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
8th	Career Week	Winter	Miller – Career Week	KUDER
9th-12th	Career Fair	Spring	IBN Anderson Manson O'Donnell	IBN, Community Members, High School Students
9th	Research occupations through Kuder Navigator - Complete KUDER Work Values	Spring	O'Donnell - English Class	KUDER
10th	Research occupations through Kuder Navigator, Complete KUDER Skills & Reflection College Classes and College and Career Connection	Spring	O'Donnell - Biology Class O'Brien - NICC	KUDER
11th	College Essay Writing, Career Research Research occupations, majors, and schools through Kuder Navigator College Classes and College and Career Connection	During School Year	Andersen - Future Prep Lechtenberg - Instructional Strategies O'Donnell - US History O'Brien - NICC	College Essay Writing, Career Research
12th	College Visits, Recruiter and Postsecondary Representatives Research occupations, majors and schools through Kuder Navigator	During the School Year	O'Donnell - US Gov/Econ CTE Department Lechtenberg	Work Based Learning (WBL) Program IBN Model Community

Grade	Activity/Experience to Support students Essential Component 4: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Components 1-3 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
	O'Brien - NICC Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships Iowa Big North (IBN) MOC/WEC Apprenticeships Chickasaw Business and Educator Adulting 101 NICC Career Fairs/Career Day, Authentic Projects		Anderson/Kuennen - IBN MOC Class Holly O'Brien- NICC	Individual based College Representatives

Essential Component 5: Career and Postsecondary Decision

Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention and engage in meaningful reflection on the connection to the prior essential components and the student's current career and postsecondary thoughts/goals.

Relevant career and postsecondary decision activities may include, but are not limited to:

- Completion of required college or university admission or placement examinations
- Completion of relevant entrance applications and documents
- Job applications, résumés, and cover letters
- Completion of financial aid and scholarship applications
- Review and comparison of award letters
- Completion requirements for different postsecondary options, such as annual financial aid requirements, the role of remedial courses, course-of-study requirements, and the role of the academic advisory.

Grade	Activity/Experience to Support students Essential Component 5: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Components 1-4 ● FAFSA/financial aid/planning incorporation 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
8th	4 yr Education Plan, Job Applications, Interviews - Complete KUDER Interest Inventory	Winter	Miller – Career Week	
9th-12th	Career Fair	Spring	IBN Anderson Manson O'Donnell	IBN, Community Members, High School Students
9th	College Placement Exams- ALEKS, ACCUPLACER	During Semester	O'Donnell - Coordinate with NICC	
10th	College Placement Exams- ALEKS, ACCUPLACER	During Semester	O'Donnell - Coordinate with NICC	
11th	Resume, Cover Letter, Career Research, College Essay Writing, Job Shadow College Placement Exams- ALEKS, ACCUPLACER PSAT/ACT Certification Pathways	During Semester	Anderson - Future Prep Lechtenberg - Learning Strategies O'Donnell - Coordinate with NICC O'Donnell - Contact O'Donnell - NICC	
12th	College Visits, Recruiter and	Fall/Winter &	O'Brien/ O'Donnell -	Work Based Learning

Grade	Activity/Experience to Support students Essential Component 5: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience -Reflection must be included for each activity/experience ● A connection to course planning and review is present and detailed ● An overview of the intended student outcome is included for this component ● Connection to Essential Components 1-4 ● FAFSA/financial aid/planning incorporation 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
	Postsecondary Representatives Research occupations, majors and schools through Kuder Navigator O'Brien - NICC Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships Iowa Big North (IBN) MOC/WEC Apprenticeships Chickasaw Business and Educator Adulting 101 FAFSA Scholarship Applications Certification Pathways NICC Career Fairs/Career Day, Authentic Projects	During the School Year	Fall/Winter Open Houses O'Donnell - Dollars For Scholars and Non-DFS scholarships O'Brien/ O'Donnell - Fall/Winter Open Houses O'Donnell - Dollars For Scholars and Non-DFS scholarships US Gov/Econ CTE Department Lechtenberg Anderson/Kuennen - IBN MOC Class Holly O'Brien- NICC	(WBL) Program IBN Model Community Individual-based College Representatives

Section 6: Free Application for Federal Student Aid (FAFSA) Advisement

Prior to graduation, all students must be advised on how to successfully complete the FAFSA.

For additional information on the addition of FAFSA to ICAP, review the [FAFSA addition to ICAP guidance](#).

