

District Career and Academic Plan: 2024-2025

District School]:Allamakee Community School District - [Waukon High School](#)

State Approved Career Information System: [My Academic Plan](#)

Date District Career and Academic Plan was last revised: 4-16-24

District Career and Academic Plan Section Outline:

Initial Section: [Annual School Board Review](#)

Section 1: [District Team Members](#)

Section 2: [District Statement Summary](#)

Section 3: [Course Planning](#)

Section 4: [Work-Based Learning](#)

Section 5: Essential Components of ICAP

[Essential Component #1](#)

[Essential Component #2](#)

[Essential Component #3](#)

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Section 6: [FAFSA Advisement](#)

Section 7: [District Integration](#)

The District Career and Academic Plan (DCAP) is a roadmap for district implementation of career development and student's ICAP. Each bolded & boxed section should be completed and updated by the DCAP team each year as part of the revision process. Data and prior 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 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 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.)

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

- Review of prior 23-24 Implementation and Goals set, attained, revised
 - Collaborate with local area businesses and NICC to implement more work based learning opportunities. (Welding program, Construction program, FFA, FBLA, and possibly in Computer Science)
 - Collaborate with NICC to offer more FAFSA advisement opportunities.
 - Continue to make more connections with local/regional employers and work to offer more opportunities to connect with students. (Career Fair)
- Data to support goal attainment
 - WBL
 - [NICC Outcome Card](#) AY 22-23
 - 42 job shadows
 - 517 College and Career Connection Events
 - 12 mock interviews
 - WHS
 - Added [WBL credit](#) to welding class through NICC
 - Embedded WBL opportunities into all courses.
 - FAFSA
 - Mrs Wasson
 - Speaks to all seniors about FAFSA completion and is available to assist
 - Holds an informational session for students and parents during fall or spring conferences
 - NICC
 - Erica and Ellen are available daily to assist students and parents
 - Career Fair
 - All WHS students had the opportunity to meet with representatives from 45 area businesses
 - Following the career fair, students completed a reflection activity in English classes
- Present current/upcoming 2024-2025 Goals;
 - Expand DCAP plan to include all middle school grades
 - Continue to partner with NICC and local businesses to provide authentic learning opportunities for our students.
 - Implementation of WBL opportunities in all high school classes - [Allamakee Embedded WBL](#)
 - Add more DCAP team collaborative time
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership
 - WHS partners with local businesses, NICC, Iowa Workforce Development, Iowa Works, and Allamakee Economic Development
 - DCAP is reviewed biannually at the Vocational Partners meeting where staff, students, and local businesses have a voice.

- All teachers will add WBL opportunities into each high school class so every student has equal opportunity
- [Community Learning Needs Assessment Results](#) 2024

Board report/review information = [DCAP Community Board Report = April 15.](#)

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.

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.

District Team Members

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

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
Secondary principal/administrator(s)*:	Jennifer Garin	Waukon High School	jgarin@allamakee.k12.ia.us
Secondary career and academic school counselor(s)*:	Amy Wasson	Waukon High School	awasson@allamakee.k12.ia.us
Secondary CTE teachers*:	Caleb Ferring Jed Hemann Jessica O'Connor Kelli Olson	Waukon High School	cferring@allamakee.k12.ia.us jhemann@allamakee.k12.ia.us jocconor@allamakee.k12.ia.us

	Joanne Ericson		lkeenan@allamakee.k12.ia.us jericson@allamakee.k12
Secondary teachers*:	Joanne Ericson Kelli Olson Jessica O'Connor Jed Hemann Caleb Ferring Jerry Keenan Mariah Hesse Dillon Daniel Sarah Bieber Mason Berns Cole Carolan Theresa Jacobs John O'Neill Ben Pline Kim Rathbone JoAnn Sherman Mike Shupe	Waukon High School	jericson@allamakee.k12.ia.us lkeenan@allamakee.k12.ia.us jocconor@allamakee.k12.ia.us jhemann@allamakee.k12.ia.us cferring@allamakee.k12.ia.us jkeenan@allamakee.k12.ia.us mhesse@allamakee.k12.ia.us ddaniel@allamakee.k12.ia.us sbieber@allamakee.k12.ia.us mrberns@allamakee.k12.ia.us ccarolan@allamakee.k12.ia.us tjacobs@allamakee.k12.ia.us jsoneill@allamakee.k12.ia.us bpline@allamakee.k12.ia.us krathbone@allamakee.k12.ia.us jsherman@allamakee.k12.ia.us mshupe@allamakee.k12.ia.us bsnitker@allamakee.k12.ia.us cjsnitker@allamakee.k12.ia.us tsnitker@allamakee.k12.ia.us rwasson@allamakee.k12.ia.us awuebker@allamakee.k12.ia.us blange@allamakee.k12.ia.us jmoran@allamakee.k12.ia.us ghilleshiem@allamakee.k12.ia.us tscholl@allamakee.k12.ia.us tstein@allamakee.k12.ia.us

	Blaine Snitker Cody Snitker Ted Snitker Bob Wasson Anne Wuebker Ben Lange Julia Moran Gail Hilleshiem Tyler Scholl Tara Stein		
Work-based Learning Coordinator/Intermediary*:	Caleb Ferring Joanne Ericson Erica Nosbisch Brian Hilsabeck	Waukon High School NICC	cferring@allamakee.k12.ia.us jericson@allamakee.k12.ia.us nosbische@nicc.edu bhilsabeck@allamakee.k12.ia.us
Secondary instructional support staff/ paraprofessional:	Lynn Larson Karis Walker Stephanie Gordan	Waukon High School	llarson@allamakee.k12.ia.us kwalker@allamakee.k12.ia.us

	Stephanie Radloff Sarah Prestemon Pat Klinge Rose Blake		sgordan@allamakee.k12.ia.us spretemon@allamakee.k12.ia.us pklinge@allamakee.k12.ia.us rblake@allamakee.k12.ia.us
Postsecondary CTE faculty:	Jed Hemann Caleb Ferring Jessica O'Connor Joanne Ericson	Waukon High School	jhemann@allamakee.k12.ia.us cferring@allamakee.k12.ia.us joconnor@allamakee.k12.ia.us jericson@allamakee.k12.ia.us
Postsecondary administrators:	Erica Nosbisch Erin Friedley Katie Gilbert	NICC Waukon Center	nosbische@nicc.edu friedleye@nicc.edu gilbertka@nicc.edu
Members of local workforce development boards:	Erica Nosbisch	NICC Waukon Center	nosbische@nicc.edu

Member of regional economic development organization:	Val Reinke	Allamakee County	aced@mchsi.com
Local business and industry representatives:	Jeremy Kolsrud	KolGol	jkolgol@acegroup.cc
	Hollee McCormick	Allamakee County REC	hmccormick@acrec.coop
	Michelle O'Neill	Hacker Nelson	moneill@hackernelson.com
	Troy Peterson	Waukon Feed Ranch	tpeterson@waukonfeedranch.com
	Dan Byrnes	County Supervisor	dbyrnes@co.allamakee.ia.us
	Al Rissman	School Board	Al Rissman < frissman2@msn.com >
	Blaire Benzing	Harley Davidson	Blaire Benzing < benz16@acegroup.cc >
	Dan Schlitter	Community Member	Dan & Sue Schlitter < schlitterds@gmail.com >
	Sandy Van Horn	Allamakee Reality	Mary Jo Goodman < mojogoodman@yahoo.com >
	Mary Jo Goodman	Community Member	> Lynn Sorensen < mnmqueen28@gmail.com >
	Lynn Sorenson	Community Member	stockmckayla@gmail.com
	McKayla Stock	Veteran's Memorial Hospital	Lesa Moose < lmoose@peoplesfinancial.com >
	Lesa Moose	People's State Bank	
	Chase Pladsen	Pladsen Custom Services, LLC.	

Parents and students:	Holly McCormick - Joanne Ericson - Isaac Ericson Amy Wasson Ava Bossom Dylan Hogan Reid Shulte Sarah Stock Olivia Bossom Ethan Kelly	Parents and Students of Waukon High School	hmccormick@acrec.coop jericson@allamakee.k12.ia.us 24ericsonij@allamakee.k12.ia.us awasson@allamakee.k12.ia.us 24bossomag@allamakee.k12.ia.us 24hogandr@allamakee.k12.ia.us 25schulterh@allamakee.k12.ia.us 25stocksg@allamakee.k12.ia.us 24bossomob@allamakee.k12.ia.us 24kellyem@allamakee.k12.ia.us
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.	Gail Hilleshiem Brian Hilsabeck	Special Populations Representative - special education instructor and MOC	ghilleshiem@allamakee.k12.ia.us bhilsabeck@allamakee.k12.ia.us

			a.us
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:	Brian Hilsabeck	Waukon High School Homeless Liaison	bhilsabeck@allamakee.k12.ia.us

Section 2: District Plan Statement Summary:

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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 (PoG), State of Iowa Career and College Readiness definition can also be included in this section.

