# District Career and Academic Plan Template

School District and School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State-Approved Career Information System (CIS): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date District Career and Academic Plan was last revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Section Outline

Initial Section: [Annual School Board Review](#bookmark=id.hxf8obgaq4ak)

Section 1: [District Team Members](#bookmark=id.4n1mc4j9h1f)

Section 2: [District Statement Summary](#bookmark=id.a98lc641aw0v)

Section 3: [Course Planning](#bookmark=id.fnzxsbqevlnn)

Section 4: [Work-Based Learning](#bookmark=id.hxv7wya1xzt8)

Section 5: Essential Components of ICAP

* [Essential Component #1](#bookmark=id.ar8rt3eczcc3)
* [Essential Component #2](#bookmark=id.g4vyuommcffy)
* [Essential Component #3](#bookmark=id.6e9mj6w3vnl)
* [Essential Component #4](#bookmark=id.a8c1ewg7s9z0)
* [Essential Component #5](#bookmark=id.5vbw5yfj5l6j)

Section 6: [FAFSA Advisement](#bookmark=id.1e3qfztfhin1)

Section 7: [District Integration](#bookmark=kix.exvruwjrtzcm)

Section 8: Middle School

**DCAP is a roadmap for district implementation of career development and students’ Individual Career and Academic Plans (ICAPs). Each bolded and boxed section should be completed and updated by the DCAP team every year as part of the revision process. Data and prior regional planning partnership (RPP) evaluation should be considered in the yearly updates, as well as the foundations of the ICAP process.**

**Points to consider when completing the summaries for each section connected to foundations of ICAP: Inclusive, Scaffolded, Reflective and Integrated.**

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

## Initial Section: Annual Review of Board of Directors (School Board)\_\_\_\_\_\_\_\_[DATE]\_\_\_\_\_\_\_\_\_

**Topics to discuss with the board (a link to board minutes/presentation can be included to support this section.)**

**Due to changes in district reporting requirements, evidence must include board minutes indicating the DCAP was shared.**

* 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
  + DCAP team reflection/insight
  + Consider the foundations of the ICAP process: Inclusive, Scaffolded, Embedded and Reflective
* Present current/upcoming [**YEAR**] go
  + 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 members
* Student ICAP utilization including CIS and ICAP outcome

## Section 1: District Team

The district team plays a crucial role in implementing ICAP, bringing together required members including school administrator(s), counselor(s), teachers (including career and technical education (CTE) instructors), and the person responsible for work-based learning. It also includes representatives from various backgrounds such as those working with special populations, postsecondary institutions, workforce/industry stakeholders, parents and students.

In addition to drafting the DCAP, the team strategically aligns ICAP with district educational goals and ensures compliance with established standards. The [evaluation rubric](https://drive.google.com/file/d/1aypGfu30nhurMvR6Egp6m6fbcnUvm7ZG/view) assesses their active engagement and collaboration in achieving ICAP objectives, emphasizing their role in promoting meaningful educational outcomes and comprehensive student support initiatives. Team members collaborate to establish, implement, review, and coordinate ICAP activities, regularly consulting with employers, state and local workforce agencies, higher education institutions and postsecondary training programs to ensure alignment with regional and state workforce needs. It is essential that the team's work goes beyond membership lists; their contributions should be clearly evident in the connection to district goals, initiatives and the effective implementation of ICAP for all students.

**Please note, a district with more than one attendance site for grades 8-12 should create one, district-wide team with designees as needed.**

### District Team Members

List the current DCAP team members. Required team members are **bolded** and marked with an asterisk (\*).

