

District Career and Academic Plan: 2023-2024

District and School: _____

State Approved Career Information System (CIS): _____

Date District Career and Academic Plan was last revised: _____

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](#)

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[Essential Component #3](#)

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[Essential Component #5](#)

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.)

Initial Section: Annual Review of Board of Directors (School Board) _____[DATE]_____

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

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

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

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)*:			
Secondary career and academic school counselor(s)*:			
Secondary CTE teachers*:			
Secondary teachers*:			
Work-based Learning Coordinator*:			

Secondary instructional support staff/ paraprofessional:			
Postsecondary CTE faculty:			
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: (ex: gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out-of-work-individuals, English-language learners (ESOL), homeless, foster care, active duty military, corrections).			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Other stakeholders desired:			

Section 2: District Plan Statement Summary:

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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.

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				
Advisement of coursework supporting graduation				
Advisement of coursework to support postsecondary goals				
Parent or Guardian signs acknowledgement of plan				

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

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

Grade:	Activity/Experience to Support 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				
10th Grade				
11th Grade				
12th Grade				

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
8th Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

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

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 Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

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

Grade:	Activity/Experience to Support students Essential Component #2: -Provide an overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1	Timeline & 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 Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

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

Grade:	Activity/Experience to Support students Essential Component #3: -Provide an overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-2	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 Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

Essential Component #4: Postsecondary Exploration

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

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

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

Grade:	Activity/Experience to Support students Essential Component #4: -Provide an overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-3	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 Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

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

Grade:	Activity/Experience to Support students Essential Component #5: -Provide overview of the activity/experience -Reflection must be included for each activity/experience -A connection to course planning and review is present and detailed -An overview of the intended student outcome is included for this component -Connection to essential component #1-4 -FAFSA/financial aid/planning incorporation	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 Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

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				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

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?
- 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?
- Connection to district initiatives and student outcomes

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