Statement Summary can be included below or attached/linked from another document source.

Summary of ICAP Activities

Ensure each ICAP achieves the following:

- Career Ready 8
 - Students take assessments to determine goals, values, talents and interests.
 - Students, a school counselor and teachers analyze data to determine future hopes, wants, and goals.
 - Students develop a dream board to determine future goals.
 - Students utilize [Google Applied Digital Skills](#) to create their first resume and reflect on what experience they have, and what experiences and skills they would like to add to their resumes in the future.
- 9th - 12th Grade - Homeroom, General Classrooms, Career Technology
 - Students will reflect on past assessments and complete further assessments to continue developing goals for the future.

- [O-Net](#), [Occupational Outlook Handbook](#), [Career One Stop](#), and [Plan your Adventure](#) to explore opportunities and evaluate their future career opportunities in aspects of job outlook, salary, and educational requirements. Students utilize resources to find similar occupations using career clusters and interview professionals in fields that they are interested in. [Career Research Project](#)
- Students continue to update resumes, build cover letters and utilize tools to complete applications and scholarships in classrooms with general education teachers, with a school counselor, or with a NICC college and career coach.
- Students gather artifacts and resources to create a [digital portfolio](#) representing their work for future employment.
- 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.
 - Students completed ICAP accounts, explored interests and values, contemplated careers, and researched a job and location to receive training for the career. This is completed in the careers exploratory class.
 - 8th grade students and parents attend a meeting with Mrs. Wasson where information is shared via [a slide show](#) that explains graduation requirements and how to achieve students' post secondary goals.
 - Parent/guardian signs acknowledgment of review annually.
 - All parents are invited to sign the student's four year plan annually before registration.
 - Amy Wasson, Jennifer Garin, Erin Plein, Rachel Burrichter and/or Brian Hilsabeck contact students and parents to ensure that all steps are completed.
 - Plan is reviewed each year by student/family
 - Each year the plan is given to students during a required class. Mrs. Wasson and Erica Nosbich review high school course offerings and NICC offerings. Students take the four year plan home and parents review it with their child. Once the review is completed, parents sign the plan and students return to Mrs. Wasson.
 - Students and family are advised on progress towards graduation.
 - Report Cards are sent to students and parents each year. Transcripts are available to view for students and parents in the Powerschool portal at any time. Transcripts are printed for juniors and seniors during registration.
 - Students select courses through the course request and 4-Year Plan Process to meet core requirements, and totals are monitored closely by Amy Wasson and Jennifer Garin.
 - Students who are behind in credits or specific requirements are contacted by Amy Wasson, Jennifer Garin and Brian Hilsabeck and advised of ways students can catch up with those graduation requirements.
 - Juniors and seniors that are behind in credits are given extra attention. Phone calls and meetings with parents and students occur to advise them of ways to catch up and monitor and inform them in the graduation process. If needed, students may go to alternative school to complete graduation requirements on an alternative path.
- 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.
 - All parents and students are encouraged to use the Course Description Handbook and to ask questions via email or phone call if

there are questions or concerns.

- Parents and students are given a paper copy of the [4-Year Plan](#) with required courses already on it and an explanation of their elective needs.
- Parents and students must review courses completed and complete a [4-Year Plan](#) with Post-Secondary Goals in mind. Mrs. Wasson meets with students and advises them on what courses can help them meet post-secondary goals and encourages them to challenge themselves to keep their options open by taking and completing challenging coursework.
- Erica Nosbich will join Mrs. Wasson and they will help students plan courses students may take with NICC to help prepare for their career goals.
- Individual meetings (or with parents) are held with students by Amy Wasson and Erica Nosbich to advise students on their courses to meet graduation requirements and best prepare themselves for their post-secondary plan. This is done by having students talk specifically about their career goals and informally when they come in to consider schedule changes.
- Work-based learning is incorporated into the student's experience to support their postsecondary goals.
 - WBL is incorporated into all classes offered by Waukon High School and NICC.
 - [Embedded WBL document](#)
 - [CTE courses and CSTOs](#) have embedded work-based learning experiences. CTE courses have embedded work-based learning experiences. Teachers and students have classroom speakers, job shadowing opportunities, actual employment, record books, or other lessons tied to the workplace, and then students reflect on how those experiences might apply to their postsecondary plan.
 - In addition, NICC coaches help students incorporate WBL opportunities through field trips, classroom speakers, job shadows, internships, etc.
 - Employability Skills class if offered through NICC that has implemented WBL experiences.
 - The welding academy and construction class has WBL embedded in these programs.
- 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 in grades 9-12
 - Mrs. Wasson meets with students in January and February to complete inventories and assessments. Students are asked to review their career pathway and career choice and then Mrs. Wasson will help advise students on how they can best prepare for their career.
 - Mrs. Wasson then will return to the classroom in March and advise students on graduation requirements, ask students to reflect on their career choices and assist students on creating a four year plan to meet their needs.
 - All students can individually meet with Mrs. Wasson, Ms. Garin, or any high school staff member to assist in preparing their four year plan. Homeroom time is given to students to reflect on their plans and work with staff to achieve this process.
 - Data collection process is identified
 - My Academic Plan is an online, web-based platform where students sign into accounts. Each student's account stores that particular student's information. The counselor and classroom/homeroom teachers ensure each student completed the steps needed to stay on track each year.
 - Mrs. Wasson reviews the progress of students on My Academic Plan with the assistance of classroom teachers. Students reflect on their work through collaborative conversation and/or journaling.
 - 4-Year Plans are collected and stored by Mrs. Wasson and shared with high school administration.

- Student reflection in each component is included
 - Students are encouraged to reflect on their specific results of each step of My Academic Plan. Many students reflect through collaborative conversation with other students or staff members. At times, students are asked to journal their reflection.
- Each district has identified and implemented the use of an approved Career Information System (CIS).
 - [My Academic Plan](#) - Iowa State University
- Additional resources can be used outside of the CIS; CIS is primary tool
 - ONet, the Federal Bureau of Labor and Statistics, the 4 [Year](#) Plan document, the Waukon High School planning presentation, and Classroom Activities are used to supplement this primary tool.
- 5 essential components are incorporated in DCAP for each year 9-12 for all students
 - Each student completes the 5 Essential Components by way of My Academic Plan, Completes and submitting a 4 [Year](#) Plan and course requests, and has an opportunity to consult with Mrs. Wasson.
- 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
 - Waukon High School hosts a financial aid night with a representative of the Iowa College Access Network (ICAN) who shared the steps to complete the FAFSA, how to get scholarships and loans, and their need to consider varying amounts of debt that can be accrued during college.
 - NICC Waukon center held a FAFSA night for students and families. In addition, NICC Waukon Center will assist students and parents with FAFSA completion and questions at any time.
 - Amy Wasson receives a document each week from Bev Berns at Keystone AEA and follows up with any students who may have not completed the FAFSA to ensure assistance is not needed.
- The team will meet twice a year to review last year's DCAP, review goals, and develop new goals for the upcoming school year. The team will get valuable input from student reflections, biannual meets with the vocational partners team, CLNA data, trends and patterns in data from Iowa Workforce Development, Iowa Works, NICC and Allamakee Economic Development.
- The vision and mission of Waukon High School and the Allamakee Community School District's Portrait of a Graduate aligns with the five essentials components.
 - Vision of WHS

"Empowering all learners for life" We value that all students will achieve/demonstrate:

 - proficiency in academic standards
 - effective communication and interpersonal skills
 - mental and physical well being
 - a solid career/college preparation
 - leadership and character development
 - Mission of WHS
 - We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students — both inside and

outside the classroom.