| **Role** | **Name(s) of stakeholders** | **School/organization/company** | **Role on DCAP Team** |
| --- | --- | --- | --- |
| **Secondary principal/administrator(s)\*** |  |  |  |
| **Secondary career counselor(s)\*** |  |  |  |
| **Secondary CTE teachers\*** |  |  |  |
| **Secondary teachers\*** |  |  |  |
| **Work-based learning coordinator\*** |  |  |  |
| Secondary instructional support staff/ paraprofessional |  |  |  |
| Postsecondary CTE faculty/concurrent enrollment partners, administration, etc. |  |  |  |
| **Middle school representation\* (school counselor, administrator, etc.)**  **\*Strongly recommended due to HF 316** |  |  |  |
| Members of local workforce development boards |  |  |  |
| Member of regional economic development organization |  |  |  |
| Local business and industry representatives |  |  |  |
| Parents/guardians and students |  |  |  |
| Representatives of special populations: (ex: underserved, special education, 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

Consider and include in your summary:

* Identified district goals connected to data, prior evaluation or other methods of implementation
* Foundations of ICAP: Inclusive, Scaffolded, Reflective and Integrated
* 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 with DCAP team reflection
* Foundations of the DCAP process: Inclusive, Scaffolded, Reflective and Embedded

**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 Iowa State Board of Education by the time the student graduates high school.

* Four-year plan is created in grade 8.
* 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/parents/guardians.**
* Course selection and concurrent enrollment is tied to student’s postsecondary goals/planning.
* Industry-recognized credentials (IRCs), career academy, apprenticeship, pre-apprenticeship, internships are identified and incorporated into planning.

### Grade 8: Creation of four-year plan of coursework that meets graduation requirements and supports student’s current postsecondary plan

| **Grade 8** | **Activity/experience to support student’s four-year plan portion of ICAP:**   * Student outcomes are included * Connection to essential components * Parent/guardian involvement/communication * Concurrent enrollment * Foundations of the DCAP process- considerations for identification of misalignment | **Timeline and 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. |
| --- | --- | --- | --- | --- |
| Four-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); parents/guardians 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/parents/guardians. \***
* Course selection and concurrent enrollment is tied to a student's postsecondary goals/planning.
* IRCs, career academy, apprenticeship, pre-apprenticeship, internships are identified and incorporated into planning and yearly revisions.

| **Grade** | **Activity/experience to support review and update of four-year plan portion of ICAP**   * Student outcomes are included * Connection to essential components * Parent/guardian involvement/communication * Concurrent enrollment * Foundations of the DCAP process including considerations for identification of misalignment | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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| Grade 9 |  |  |  |  |
| Grade 10 |  |  |  |  |
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**\*Districts are highly encouraged to link a copy of their course handbooks or other document(s) outlining their Senior Year Plus (SYP)/concurrent enrollment policies to their DCAP template. This can be done within the course planning section above or with a direct link included below this statement. For additional information, see the** [**SYP webpage**](https://educate.iowa.gov/higher-ed/senior-year-plus)**, including guide and additional resources to support districts.**

## Section 4: Work-Based Learning Incorporated into the Student’s ICAP

“Identify the coursework and work-based learning needed in grades 9-12 to support the student’s postsecondary education and career options.”

For additional detailed information on work-based learning, including implementation, activity clarification, integration strategies and ICAP connection, refer to the [Department’s Work-Based Learning Guide](https://educate.iowa.gov/media/5501/download?inline).

### Work-Based Learning

Defined as, “sustained project-based learning in partnership with an employer, simulated work experiences aligned with industry-recognized credentials (IRC), high-quality pre-apprenticeships aligned to an apprenticeship, student learner programs, internships and apprenticeships.”

| **Grade:** | **Activity/experience to support career-based learning each year; identification of each of the three elements:**   * Include how **all students** are advised of opportunities and have access. * Connection to essential components and course planning * Student outcomes are detailed * Connected IRCs ([IRC information](https://educate.iowa.gov/higher-ed/cte/irc#approved-industry-recognized-credentials-list)) * Employability skill highlights | **Academic preparation** | **Connection to industry/career development** | **Academic follow-up** |
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### Career-Based Learning and Exploration\*:

This section can include, but is not limited to: authentic projects, career immersion experiences, classroom speakers, professional skills workshops, informational interviews, job shadows, mock interviews, school-based enterprises without IRCs, career exploratory events or other experiences/events that incorporate academic preparation, connection to industry and academic follow-up and do not fall within the outlined language of work-based learning.

