

District Plan and District Team

Last Revised: MAY 16, 2023

☰ New Hampton District Career and Academic Plan 2022

District School: NEW HAMPTON COMMUNITY SCHOOL DISTRICT

State Approved Career Information System: KUDER

District Plan Purpose

The district plan is a roadmap for implementation of the career and academic planning process outlined in statute in 281-Iowa Administrative Code chapter 49.5(279). The district plan provides *a living context for how each district supports their student's ICAP process.*

A student's individual career and academic planning (ICAP) process happens within the framework established by the district plan.

For the school year beginning July 1, 2016, and each succeeding school year, the board of directors of each school district shall cooperate with each student enrolled in grade eight to develop an **individualized career and academic plan (ICAP)** to guide the student. The minimum requirements are outlined on page 4 of this template.

The District Plan will be reviewed regularly to ensure individual student planning (ICAP) is implemented by the established District Career and Academic Planning Team. The team is designated by the District Superintendent and meets regularly to review and revise the district plan for ICAP implementation. The District Plan will be kept on file (paper or electronic), submitted to the Regional Planning Partnership each year, and made available upon request for differentiated accountability /accreditation CSIP audits.

Board of Directors (School Board) Review

Topics to discuss with board:

- Review 2022-23 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 2023-24 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 2023

Jay Matthews	Adam Schwickerath	Bob Ayers
Tim Denner	Nathaniel Schwickerath	

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.

Please 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.

1. District Team Members

List the current Career and Academic Planning team members. Required team members are marked with an * and bolded.

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)*:	Shannon Maas	New Hampton High School	s_maas@new-hampton.k12.ia.us
	Jenna Miller	New Hampton Middle School	j_miller@new-hampton.k12.ia.us
Secondary CTE teachers*:	Jim Russ Mike Kuennen April Schmitt Damian Spratt	New Hampton High School	j_russ@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 Bill Glenn Judy Lechtenberg	New Hampton High School	k_kayser-kemp@new-hampton.k12.ia.us b_glenn@new-hampton.k12.ia.us j_lechtenberg@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:	Karen Kayser-Kemp	New Hampton High School	k_kayser-kemp@new-hampton.k12.ia.us
Postsecondary CTE faculty:	Holly O'Brien	NICC College and Career Coordinator	obrienh@nicc.edu
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:			

Summary of ICAP Activities

Ensure each ICAP achieves the following:

- 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.
 - 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
- Identify the coursework and work-based learning needed in grades nine through twelve to support the student's postsecondary education and career options.
 - 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
- Prepare the student to successfully complete, prior to graduation and following a timeline included in the plan, the 5 essential components.
 - The 5 Essential Components are completed each year 8-12
 - Data collection process is identified
 - Student reflection in each component is included
 - Each district has identified and implemented the use of an approved Career Information System (CIS).
 - The CIS usage is identified and there is an included overview on how the CIS is used to support each essential component
 - Additional resources can be used outside of the CIS; CIS is primary tool
 - 5 essential components are incorporated in DCAP for each year 8-12 for all students
- Prior to graduation, advise the student how to successfully complete the free application for federal student aid (FAFSA).

- FAFSA advisement includes but is not limited to the following:
 - 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

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.
- Who are the team members assigned in grades 8-12 and what are their assigned roles in the implementation of the District Plan?
- 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 student reflection incorporated in each of the 5 Essential Components?

2. District Plan Statement Summary:

Consider in your summary:

- Identified district goals
- 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

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.

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 taking 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.

3. 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.

- a. 4-year plan is created in 8th grade
- b. Parent/guardian signs acknowledgment of review
- c. Plan is reviewed each year by student/family
- d. Student and family are advised on progress towards graduation

8th Grade: Creation of 4-year plan of coursework that meets graduation requirements & supports student's current postsecondary plan.