- [Portrait of a Graduate](#)

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.
 - In 8th grade all students complete a careers ready exploratory course where they specifically focus on this process.
 - All teachers assist students with planning for careers, especially [CTE courses](#) with WBL embedded directly into the courses.
 - Various speakers, and activities are offered to all students throughout their four years to assist in the process.
 - Mrs. Wasson and Erica Nosbisch meet with each grade level several times throughout the year to focus on career development.
- Who are the team members assigned in grades 8-12 and what are their assigned roles in the implementation of the District Plan?
 - Joanne Ericson teaches Career courses in 8th - 12th grades. Mrs. Wasson is the 8-12 counselor, Erica Nosbisch is the NICC College & Career Coach, and WHS administration (Jennifer Garin, Brian Hilsabeck, Luke Steege) have the largest roles. Teachers in each grade level do a terrific job advising students and helping students prepare for their careers by embedding some WBL activities into the class.
- 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?
 - This process helps give students a “why” and a purpose. Students are motivated when they have a purpose and Waukon High School is committed to providing a diverse selection of course offerings through the high school and in collaboration with NICC.
- How is student reflection incorporated in each of the 5 Essential Components?
 - Student reflection incorporated in each of the 5 Essential Components. It is achieved through reflection activities, exit tickets, collaborative conversations, and any activity that bridges the experience to additional career learning such as a classroom project or an additional WBL experience.

1. District Plan Statement Summary:

The Allamakee School District Career and Academic Plan (DCAP) goals have been developed through collaboration with administration, counselors, teachers, NICC staff, and business/community partners.

1. Waukon High School will have a 100% graduation rate.
 - a. Data = [Iowa School Performance Profile](#)
2. All Waukon High School students will complete high school with with:
 - a. the academic classes needed to ensure they are successful in post secondary experiences.
 - i. Data = ICAP (My Academic Plan) reports and summary sheets
 - b. the employability skills to be successful in the workplace
 - i. Data = Digital portfolios
 - ii. [Soft skills competencies](#)
 - c. skills needed in the local/regional area.
 - i. [Data = workforce data from Allamakee County](#)
3. The number of students participating in career ready opportunities with a career coach or through WBL experiences such as internships, job shadows, field trips and classroom speakers continue to increase.

- a. [Data = number of students working with career coach](#)
- b. [Data = number of students participating in WBL opportunities](#)

The team is a collaborative group of Waukon High School students, teachers, parents, collaborative business partners, and NICC Waukon Center team personnel.

The district plan is a road map for implementation of the four year plan as well as career goals. The first conversation is to ensure all students meet the district requirements for graduation.

Throughout the ICAP process, students choose coursework based on their interests and come up with potential career choices. Through research, they read about and explore the career options to confirm if that sounds interesting to them. In MAP, when a career is chosen, a suggested 4-year plan is available to help them in their registration conversations. Students are required to complete career specific planning activities each year. Each student has a MAP account. Students in 8th grade take a Career Ready exploratory class. The class includes career exploration, 4 year planning, and other ICAP requirements. Eighth grade students participate in high school transition activities in the spring, namely 8th grade student/parent night where students and parents receive information regarding high school and post secondary offerings and registration for classes.

In addition to all grade level specific MAP activities and grade-level activities, all students are informed of the opportunities available to them through annual classroom meetings, parent meetings, and speakers from NICC and other institutions of higher education, as well as the military. There are a variety of ways students can engage outside of those meetings. For example, career workshops, for juniors and seniors, which include speakers from the area speaking about each of the career clusters. Students hear about opportunities in their business and in the career as a whole. There is also an alumni panel as well as a career fair annually. Students constantly are reflecting through all these experiences and using the WHS portrait of a graduate as a resource, students adjust their academic plans or reach out for help to acquire more career experiences.

The Career and College Coach through NICC sets up all of the business connections based on student interests. Those include job shadows, speakers and other requests. NICC is also the high school partnerships connection, speaking of dual and concurrent enrollment courses. Career coaches are available to assist students with college and career planning throughout the year.

Our Work-Based Learning classes give students real world experience in specific internships, industry certifications, job shadows, classroom speakers and projects with community partners. We have almost 200 students enrolled in CTE courses and involved in CTSOs. In addition, students participate in hundreds of additional career and college exploration activities offered through all high school classes and activities. This includes field trips or visits to local and regional businesses, college campuses, attending local conferences/competitions, career focused assignments and activities, and optional counseling sessions. Every high school course offers WBL experiences. This can be seen in this [WBL embedded document](#). All of these experiences allow students to reflect on their future plans and customize their academic/career plans as their interests and goals change throughout high school.

CTE courses have many career exploration opportunities as well as work-based learning experiences embedded in the classroom. We have a large number of students attain WBL experience through the welding academy, building a home each year, marketing and running the school store, and agricultural experiences such as planting and harvesting our school farming plot. Our students and teachers partner with local businesses in countless relevant projects and experiences. In addition, our CTE student organizations offer more WBL opportunities and career/post secondary readiness opportunities. Students in all CTE classes consistently reflect on experiences by completing a digital portfolio that highlights resources students can use when planning for their careers and/or post secondary education. In addition, the portfolio shows evidence that students have met all employability standards before graduation.

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.

- 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
- 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 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: -Student outcomes are included -Connection to essential components -Parent/guardian involvement/communication -Concurrent enrollment	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
4-year plan is completed	8th grade parent meeting 8th grade career exploration classes	March Each Quarter	Amy Wasson Amy Wasson	Course description Handbook My Academic Plan
Advisement of coursework supporting graduation	8th grade parent meeting 8th grade career exploration classes Portrait of a Graduate	March Each Quarter	Amy Wasson Amy Wasson/course instructor	Course description Handbook My Academic Plan

Advisement of coursework to support post-secondary goals	8th grade parent meeting 8th grade career exploration classes Portrait of a Graduate	March Each Quarter	Amy Wasson Amy Wasson/course instructor	Course description Handbook My Academic Plan
Parent or Guardian signs acknowledgement of plan	4 Year Plan Document	March - April	Amy Wasson	Course Description Handbook /individual meetings

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 students 4-year plan portion of ICAP: -Student outcomes are included -Connection to essential components -Parent/guardian involvement/communication -Concurrent enrollment	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
9th Grade	- Go into English 9 4 year plan review 4 Year Plan Document - Go over new course handbook WHS Master Schedule Portrait of a Graduate - Review transcripts - Review required courses - Have students sign into MAP and complete 4 year plan to align with career goals	Feb-March March-April	Amy Wasson High School Teachers High School Administration	4 year plan Document My Academic Plan Course Description Handbook Portrait of a Graduate In addition, the following resources may be used for students with an IEP: Iowa SDI Framework: Secondary Transition Iowa Transition

	• Students can meet with teachers/counselors/administration • 4 year plans sent home for parents to review and sign. • Meetings can be set-up for parents, student, and school personnel • Special Education Specific Collaboration with IVRS, community for skill building, job shadowing, etc. (Pre-ETS)			• Model ACHIEVE: Transition • Transition Iowa Resources
10th Grade	Go into English 10 • 4 year plan review • 4 Year Plan Document • Go over new course handbook • Portrait of a Graduate • Review transcripts • Review required courses • WHS Master Schedule • Have students sign into MAP and complete 4 year plan to align with career goals • Students can meet with teachers/counselors/administration • 4 year plans sent home for parents to review and sign. • Meetings can be set-up for parents, student, and school personnel • Special Education Specific Collaboration	Feb-March March-April	Amy Wasson High School Teachers High School Administration Erica Nosbisch/NICC coach	4 year plan Document My Academic Plan Course Description Handbook College Resources Portrait of a Graduate In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources

	with IVRS, community for skill building, job shadowing, etc. (Pre-ETS)			
11th Grade	Go into English 11 College information • 4 year plan review • 4 Year Plan Document • Go over new course handbook • Portrait of a Graduate • Review transcripts • Review required courses • WHS Master Schedule • Have students sign into MAP and complete 4 year plan to align with career goals • Students can meet with teachers/counselors/administration • 4 year plans sent home for parents to review and sign. • Meetings can be set-up for parents, student, and school personnel • Discuss FAFSA supports • Special Education Specific Collaboration with IVRS, community for skill building, job shadowing, etc. (Pre-ETS)	Feb-March September March-April	Amy Wasson High School Teachers High School Administration Erica Nosbisch/NICC Coach	4 year plan Document My Academic Plan Course Description Handbook College Resources FAFSA Portrait of a Graduate In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources
12th Grade	• Go into Government/Econ to discuss graduation requirements,	September Throughout the year	Amy Wasson High School Teachers High School Administration	My Academic Plan College Resources Scholarship and Application Information

	scholarship opportunities, post secondary supports • The counselor will conduct individual senior meetings to discuss graduation requirements, post secondary goals, career readiness, resources available, etc. • Special Education Specific Collaboration with IVRS, community for skill building, job shadowing, etc. (Pre-ETS) • Portrait of a Graduate		Erica Nosbisch/NICC coach	FAFSA Portrait of a Graduate In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources
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When students have identified their career path, students are encouraged to meet with NICC College and Career Coach and/or School Counselor annually for high school and concurrent enrollment course advisement and selection.