| **Grade:** | **Activity/experience to support career-based learning and experience each year; identification of each of the three elements:**   * Include how **all students** are advised of opportunities and have access * Connection to essential components and course planning. * Student outcomes are detailed * Included employability skills | **Academic preparation** | **Connection to industry/career development** | **Academic follow-up** |
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\***Clarification: This term is pending approval and could change; however, the examples and connection to ICAP will not change.** The elements of academic preparation, partnership between education and industry and academic follow-up must be incorporated in the experience listed above. If one of these elements is not incorporated into the career-connected experience, it would be considered Essential Component #3, and should be included with that section.

## Section 5: Essential Components #1-5

**For each Essential Component, the following should be included in the description:**

* An overview of the activity/experience
* **Reflection must be included for each activity/experience;** 
  + provide evidence of reflection and how the reflection information is used (i.e., by the student, connected to the other components and/or by the DCAP team/internally to further engage and enhance ICAP implementation).
* A connection to course planning and review is present and detailed
* An overview of the intended student outcome is included for this component
* FAFSA/financial aid connection

### 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
* Learning styles inventories
* Abilities, strengths and skills assessments
* Career cluster inventories and career assessments
* Noncognitive skills assessments

| **Grade** | **Description of activity/experience to support students Essential Component #1**  (additional details for elements to include are found in overview of Section 5) | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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### Essential Component #2: Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)

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

Career information shall include, but is not limited to:

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

| **Grade** | **Activity/experience to support student’s Essential Component #2:**  (additional details for elements to include are found in overview of Section 5) | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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### 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 three elements of work-based learning are present (academic preparation, connection to industry and academic follow-up), the event listed below is a career-based experience or work-based learning experience and should be included in the work-based learning section of the DCAP.

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

* Job/worksite tours
* Career days or career fairs
* Career-connected authentic projects
* Lunch and learn activities
* Speakers (virtual/in-person)

| **Grade** | **Activity/experience to support student’s Essential Component #3:**  (additional details for elements to include are found in overview of Section 5) | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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### 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:

* Postsecondary options research and connection
* Site or campus visits
* Career, employment or college fairs in which the focus is exploration of postsecondary options
* Visits with recruiters and representatives of postsecondary education and training options
* Includes all areas of postsecondary exploration

| **Grade** | **Activity/experience to support student’s Essential Component #4:**  (additional details for elements to include are found in overview of Section 5) | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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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:

* Activities, assignment, portfolio development/collection, etc. in which the student establishes and connects current postsecondary/career plans and sets goals/action steps
* Completion of required college or university admission or placement examinations; military requirements
* Completion of relevant entrance/training applications and documents
* Job applications, résumés and cover letters
* Attainment of IRC
* Career, industry, college or military visits/interactions
* 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
* Completion of financial aid and scholarship applications
* Individual or small group goal setting with staff/teacher/counselor/advisor in which the student sets their intention connected to Essential Components 1-4 and course sequence/planning
* Activities/experiences that include an alignment between postsecondary goals/plan and course planning/course completion

| **Grade** | **Activity/experience to support student’s Essential Component #5:**  (additional details for elements to include are found in overview of Section 5) | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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## 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, review the [FAFSA addition to ICAP guidance](https://educateiowa.gov/documents/individual-career-and-academic-plan-icap-addition-free-application-federal-student-aid-fafsa-guidance).