8th grade	Activity/Experience to Support students 4-year plan portion of ICAP	Timeline	Staff Members included	Resources used including CIS
4-year plan is completed	4 yr Education Plan	Winter	Miller - Career Week	KUDER
Advisement of coursework supporting graduation	4 yr Education Plan, Interests Surveys	Winter	Miller - Career Week	KUDER
Advisement of coursework to support post-secondary goals	4 yr Education Plan	Winter	Miller	KUDER
Parent or Guardian signs acknowledgement of plan	4 yr Education Plan	Winter	Miller	KUDER

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.

Grade:	Activity/Experience to support review and update of 4-year plan portion of ICAP	Timeline	Staff Members Included	Resources used including CIS
9th Grade	Revisit 4 yr plan	Spring	Maas - English Class	KUDER
10th Grade	Revisit 4 yr plan, Personal Data Sheet , College Classes and CLL	Spring	Maas - Biology Class Meisner - English Class O'Brien	KUDER

11th Grade	Revisit 4-Year Plan Personal Data Sheet , Resume, Cover Letter	During Semester	Anderson - Future Prep Lechtenberg - Learning Strategies	Kuder
12th Grade	Revisit 4 year plan Post Secondary applications/work experience	Fall	Maas -Government/Economics Class	Kuder

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

Work-based learning (WBL) experiences and reflection are included in the student ICAP process. For detailed information on WBL including implementation, activity clarification, integration strategies and ICAP connection, please refer to the [Iowa Department of Education's Work-Based Learning Guide](#).

Grade:	Description and reflection of Work-Based Learning Experience(s)	Timeline	Staff Members Included	Resources used including CIS
8th Grade	Job Application, Employment Speakers, Interviews, Start Individual Portfolios, Teen-to-Teen Presentation	Winter	Miller - Career Week	KUDER, Community Members, High School Students
9th Grade	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships	During the School Year	CTE Department	Work Based Learning (WBL) Program
10th Grade	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships	During the School Year	CTE Department	Work Based Learning (WBL) Program
11th Grade	Work Based Learning (WBL) Program	During the School Year	CTE Department	Work Based Learning (WBL) Program

	Ag Internships Industrial Technology Internships FCS- Take and Bake Pizzas IBN		Anderson/Kuennen	IBN Model
12th Grade	Work Based Learning (WBL) Program Ag Internships Industrial Technology Internships IBN MOC/WEC	During the School Year	CTE Department Anderson/Kuennen Anderson/Lechtenberg	Work Based Learning (WBL) Program IBN Model

5. Essential Components

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 assignment, learning styles inventories and noncognitive skill assessment.

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	Start Portfolio, Interest Surveys	Winter	Miller - Career Week	KUDER
9th	Career interest inventories/reflection worksheets	Spring	Maas - English Class	KUDER
10th	Career interest inventories/reflection worksheets	Spring	Maas - Biology Class Meisner - English Class	KUDER, Personal Data Sheet

	Personal Data Sheet			
11th	Career interest inventories/reflection worksheets College Essay Writing, Career Research	During School Year	Anderson - Future Prep Lechtenberg - Instructional Strategies	
12th	Career Interest Inventories/reflection worksheets 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 Components #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
- Job descriptions including such information as:
 - Essential duties
 - Aptitudes
 - Work conditions
 - Physical demands
- Education and training requirements

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	Employer Speakers	Winter	Miller - Career Week	Community

9th	Revisit 4 yr plan	Spring	Maas - English Class	KUDER
10th	Revisit 4 yr plan, College Classes and CCL	Spring	Maas - Biology Class O'Brien	KUDER
11th	Career Research	During Semester	Anderson - Future Prep Lechtenberg- Learning Strategies	KUDER
12th	MOC, Apprenticeship Program, Adulting 101	During the School Year	Anderson - MOC Class CTE Department	Community, IBN

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.**

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
- Work-based learning activities (outlined in [Iowa Department of Education's Work-Based Learning Guide](#))
- Internships
- Pre-apprenticeships & apprenticeships

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	Career Week, Employer Speakers, Interview	Winter	Miller	Community
9th	Work Based Learning (WBL) Program, NICC Campus Experience Day	During the School Year	CTE Department Holly O'Brien- NICC Maas	Community

10th	Work Based Learning (WBL) Program, NICC Career Pathway Day	During the School Year	CTE Department Holly O'Brien- NICC Maas	Community
11th	Work Based Learning (WBL) Program, Job Shadow NICC Career Fairs/Career Day Authentic Projects Future Prep Class	During the School Year	CTE Department Anderson - Future Prep Holly O'Brien- NICC IBN Anderson	Community
12th	Work Based Learning (WBL) Program, Apprenticeship Program, MOC, Adulting 101, NICC Career Fairs/Career Day, Authentic Projects	During the School Year	CTE Department Anderson - MOC Class Holly O'Brien- NICC IBN	Community, IBN

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.