[NICC Application/Registration Meeting Annually in March](#)

[SIAC Concurrent Enrollment Presentation](#)

[10th Grade Career Tech Presentation](#)

[NICC Catalog](#)

[WHS Course Guide](#)

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, please 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: -Include how all students are advised of opportunities and have access -Connection to essential components & course planning. -Student outcomes are detailed -Academic prep, connection to industry and academic follow-up are included	Timeline & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is each staff member connected to the WBL experience?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
9th Grade	Classroom Opportunities - WBL is embedded in all classes at Waukon High School. All classes complete a WBL experience and after the experience have an opportunity to reflect. - WHS Embedded WBL Document	School Year	All WHS Staff	WBL Embedded Document https://www.iowain.org
	CTE courses, FFA, FBLA, Skills USA	School Year	CTE instructors and advisors	Students are advised of opportunities in CTSOs through the classroom and monthly meetings. Students are assigned projects based on their coursework and guidance is given on areas of potential growth through coursework. Professionals contribute to CTSO functions by providing guidance in projects. Students use their results from competitions to reflect on areas of improvement and growth.

	Portrait of a Graduate	School Year	All WHS Staff	
	My Academic Plan	School Year	Amy Wasson	In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources
	WHS Career Fair —Students visited with business representatives from over 40 area companies to learn about career opportunities	February	Amy Wasson, Erica Nosbisch, Iowa Vocational Rehab staff, Allamakee Economic Development	Students completed a Canvas reflection activity with their English class after the event.
	Collaboration with Northeast Iowa Community College and Vocational Partners in Education for Mock Interviews, Guest Speakers, Job Shadows, Internships, Apprenticeships and WBL Opportunities	School Year	NICC Staff, Vocational Partners in Education Committee	WBL is embedded in CTE coursework. CTE teachers partner with local area businesses to create several WBL opportunities. Several local businesses come into the CTE classes or invite the CTE classes into their factory/business. Interviews, Speakers, Job Shadows, Internships, Apprenticeships, etc.
	Alumni Panel	November	Amy Wasson, Michele Pladsen	WHS graduates share their experiences and advice with students, including what they are glad they did in high school and what they wish they had done differently
	Field Trip to NICC	April	Amy Wasson and teachers	All 9th graders will go to NICC to take a tour of campus and learn about

				programs NICC offers.
10th Grade	My Academic Plan	School Year	Amy Wasson	In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources
	Classroom Opportunities - WBL is embedded in all classes at Waukon High School. All classes complete a WBL experience and after the experience have an opportunity to reflect. - WHS Embedded WBL Document	School Year	All WHS Staff	WBL Embedded Document https://www.iowain.org
	CTE courses, FFA, FBLA, Skills USA	School Year	CTE instructors and advisors	Students are advised of opportunities in CTSOs through the classroom and monthly meetings. Students are assigned projects based on their coursework and guidance is given on areas of potential growth through coursework. Professionals contribute to CTSO functions by providing guidance in projects. Students use their results from competitions to reflect on areas of improvement and growth.
	Portrait of a Graduate	School Year	All WHS Staff	
	WHS Career Fair —Students visited with business representatives from over 40 area companies to	February	Amy Wasson, Erica Nosbisch, Iowa	Students completed a Canvas reflection activity

	learn about career opportunities		Vocational Rehab staff, Allamakee Economic Development	with their English class after the event.
	Collaboration with Northeast Iowa Community College and Vocational Partners in Education for Mock Interviews, Guest Speakers, Job Shadows, Internships, Apprenticeships and WBL Opportunities	School Year	NICC Staff, Vocational Partners in Education Committee	WBL is embedded in CTE coursework. CTE teachers partner with local area businesses to create several WBL opportunities. Several local businesses come into the CTE classes or invite the CTE classes into their factory/business. Interviews, Speakers, Job Shadows, Internships, Apprenticeships, etc.
	Alumni Panel	November	Amy Wasson, Michele Pladsen	WHS graduates share their experiences and advice with students, including what they are glad they did in high school and what they wish they had done differently
11th grade	My Academic Plan	School Year	Amy Wasson	In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources
	Classroom Opportunities - WBL is embedded in all classes at Waukon High School. All classes complete a WBL experience and after the experience have an opportunity to reflect. - WHS Embedded WBL Document	School Year	All WHS Staff	WBL Embedded Document https://www.iowain.org

	<u>CTE courses, FFA, FBLA, Skills USA</u>	School Year	CTE instructors and advisors	Students are advised of opportunities in CTSOs through the classroom and monthly meetings. Students are assigned projects based on their coursework and guidance is given on areas of potential growth through coursework. Professionals contribute to CTSO functions by providing guidance in projects. Students use their results from competitions to reflect on areas of improvement and growth.
	<u>Portrait of a Graduate</u>	School Year	All WHS Staff	
	<u>WHS Career Fair</u> —Students visited with business representatives from over 40 area companies to learn about career opportunities	February	Amy Wasson, Erica Nosbisch, Iowa Vocational Rehab staff, Allamakee Economic Development	Students completed a Canvas reflection activity with their English class after the event.
	Collaboration with Northeast Iowa Community College and Vocational Partners in Education for Mock Interviews, Guest Speakers, Job Shadows, Internships, Apprenticeships and WBL Opportunities	School Year	NICC Staff, Vocational Partners in Education Committee	WBL is embedded in CTE coursework. CTE teachers partner with local area businesses to create several WBL opportunities. Several local businesses come into the CTE classes or invite the CTE classes into their factory/business. Interviews, Speakers, Job Shadows, Internships, Apprenticeships, etc.
	Welding Academy	School Year	Caleb Ferring	Certification

	Alumni Panel	November	Amy Wasson, Michele Pladsen	WHS graduates share their experiences and advice with students, including what they are glad they did in high school and what they wish they had done differently
12th Grade	My Academic Plan	School Year	Amy Wasson	In addition, the following resources may be used for students with an IEP: • Iowa SDI Framework: Secondary Transition • Iowa Transition Model • ACHIEVE: Transition • Transition Iowa Resources
	Classroom Opportunities - WBL is embedded in all classes at Waukon High School. All classes complete a WBL experience and after the experience have an opportunity to reflect. - WHS Embedded WBL Document	School Year	All WHS Staff	• WBL Embedded Document • • https://www.iowain.org
	CTE courses, FFA, FBLA, Skills USA	School Year	CTE instructors and advisors	Students are advised of opportunities in CTSOs through the classroom and monthly meetings. Students are assigned projects based on their coursework and guidance is given on areas of potential growth through coursework. Professionals contribute to CTSO functions by providing guidance in projects. Students use their results from competitions to reflect on areas of improvement and growth.

	<u>Portrait of a Graduate</u>	School Year	All WHS Staff	
	<u>WHS Career Fair</u> —Students visited with business representatives from over 40 area companies to learn about career opportunities	February	Amy Wasson, Erica Nosbisch, Iowa Vocational Rehab staff, Allamakee Economic Development	Students completed a reflection activity with their English class after the event.
	Collaboration with Northeast Iowa Community College and Vocational Partners in Education for Mock Interviews, Guest Speakers, Job Shadows, Internships, Apprenticeships and WBL Opportunities	School Year	NICC Staff, Vocational Partners in Education Committee	WBL is embedded in CTE coursework. CTE teachers partner with local area businesses to create several WBL opportunities. Several local businesses come into the CTE classes or invite the CTE classes into their factory/business. Interviews, Speakers, Job Shadows, Internships, Apprenticeships, etc.
	Welding Academy	School Year	Caleb Ferring	Certification
	Alumni Panel	November	Amy Wasson, Michele Pladsen	WHS graduates share their experiences and advice with students, including what they are glad they did in high school and what they wish they had done differently