Considerations for this section:

- Financial aid and FAFSA vocabulary
- Process for completion and reasons for FAFSA completion regardless of plans or income
- Connections to financial aid including scholarships and all connections to state and federal aid (Last Dollar Scholarship, Iowa specific scholarships, Iowa Financial aid form, merit scholarships, etc.)
- FAFSA verification and other FAFSA complications
- State-wide resources for student and family support of FAFSA completion (Iowa College Aid, ICAN, Latino Access Network, etc.)
- Parent/guardian engagement

Grade	Activity/Experience to Support FAFSA Advisement: <ul style="list-style-type: none"> ● Provide an overview of the activity/experience ● Connection is present to connect with Essential Components including 4 and 5 ● Parent/guardian communication is provided to support all students ● An overview of the intended student outcome is included 	Timeline and embedded: <ul style="list-style-type: none"> ● When and where each year is this completed? 	Staff Members included: <ul style="list-style-type: none"> ● Who/what group will coordinate this event/activity? ● How is a team/system approach utilized? 	Resources used including CIS: <ul style="list-style-type: none"> ● Description should include how each resource is used and connected to the activity/experience.
8th	General Understanding of Financial Aid	Winter	O'Donnell - Coordinator/District Contact	
9th	General Understanding of Financial Aid - Incorporate into Kuder	Fall and Spring	O'Donnell - Coordinator/District Contact O'Donnell/Manson – Parent Meeting during Spring Conferences	
10th	General Understanding of Financial Aid - Incorporate into Kuder - Last Dollar Scholarships	Fall and Spring	O'Donnell - Coordinator/District Contact O'Donnell/Manson – Parent Meeting during Spring Conferences	

11th	Financial Aid Night for Juniors/Families put on by ICAN Future Prep Discussions	February	O'Donnell - Coordinator/District Contact O'Donnell/Manson – Parent Meeting during Spring Conferences Anderson	ICAN
12th	FAFSA Completion Night put on by UNI-CUE EOC Program Share out information with seniors/families about setting up individual FAFSA appointments with ICAN rep (Abby Martin) MOC Discussions Dollars for Scholars application– EFC # required from FAFSA SAR report, student discussion	October October – February December	O'Donnell - Coordinator/District Contact O'Donnell/Manson – Parent Meeting during Spring Conferences Anderson O'Donnell	UNI-CUE ICAN Dollars for Scholars

Section 7: District Plan Integrations

Describe how other functions of the school which may include the district's counseling plan, national best practices and/or prior DCAP reflection will be integrated into the implementation of the district plan.

Consider the following:

- How will the district implement current best practices for working with students on their career plans in grades 8-12, K-12 and how does the district team stay current with such best practices?
- What is the current comprehensive plan for career implementation and connection to District Portrait of a Learner and/or [Iowa's College and Career Readiness Definition](#)?
- How does the district team research and keep current on local, regional, state and national occupational outlook data?
- Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student's ICAP?
- What prior year data was included to address gaps in implementation of the ICAP requirements?
- Connection to district initiatives and student outcomes

District plan integration clarification can be included below or attached/linked from another document source.

New Hampton Community Schools has a NPSI Team comprised of various stakeholders. The NPSI team meets regularly to discuss how to best prepare students for Life, College, and Career. Teachers attend online trainings and trainings sponsored by the AEA. Counselors at all levels attend conferences and AEA training sessions to learn about the latest trends and best practices. Holly O'Brien, our NICC College and Career Coordinator, is part of the NPSI Team and provides the team with current career information.

Our team has added work-based learning and FAFSA information to our discussions with students and parents in a more focused manner from past years. The team has reviewed data on FAFSA completion rates and finding ways to integrate more opportunities with parents and students to complete the application process. We have about 60% of our students completing FAFSA applications each year.

We need to educate more about the net cost of college and the importance of filling out the application to see if students would take advantage of the Last Dollar Scholarship programs. We will continue to develop more of a scope and sequence of our Work Based programs through professional development next school year with all teachers. We will focus on the pre/post reflections with students to make them more Work Based learning.

A career week at the middle school level allows students to explore work, military, community college, or four-year colleges. This week-long activity kicks off our targeted approach to prepare students for the future. Each year our students take KUDER assessments to track how their interests progress within their education using the KUDER system. Students then explore careers and use this information in creating a 4-year plan of courses to take in high school.

Throughout classes in high school, students work on creating resumes, cover letters, job shadows, and college visits. Students work on budgeting and other financial literacy skills in the required Future Prep Class. They also participate in Adulting 101 as seniors to help them get ready to buy a car and a house, and other adult activities.

Our work-based learning occurs within many CTE classrooms as students participate through college. Our work-based program is available to seniors when they participate in our MOC program. Students have a variety of options at New Hampton High School and are able to choose their own path with the assistance of classroom teachers, counselors and administration. With the changes in instructors in Industrial Technology, Business, and Agriculture in the upcoming school year and current year, we will continue to evaluate how underrepresented groups enroll in coursework and become completers within our programs. We will also work on further documenting our work-based learning programs students are participating in outside of school.