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 or Experience Description, Outcomes and Reflection	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th	Career Week	Winter	Miller - Career Week	KUDER
9th	Research occupations through Kuder Navigator	Spring	Maas - English Class	KUDER

10th	Research occupations through Kuder Navigator College Classes and College and Career Connection	Spring	Maas - Biology Class Holly- 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 Maas- US History Holly- NICC	College Essay Writing, Career Research
12th	College Visits, Recruiter and Postsecondary Representatives Research occupations, majors and schools through Kuder Navigator Holly- NICC	During School Year	Maas Maas- US Gov/Econ Holly- 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 exploration experience.

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 or Experience Description, Outcomes and Reflection	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th	4 yr Education Plan, Job Applications, Interviews	Winter	Miller - Career Week	KUDER, Community
9th	College Placement Exams- ALEKS, ACCUPLACER	During Semester	Maas- Coordinate with NICC	NICC
10th	College Placement Exams- ALEKS, ACCUPLACER	During Semester	Maas- Coordinate with NICC	NICC
11th	Resume, Cover Letter, Career Research, College Essay Writing College Placement Exams- ALEKS, ACCUPLACER PSAT/ACT Certification Pathways	During Semester	Anderson - Future Prep Lechtenberg - Learning Strategies Maas- Coordinate with NICC Maas-Contact Maas/NICC	NICC
12th	FAFSA Scholarship Applications	Fall/Winter	O'Brien/Maas- Fall/Winter Open Houses Maas- Dollars For Scholars and Non-DFS scholarships	NICC

	Certification Pathways	During Semester	Maas- ICAN Financial Aid Night with Junior Families/Students Maas- UNI-CUE EOC Program, Financial Assistance/FAFSA Completion Assistance Maas/NICC	
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6. FAFSA Advisement: Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)

Considerations for this section:

- Process for completion
- Reasons for completion
- Iowa Financial Aid Application (IFAA)
- Connections to financial aid including scholarships & all connections to state and federal aid
- Terms connected to FAFSA process
- FAFSA verification and other FAFSA complications
- Statewide resources for student and family support of FAFSA completion
- Parent/guardian engagement
- District FAFSA data including demographic FAFSA data

Grade:	Activity/Experience to support FAFSA Advisement	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th Grade	General Understanding of Financial Aid		Maas- Coordinator/District Contact	Kuder
9th Grade	General Understanding of Financial Aid -Incorporate into Kuder in the Fall		Maas- Coordinator/District Contact Maas/Manson- Parent Meeting-	Kuder

			Spring Conferences	
10th Grade	General Understanding of Financial Aid - Incorporate into Kuder in the fall - Last Dollar Scholarships		Maas- Coordinator/District Contact Maas/Manson- Parent Meeting- Spring Conferences	Kuder
11th Grade	Financial Aid Night for Juniors/Families put on by ICAN Future Prep Discussions	February	Maas- Coordinator/District Contact Maas/Manson- Parent Meeting- Spring Conferences Krissy Anderson	
12th Grade	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-Feb December	Maas- Coordinator/District Contact Maas/Manson- Parent Meeting- Spring Conferences Krissy Anderson Maas	

7. District plan integration

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 the State Of Iowa’s definition of [College and Career Readiness](#)?

- 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?
- 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 the State Of Iowa's definition of [College and Career Readiness](#)?**
- 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?**

New Hampton Community Schools has a NPSI Team comprised of various stakeholder. 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. 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 more 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 taking 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.