Section 5: Essential Components 1-5

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

#1 SELF UNDERSTANDING

#2 CAREER INFORMATION

#3 CAREER EXPLORATION

#4 POSTSECONDARY EXPLORATION

#5 POSTSECONDARY AND CAREER DECISION

ICAP ESSENTIAL COMPONENT	TASK/ACTIVITY	WHO LEADS THIS?	WHEN DOES THIS TAKE PLACE?	6	7	8	9	10	11	12	REFLECTION
Self Understanding	Dream Board	Joanne Ericson/Stacy Miner	Career Ready 8			x					
Self Understanding	Soft Skill Activities to practice Soft Skills & Peardeck reflection	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students complete reflection questions embedded in Peardeck
Self Understanding	EducationPlanner.org Self-Assessments	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students complete a self-assessment reflecting on their individual qualities

Career Information	Career Cluster Video/Reflection/Career Cluster Madness O-Net Career Cluster Exploration	Joanne Ericson/Stacy Miner	Career Ready 8			x				Students utilize self-assessments to self-reflect on Career Clusters that match their interests and potentially match
Career Information	Career Cluster Choice Board Project	Joanne Ericson/Stacy Miner	Career Ready 8			x				Students reflect on the characteristics of career clusters and how they meet their interests
Career Information	Career Basics Nearpod	Joanne Ericson/Stacy Miner	Career Ready 8			x				Students reflect on skills and qualities needed for future employment embedded within a Nearpod
Career Exploration	NGPF.org Middle School Career Exploration - MS-9.4 LG	Joanne Ericson/Stacy Miner	Career Ready 8			x				Students explore and reflect on possible career options for their future
Career Exploration	Planyouradventure.net	Amy Wasson	Career Ready 8			x				Students reflect on their results from various assessments

											to reflect on potential matches for future careers
Career Exploration	Career Research Project - Business Card	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students complete project where they reflect on findings about potential career interests
Career Exploration	Candid Careers	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students complete reflection
Career Exploration	NICC Career Chat & Reflection	Joanne Ericson/Stacy Miner	Career Ready 8								Students complete reflection based on the interview based on their own interests
Postsecondary Exploration	Postsecondary Options Lesson	Joanne Ericson/Stacy Miner	Career Ready 8			x					
Postsecondary Exploration	College Pennant Project	Joanne Ericson/Stacy Miner	Career Ready 8			x					
Self-Understanding	16 Personalities Test & Reflection	Joanne Ericson	Career Technology					x			Students complete reflection on strengths/weaknesses and test results
Career Information	The Wage is Right - Labor Market & Reflection	Joanne Ericson	Career Technology					x			Students reflect on earnings

											associated with various occupations
Career Information	Career Key terms/reflection/disc ussions	Joanne Ericson	Career Technology					x			
Career Information	Career Comparison Activity	Joanne Ericson	Career Technology					x			
Career Exploration	Interactive: Which Jobs Align with My Interests	Joanne Ericson	Career Technology					x			
Career Exploration	How to Choose A Career and MAP	Joanne Ericson & Amy Wasson	Career Technology					x			
Career Exploration	Career Research Project	Joanne Ericson	Career Technology					x			
Postsecondary Exploration	Entering the Workforce Peardeck	Joanne Ericson	Career Technology					x			
Postsecondary Exploration	Military Opportunities Peardeck	Joanne Ericson	Career Technology					x			
Postsecondary Exploration	Apprenticeship/Inter nship Peardeck	Joanne Ericson	Career Technology					x			
Postsecondary Exploration	Postsecondary Education Opportunities Peardeck	Joanne Ericson	Career Technology					x			
Postsecondary Exploration	Paying for Postsecondary Education	Joanne Ericson	Career Technology					x			
Postsecondary Exploration	Guest Speaker - NICC	Joanne Ericson & Erica Nosbisch	Career Technology					x			

Career Information	Career Competencies - activities & reflections	Joanne Ericson	Employability Skills				x	x	x	x	Reflections on Soft Skills and other transferable skills
Self Understanding	Personalities by Colors	Joanne Ericson	Employability Skills				x	x	x	x	Reflection on careers suggested by colors
Postsecondary and Career Decision	Broke Busted & Disgusted & Reflection	Joanne Ericson	Employability Skills				x	x	x	x	Reflection of responsible financial decisions in relation to postsecondary education
Career Information	Workforce Skills Gap Exploration	Joanne Ericson	Employability Skills				x	x	x	x	Students reflect on careers in the skills gap and related opportunities
Career Exploration	Job Shadow	Joanne Ericson	Employability Skills				x	x	x	x	
Career Exploration	Fastest Growing Jobs Project	Joanne Ericson	Employability Skills				x	x	x	x	
Career Exploration	Career Roadmap	Joanne Ericson	Employability Skills				x	x	x	x	
Career Exploration/Self Understanding	Career Portfolio	Joanne Ericson	Employability Skills				x	x	x	x	
Self Understanding	Learning Logs	Caleb Ferring	Metals, Woods, Mechanics, Welding, IED,				x	x	x	x	Students connect learning to class

			CEA, Electricity							essential standards
POSTSECONDARY AND CAREER DECISION	Guest Speakers - Future Financial Planning - Rich Reiser	Joanne Ericson/Ben Pline	FBLA				x	x	x	x
Career Exploration	Job Shadows	Caleb Ferring	NICC Welding						x	x
Career Coaching	1:1 career coaching meetings with NICC Career Coach	Erica Nosbisch	Student study halls				x	x	x	x

Grade:	Activity/Experience to Support students Essential Component #1 -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 & embedded: -When and where each year is this completed?	Staff Members included: -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th	Students are enrolled in a Career Exploratory Course Inventories are completed within MAP "My Academic Plan" - Work values assessment - Career Interest inventory Career Research Project Career Exploration Lessons on Employability Skills Exploratory Classes (Spanish, Agriculture, STEM, and Technology).	In Career Ready 8	Joanne Ericson, Stacy Miner, and Amy Wasson, classroom teachers, homeroom teachers	MAP Resources College Navigator Education Planner.Org
9th	Inventories are completed within "My Academic Plan" - Redo Work values assessment - Redo Career Interest inventory Skills assessments Counselor and NICC coach meets with students to plan	Spring	Amy Wasson, Erica Nosbisch, classroom teachers, homeroom teachers	MAP Resources WHS course catalog NICC course catalog

	courses for career interests • 4 year plan review • 4 Year Plan Document			
10th	Inventories are completed within “My Academic Plan” • Redo Work values assessment • RedoCareer Interest inventory Skills assessments PostSecondary Alternatives are explored. Students are required to complete a Career Tech class in 10th grade. Counselor and NICC coach meets with students to plan courses for career interests • 4 year plan review • 4 Year Plan Document	Fall and Spring	Amy Wasson, Erica Nosbisch, classroom teachers, homeroom teachers	MAP Resources and Career Hub WHS course catalog NICC course catalog NextGeneration Personal Finance and Which Jobs Align with my Interests
11th	Inventories are completed within “My Academic Plan” • Redo Work values assessment • Redo Career Interest inventory Review transcripts Counselor and NICC coach meet with students to plan courses for career interests • 4 year plan review • 4 Year Plan Document	Fall	Amy Wasson, Erica Nosbisch, classroom teachers, homeroom teachers	MAP Resources WHS course catalog NICC course catalog
12th	Inventories are completed within “My Academic Plan” Senior Exit meetings Meetings Post secondary planning meeting Review Transcripts	Fall	Amy Wasson, Erica Nosbisch, classroom teachers, homeroom teachers	MAP Resources WHS course catalog NICC course catalog

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
- Education and training requirements

- Job descriptions including such information as:
 - Essential duties
 - Aptitudes
 - Work conditions
 - Physical demands

#1 SELF UNDERSTANDING

#2 CAREER INFORMATION

#3 CAREER EXPLORATION

#4 POSTSECONDARY EXPLORATION

#5 POSTSECONDARY AND CAREER DECISION

ICAP ESSENTIAL COMPONENT	TASK/ACTIVITY	WHO LEADS THIS?	WHEN DOES THIS TAKE PLACE?	6	7	8	9	10	11	12	REFLECTION
Self Understanding	Soft Skill Activities to practice Soft Skills & Peardeck reflection	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students spend time reflecting on soft skills they utilize during classroom activities, and reflect how they might be useful in the future in the HS classroom, Postsecondary, and Careers
Self Understanding	EducationPlanner.org Self-Assessments	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students reflect on their findings and how they relate to their work and future career
Career Information	Career Cluster Video/Reflection/ Career Cluster Madness O-Net Career Cluster Exploration	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students reflect on the Career Clusters and what they are interested in and which they would prefer because of the associated qualities
Career Information	Career Cluster Choice Board Project	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students research a chosen Career Cluster and the associated careers to reflect on potential careers they could potentially be interested in

Career Information	Career Basics Nearpod	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students learn basic career terminology and associated information to reflect on and use for future reference
Career Exploration	NGPF.org Middle School Career Exploration - MS-9.4 LG	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students reflect on a career interest and resources available for them to find related information
Career Exploration	Planyouradventure.net Inventories are completed within MAP "My Academic Plan" • Work values assessment • Career Interest Inventory • Students choose Career Cluster • Students choose Career Pathway • Students choose specific career	Amy Wasson	Career Ready 8			x	x	x	x	x	Students reflect on their interests and values to help them determine potential career matches. Students reflect on results through collaboration with students, teachers, and counselors.
Career Exploration	Career Research Project - Business Card Resources used: Occupational Outlook Handbook, O Net	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students spend time reflecting on a career they are interested in to determine if it is a good match for themselves
POSTSECONDARY AND CAREER	Resumes - Google Applied Digital Skills	Joanne Ericson/Stacy	Career Ready 8			x					Students create a resume and reflect on how they can grow their resume in

DECISION		Miner									the next few years of high school and beyond.
POSTSECONDARY AND CAREER DECISION	Interviewing - First Impressions Nearpod , Interviewing Nearpod	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students learn about the interview process- they reflect on questions they have practiced answering and how they can make their best first impression
SELF UNDERSTANDING	The Portrait of a Graduate is introduced and students can reflect on how they will reach their own specific goals by graduation.	All Teachers	All Classes		x	x	x	x	x	x	Students will reflect on what it takes to be a successful graduate and how they can reach goals.
ALL	CTE PORTFOLIO	Caleb Ferring/Jed Hemann/Jessica O'Connor/Joanne Ericson/Kelli Olson	CTE Classes			x	x	x	x	x	Students reflect on their demonstrated employability skills that they have accumulated over their high school careers
POSTSECONDARY AND CAREER DECISION	Scholarship Mastery	Joanne Ericson	College Experience							x	Personal reflection on what contributes to scholarship success

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 & 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

#1 SELF UNDERSTANDING
#2 CAREER INFORMATION
#3 CAREER EXPLORATION
#4 POSTSECONDARY EXPLORATION
#5 POSTSECONDARY AND CAREER DECISION

ICAP ESSENTIAL COMPONENT	TASK/ACTIVITY	LEARNING OBJECTIVE/MINDSET	WHO LEADS THIS?	WHEN DOES THIS TAKE PLACE?	6	7	8	9	10	11	12	REFLECTION
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Self Understanding/ Career Exploration	WBL Experience	Interactive career event (includes booths, breakouts with speakers, reflective activities)	Gail Hilleshiem	Life Skills Class			X	X	X	X		Class Discussion/ reflection
Self Understanding/ Career Exploration	WBL Experience	Participate in Career Immersion Experience	Julia Moran	Drawing and Painting			X	X	X	X		Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Participate in Career Immersion Experience	Julia Moran	Drawing and Painting II			X	X	X	X		Self Evaluation
Self Understanding/ Career Exploration	WBL Experience		Anne Wuebker	Spanish IV							X	Canvas exit ticket
Self Understanding/ Career Exploration	WBL Experience		Anne Wuebker	Spanish I			X	X	X	X		Canvas exit ticket
Self Understanding/ Career Exploration	WBL Experience		Anne Wuebker	Spanish III					X	X		Canvas exit ticket
Self Understanding/ Career Exploration	WBL Experience	Engage in career-based service learning (engages students in project-based learning to improve their communities by addressing needs and connecting the learning experience to related	Julie Lenth	Spanish II				X	X	X		Printed reflection sheet and collaborative discussion in class

		careers									
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Julia Moran	Sculpture			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Attend an interactive career event (includes booth, breakouts with speaker, reflective activities, etc.)	Cole Carolan	English 10				X			Canvas Reflection
Self Understanding/ Career Exploration	WBL Experience	Attend an interactive career event (includes booth, breakouts with speaker, reflective activities, etc.)	Cole Carolan	English 11					X		Canvas Reflection
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Julia Moran	Art Foundations			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Julia Moran	Digital Media			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Julia Moran	Ceramics II			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Complete authentic projects	Julia Moran	Senior Art			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Julia Moran	Ceramics			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Julia Moran	Printmaking			X	X	X	X	Self Evaluation
Self Understanding/ Career Exploration	WBL Experience		Joanne Ericson	General Business			X	X	X	X	Project Reflection
Self Understanding/ Career Exploration	WBL Experience		Joanne Ericson	Accounting I				X	X	X	
Self Understanding/ Career Exploration	WBL Experience	Worksite Tour (students tour a workplace to learn about careers, industry expectations, observe	Joanne Ericson	Advanced Accounting					X	X	Field Trip Exit Ticket

		relevant work in progress and ask industry professionals questions.									
Self Understanding/ Career Exploration	WBL Experience		Joanne Ericson	Business Law				X	X	X	
Self Understanding/ Career Exploration	WBL Experience		Tyler Scholl	Physical Science			X				
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience (hands on interaction through simulators or activities associated with career path)	Ted Snitker	Physical Education		X	X	X	X	X	Canvas/ Google Ticket
Self Understanding/ Career Exploration	WBL Experience	Have clinicians/professionals come in to work with and critique students. Speakers discuss careers and how to plan out what is needed for each career opportunity.	JoAnn Sherman	Band		X	X	X	X	X	Discuss the comments given by clinician.
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Blaine Snitker	Algebra I		X	X	X	X	X	Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Blaine Snitker	Integrated Math I			X	X	X	X	Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Blaine Snitker	Pre-Calculus				X	X	X	Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Blaine Snitker	Calculus						X	Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Attend an interactive career event	Mariah Hesse	English 9/Honors English 9			X				Reflection Questions/ Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Attend an interactive career event	Mariah Hesse	Honors English 11					X		Reflection Questions/ Exit Ticket

Self Understanding/ Career Exploration	WBL Experience	Complete information interviews about aspects of career path	Mariah Hesse	Publications			X				Interviews for school newspaper written into articles
Self Understanding/ Career Exploration	WBL Experience	Attend an interactive career event	Mariah Hesse	Reading Strategies			X	X			Reflection Questions/ Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Engage in career-based service learning	Jerry Keenan	Government						X	Register students to vote. Discuss the importance of knowing why you are voting for someone.
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Jerry Keenan	Economics						X	Financial Literacy. Have students reflect on where they will be in 10 years and how these issues will impact their lives
Self Understanding/ Career Exploration	WBL Experience	Engage in career-based service learning	Jerry Keenan/Ben Pline	U.S.History					X		Career based research project self reflection
Self Understanding/ Career Exploration	WBL Experience	Classroom Speakers	Jerry Keenan	World Cultures			X	X	X	X	Reflection on speakers
Self Understanding/ Career Exploration	WBL Experience	Engage in career based service learning	Jerry Keenan	Western Civilization			X	X	X	X	Exit ticket reflection
Self Understanding/ Career Exploration	WBL Experience	Engage in career based service learning	Jerry Keenan	Contemporary World Issues			X	X	X	X	Reflect on Daily News

										Articles - Journal
Self Understanding/ Career Exploration	WBL Experience	Engage in career based service learning	Ben Pline	World Geography			X	X		Career based research project self reflection
Self Understanding/ Career Exploration	WBL Experience	Classroom speaker	Tara Stein	Health				X		Google Form Exit Ticket
Self Understanding/ Career Exploration	WBL Experience	Participate in career immersion experience	Tara Stein	Life Management			X	X	X	Online simulation reflection
Self Understanding/ Career Exploration	WBL Experience	Complete authentic project	Mike Shupe	Chemistry				X	X	Individual/Gro up Reflection
Self Understanding/ Career Exploration	WBL Experience	Complete authentic project	Mike Shupe	Anatomy					X	Individual/Gro up Reflection
Self Understanding/ Career Exploration	WBL Experience	Complete authentic project	Mike Shupe	Physics				X	X	Individual/Gro up Reflection
Self Understanding/ Career Exploration	WBL Experience	Attend interactive Career event	John O'Neill	Algebra II				X	X	Individual/Gro up Reflection
Self Understanding/ Career Exploration	WBL Experience	Attend interactive Career event	John O'Neill	Integrated Math II				X	X	Individual/Gro up Reflection
Self Understanding/ Career Exploration	WBL Experience	Attend interactive Career event	John O'Neill	Consumer Math I and II				X	X	Individual/Gro up Reflection
Self Understanding/ Career Exploration	WBL Experience	Complete authentic project	Jed Hemann	Construction and Manufacturing			X	X	X	Self Reflection
Self Understanding/ Career Exploration	WBL Experience	Complete authentic project	Jed Hemann	College Construction Class					X	Check point reflections throughout the school year

Self Understanding/ Career Exploration	WBL Experience	Mock interviews	Caleb Ferring	NICC Welding					X	X	Reflection in Class Learning Log
Self Understanding/ Career Exploration	WBL Experience	Mock interviews	Caleb Ferring	Electricity			X	X	X	X	Reflection in Class Learning Log
Self Understanding/ Career Exploration	WBL Experience	Mock interviews	Caleb Ferring	Consumer Mechanics			X	X	X	X	Reflection in Class Learning Log
Self Understanding/ Career Exploration	WBL Experience	Worksite tour	Caleb Ferring	Manufacturing Woods			X	X	X	X	Reflection in Class Learning Log
Self Understanding/ Career Exploration	WBL Experience	Worksite tour	Caleb Ferring	Manufacturing Metals			X	X	X	X	Reflection in Class Learning Log
Self Understanding/ Career Exploration	WBL Experience	Worksite tour	Caleb Ferring	Civil Engineering Architecture				X	X	X	Reflection in Class Learning Log
Self Understanding/ Career Exploration	WBL Experience	Mock Interviews	Caleb Ferring	Introduction Engineering Design			X	X	X	X	Reflection in Class Learning Log
Career Exploration/Career Decision	Career Research Project Resources used: College navigator Education Planner.org Online Resources Next Generation Personal Finance	Students will complete a research project to explore career opportunities	Career Ready 8 Teacher	Career Ready 8		X					Project self-reflection
Career Exploration/Career Decision/Post Secondary Exploration and Readiness	WHS Career Fair	Students have the opportunity to visit with employers from over 45 area businesses	All teachers	All students			X	X	X	X	Exit ticket reflection

Career Exploration/Career Decision/Post Secondary Exploration and Readiness	Alumni Panel	Current HS students have an opportunity to hear from former alumni students representing the workforce, 2 year college, 4 year college, and workforce. Alumni speak to courses to take in high school and insights on steps to take to prepare for the future.	All teachers	All students			X	X	X	X	Exit Ticket - self reflection
Career Exploration/Career Decision/Post Secondary Exploration and Readiness	Job Shadows/internships/classroom speakers	NICC and WHS staff will set up job shadows, internships, speakers to prepare for future career and provide authentic learning experiences	All teachers	All interested students			X	X	X	X	Exit ticket self reflection
All Essential Standards	Portrait of a Graduate	All teachers will assist students with building skills that comprise the portrait of a graduate for Waukon High School	All teachers	All students	X	X	X	X	X	X	self-reflection
ALL Essential Standards	CTE embedded WBL - A	II CTE classes have several career exploration activities embedded in activities. Students reflect on work and create a digital portfolio highlighting employability standards.	CTE teachers	CTE students		X	X	X	X	X	Reflection on portfolio

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

#1 SELF UNDERSTANDING
#2 CAREER INFORMATION
#3 CAREER EXPLORATION
#4 POSTSECONDARY EXPLORATION
#5 POSTSECONDARY AND CAREER DECISION

ICAP ESSENTIAL COMPONENT	TASK/ACTIVITY	WHO LEADS THIS?	WHEN DOES THIS TAKE PLACE?	6	7	8	9	10	11	12	REFLECTION
Postsecondary Exploration	• 4 year plan review • 4 Year Plan Document	Amy Wasson	February March			X	X	X	X		Self Reflection
Postsecondary Exploration	Career Research Project Career Exploration Career Cluster Project Soft Skills Iowa College Pennant Project Resumes and Interviewing	Joanne Ericson/Stacy Miner	Quarter Class			X					Individual and group reflection
Postsecondary Exploration	8th Grade Parent Meeting regarding high school graduation requirements, four year college entrance requirements, community college entrance requirements	Amy Wasson	March			X					Self reflection

Postsecondary Exploration	Alumni Panel–WHS graduates share their experiences with students, including what they are glad they did in high school and what they wish they had done differently	Amy Wasson, Michele Pladsen	November					X	X	X	X	Group and Individual reflection
Postsecondary Exploration	Classroom Speakers–local professionals share information on their career including necessary training	Classroom Teachers	School year		X	X	X	X	X	X	X	Group and individual reflection
Postsecondary Exploration	College and Career Coaching–Erica Nosbisch meets several times with Juniors and Seniors to discuss courses, path to achieve goal coursework, career exploration activities and so much more.	NICC professional/Erica Nosbich	School Year					X	X	X		Group and individual reflection
Postsecondary Exploration	College and PostSecondary alternative option lesson (military, apprenticeship, internship, associates, trade school and direct workforce)	Joanne Ericson	School Year					X				Group reflection
Postsecondary Exploration	9th Grade NICC Campus Visit–students will tour campus and explore programs of interest	Teacher Chaperones	April				X					Individual and group reflection

Postsecondary Exploration	College Visits - Post Secondary institutions set up times to meet with students during the school day. The students can reflect on the visit and set up additional meetings to meet with Mrs. Wasson to ensure all requirements for that postsecondary institution are met before graduating.	Amy Wasson	School Year							X	X	Individual Reflection
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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 advisor

#1 SELF UNDERSTANDING
#2 CAREER INFORMATION
#3 CAREER EXPLORATION
#4 POSTSECONDARY EXPLORATION
#5 POSTSECONDARY AND CAREER DECISION

ICAP ESSENTIAL COMPONENT	TASK/ACTIVITY	WHO LEADS THIS?	WHEN DOES THIS TAKE PLACE?	6	7	8	9	10	11	12	REFLECTION
Postsecondary and Career Decision	ACT Information shared with students and parents through classroom meetings and email	Amy Wasson	Throughout the year					X	X	X	Student/parent discussion. May include counselor.
Postsecondary and Career Decision	College reps meet with students to share information and assist with application completion if necessary	Amy Wasson/College reps	Throughout the year						X	X	Completion of required forms.
Postsecondary and Career Decision	FAFSA completion assistance–School counselor and NICC staff is available for individual appointments to assist students and parents in completing the FAFSA form	Amy Wasson/NICC Staff	Throughout the year							X	Completion of required forms.
Postsecondary and Career Decision	School Counselor is available to assist with all aspects of the college process including (but not limited to) completing admission forms, writing essays or recommendation letters, filling out scholarship applications, gathering information on potential careers or colleges.	Amy Wasson	Throughout the year		X	X	X	X	X	X	Completion of necessary paperwork and gathering of needed information

Postsecondary and Career Decision	Transcript review is completed each year to ensure the student is on track to meet their postsecondary goal	Amy Wasson	Throughout the year			X	X	X	X	X	Individual and group discussion
POSTSECONDARY AND CAREER DECISION	Resumes - Google Applied Digital Skills	Joanne Ericson/Stacy Miner	Career Ready 8			x					Students create a resume and reflect on how they can grow their resume in the next few years of high school and beyond.
POSTSECONDARY AND CAREER DECISION	Resumes & Cover Letters	Joanne Ericson	Employability Skills				x	x	x	x	Students create a resume & Cover Letter. They personally reflect on how they can grow their resume in the next few years and beyond.
ALL	CTE PORTFOLIO - Includes Resume/Cover Letter	Caleb Ferring/Jed Hemann/Jessica O'Connor/Joanne Ericson/Kelli Olson	CTE Classes			x	x	x	x	x	Students reflect on their demonstrated employability skills that they have accumulated over their high school careers and create a resume and cover letter to demonstrate said skills
POSTSECONDARY AND CAREER DECISION	Job Application	Joanne Ericson	Employability Skills				x	x	x	x	Personal reflection on their qualifications and experience.

Section 6: FAFSA Advisement:

Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)

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

Considerations for this section:

- Financial aid & FAFSA vocabulary
- Process for completion & reasons for FAFSA completion regardless of plans or income
- Connections to financial aid including scholarships & 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 -Provide an overview of the activity/experience -Connection is present to connect with Essential Components including #4 & #5 -Parent/guardian communication is provided to support all students -An overview of the intended student outcome is included	Timeline & embedded: -When and where each year is this completed?	Staff member(s) included in implementation with involvement/role; -Who/what group will coordinate this event/activity? -How is a team/system approach utilized?	Resources used including CIS: -Description should include how each resource is used and connected to the activity/experience
8th Grade	Career Ready 8 class - Mrs. Wasson introduces students to MAP website and how to utilize it for career/college and scholarship information. Students research Iowa colleges along with associated information including cost.	All Year Long	Amy Wasson Joanne Ericson, Stacy Miner, Erica Nosbisch	MAP website Class discussion Class Speaker College Pennant Project
9th Grade	9th graders are advised on graduation requirements and opportunities for postsecondary courses including planning for costs associated with college. Four year plan activities including My Academic Plan, college cost discussion. Students will reflect on ICAP activities from 8th grade. Students will then make adjustments to future goals, course plans, etc. based on results of assessments and student interests.	August Spring	Jen Garin Amy Wasson	Slide show presentation Classroom presentation
10th Grade	My Academic Plan Activity and How to Choose a Career activity. Also includes discussion of scholarships, financial aid and how to apply. Students will again reflect on 8th and 9th grade ICAP activities. Students will adjust courses on 4 year plan. Some students may choose to take the ACT to begin qualifying for scholarships.	Fall and Spring	Amy Wasson WHS Staff	My Academic Plan Slide Show Financial Aid and postsecondary information Timeforpayback.com & reflection NGPF.org
11th Grade	Classroom presentations about college options,	Fall and Spring	Amy Wasson	Classroom presentation and

	career opportunities, course planning, cost of college, financial aid information including FAFSA, scholarship opportunities, loans if necessary. Students review ICAP plan. Some students plan to take ACT to qualify for scholarships. Students begin to plan college visits if the students plan to attend college after high school. Students planning on going directly into the workforce may plan a job shadow or internship with a WHS staff member or a NICC college coach. NICC meetings with individual students to plan for college coursework, paying for college and options available to obtain training for careers. Financial Aid Night - Iowa College Access Network for Parents and Students (Financial Aid Process and FAFSA Form) - A speaker comes in and presents how to successfully complete the financial aid process and FAFSA form. This is offered to all students and parents.	School Year School Year Fall or Spring	WHS Staff Erica Nosbisch Iowa College Access Network personnel Amy Wasson	discussion Individual meetings with NICC Slide Show
12th Grade	Mrs. Wasson meets with all seniors in Government/Economics class • Reviews scholarships • Costs of Education • Connection between scholastic achievement and financial aid opportunities • Resources to complete FAFSA Mrs. Wasson individually meets with seniors to assist with FAFSA completion and scholarship information as needed. Mrs. Wasson sends out periodic emails to all students regarding scholarships and other financial aid opportunities NICC offers one-on-one help sessions to complete the FAFSA. Any student or parent can call and set	September School Year School Year Anytime	Amy Wasson Amy Wasson Amy Wasson NICC personnel	Slide Show Individual Meetings Emails Sent out via emails, social media, or verbally in class

	up a meeting at any time.			
	Financial Aid Night - Iowa College Access Network for Parents and Students (Financial Aid Process and FAFSA Form) - A speaker comes in and presents how to successfully complete the financial aid process and FAFSA form. This is offered to all students and parents.	March	John Holland, Iowa College Access Network personnel	meetings Emails and flyers
	Economics - Financial Literacy - Students look at future chooses and analyze the impact of their career/college decisions. Students will focus on budgeting, investing to pay for college, borrowing money for college, and how to manage for his/her future based on personal career decisions. Students can reflect on future goals and make adjustments to future plans.	Fall or Spring Semester Economics Class	Jerry Keenan	Course curriculum
	The Allamakee Community School District and Northeast Iowa Community College communicate opportunities for all students and parents via social media, email, the local newspaper (Waukon Standard) and flyers.	Throughout the school year	School/NICC staff	Social Media, newspaper

Section 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?
 - The district works hand-in-hand with Keystone AEA, in particular, Bev Berns to keep up to date with current best practices. Each year, the team will attend the Keystone AEA DCAP planning professional development day to review the past year's DCAP plan and goals. In addition, the team will review RPP's rubric of the past year's DCAP plan and plan a day to work as a team to fill in any gaps our DCAP plan has. The team will then create goals for the upcoming school year.

- 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](#)?
 - The Social Emotional PLT meets throughout the year. This team consists of school counselors, a school social worker and an at-risk interventionist. The counseling program developed a [WHS program overview](#).
 - During monthly professional development meetings, district staff engage in Portrait of a Graduate work and routinely reviews if our plan meets the definition of college and career readiness. Staff worked together to develop a portrait of a WHS graduate and will work collectively to instill these skills in all students so they are ready for the college or career path they choose after high school.
 - The DCAP plan is not only reviewed by staff, but also by business leaders and students twice a year in our vocational partner meeting. Meetings will occur biannually in June and September. Stakeholders have an opportunity to review the plan and give feedback. Feedback is reviewed by the DCAP team during work sessions. [June PVE Meeting](#), [Sep. PVE Meeting](#))
- How does the district team research and keep current on local, regional, state and national occupational outlook data?
 - We utilize partners such as NICC, Allamakee Economic Development, Iowa Vocational Rehabilitation Service and Iowa Works to keep current. We also use the Occupational Outlook handbook from the Bureau of Labor Statistics.
- Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student's ICAP?
 - Last year, we had our CTE teachers taking the lead on adding WBL opportunities for students. This year, each teacher has added a WBL experience to their classes. All teachers have students reflect on career and WBL experiences.
- What prior year data was included to address gaps in implementation of the ICAP requirements?
 - WBL Data from Northeast Iowa Community College, and data from staff on WBL implementation in individual classrooms, CLNA survey data.

Waukon High School is committed to providing its students with a comprehensive college and career readiness plan in alignment with the Iowa Department of Education's recommendations and best practices. Our approach integrates research-based practices, local occupational outlook data, and continuous improvement strategies to ensure our students are well-prepared for their futures.

- The vision and mission of Waukon High School and the Allamakee Community School District's Portrait of a Graduate aligns with the five essentials components.
 - Vision of WHS
 - “Empowering all learners for life” We value that all students will achieve/demonstrate:
 - proficiency in academic standards
 - effective communication and interpersonal skills
 - mental and physical well being
 - a solid career/college preparation
 - leadership and character development
 - Mission of WHS
 - We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students — both inside and outside the classroom.
 - [Portrait of a Graduate](#)

To implement current best practices for working with students on their career plans, Waukon High School will:

1. Collaborate with Amy Wasson and NICC college personnel to engage in regular learning and conversation to stay current with research-based practices related to career planning for grades 8-12. Our district team will also actively participate in conferences, webinars, and workshops to ensure alignment with K-12 career planning best practices.
2. Establish a comprehensive career implementation plan that connects to the State of Iowa's definition of College and Career Readiness. This plan includes multiple pathways for students to explore careers, access college credit opportunities through NICC dual credit courses and participate in WBL activities such as job shadowing and internships with local businesses. Each classroom teacher has implemented WBL experiences that they have implemented into their class curriculum. Students have the opportunity to reflect on the ICAP process.
3. Actively research and stay current on local, regional, state, and national occupational outlook data by partnering with Keystone AEA, local businesses, and community organizations. This collaboration allows us to tailor our curriculum and course offerings to meet the needs of students and address workforce demands in Allamakee County, Northeast Iowa, and beyond.

Upon review of the prior year's DCAP, we have identified that we need to incorporate our new portrait of a graduate into the DCAP process. In addition, teachers must give more detailed information on how we are meeting the five essential components. We have added various WBL activities throughout the last couple of years and need to continue to increase our local and area partnerships.

Our work in the future will include:

1. Strengthening partnerships with local businesses and organizations to provide more diverse job shadowing, apprenticeships, and work-based learning opportunities.
2. Increasing collaboration between community partners, local businesses, school counselors, teachers, and administrators to identify and support students who may benefit from alternative career pathways.
 - Present current/upcoming 2024-2025 Goals;
 - Expand DCAP plan to include all middle school grades
 - Continue to partner with NICC and local businesses to provide authentic learning opportunities for our students.
 - Implementation of WBL opportunities in all high school classes - [Allamakee Embedded WBL](#)
 - Add more DCAP team collaborative time

In conclusion, Waukon High School is dedicated to providing all students with a comprehensive and inclusive college and career readiness plan. By staying current with best practices, collaborating with local stakeholders, and continuously refining our approach based on data-driven insights, we aim to prepare our students for success in the rapidly evolving workforce.