Considerations for this section:

* Financial aid and FAFSA vocabulary
* Return on investment
* Process for completion and reasons for FAFSA completion, regardless of plans or income
* Connections to financial aid including scholarships and all connections to state and federal aid (Last Dollar Scholarship, Iowa-specific scholarships, Iowa Financial Aid form, merit scholarships, etc.)
* FAFSA verification and other FAFSA complications
* Statewide resources for student and family support of FAFSA completion (Iowa College Aid, ICAN, Latino Access Network, etc.)
* Parent/guardian and family engagement
* Activities and exploration experiences connected to Essential Component #4 and Essential Component #5

| **Grade** | **Activity/experience to support FAFSA advisement**   * Provide an overview of the activity/experience * Connection is present to connect with Essential Components including #4 and #5. * Parent/guardian communication is provided to support all students. * An overview of the intended student outcome is included. | **Timeline and embedded:**  When and where is this completed each year? | **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. |
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| Grade 10 |  |  |  |  |
| Grade 11 |  |  |  |  |
| Grade 12 |  |  |  |  |

## Section 7: District Plan Integration\*

As outlined in Iowa Administrative Code [281.49 (279)](https://www.legis.iowa.gov/docs/iac/rule/281.49.4.pdf) the DCAP shall include, “Integration of the career plan within connected district initiatives and other facets of the school district’s comprehensive school counseling program.”

Ensuring connection and integration with the comprehensive school counseling plan as specified in IAC [281.12.3](https://www.legis.iowa.gov/docs/iac/rule/281.12.3.pdf). Districts are encouraged to consult the updated [Iowa School Counseling Framework](https://educate.iowa.gov/media/10066/download?inline) for further details. The school counseling plan should be linked to, or included with, the annual DCAP submission to the RPP.

For this section, districts should highlight the following connections with the school counseling plan\*\* and DCAP:

* Curriculum delivery related to career and academic domains
* Individual student planning: ongoing, developmentally appropriate and aligned to support the student ICAP
* Responsive services as connected within a Multi-Tiered System of Supports ([MTSS) framework](https://educate.iowa.gov/media/5880/download?inline=) to support career and academic planning and success
* Integration of MTSS and school counseling is included in the [School Counseling Framework](https://educate.iowa.gov/media/10066/download?inline=)
* System support: collaboration between the DCAP team and school counselor(s), professional development and overall program management

Additional considerations for this section:

* 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?
* How ICAP is included and coordinated into both classroom and other aspects of the district’s educational initiatives.
* 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](https://educateiowa.gov/pk-12/learner-supports/iowa-s-college-and-career-readiness-definition)?
* How does the district team research and keep current on local, regional, state and national occupational outlook data?
* Upon review of the prior year DCAP, what revisions have been made to update to the DCAP to best implement each student’s ICAP?
* Connection to district initiatives and student outcomes

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

**\*\*Please be mindful to not include any identifying student information within the inclusion of links to this template and through the school counseling plan.**

## Section 8: Middle School Career Learning including Career Investigation, Career Connections and Career Intention

As outlined in[**HF 316**](https://www.legis.iowa.gov/legislation/BillBook?ga=91&ba=HF%20316)**:**

* In grades five and six, career planning and pathways. The career planning and pathways curriculum shall include career investigation, career connections, and career intentions to help such students understand career opportunities in order to fully utilize the individualized career and academic plan developed pursuant to section 279.61.
* In seventh and eighth grade, (7) Career instruction, exploration and development, which shall include career investigation, career connections, and career intentions.

Additional information included on the [Iowa Department of Education’s Career and Academic Planning page](https://educate.iowa.gov/higher-ed/cte/iowa-quality/career-academic-planning#hf-316)

### Career Investigation

Students will have the opportunity to explore potential career areas that incorporate the student’s personal self-understanding and awareness of career opportunities connected to high school, postsecondary pathways and career opportunities.

Considerations for this focus area:

* Career and self-understanding assessments/inventories with student reflection.
* Exploration and identification of interests, skills, work values and employability skills.
* Career pathway exploration/lessons included and embedded in courses and connected to [employability standards.](https://educate.iowa.gov/pk-12/standards/academics/21st-century-skills/employability)
* Exploration of all types of postsecondary pathways
* Labor market exploration including projected areas of need, day-to-day of career, wages and training/education requirements.
* Identify academic strengths
* Partnerships/connections with community/trusted adults
* Alignment with ICAP and additional middle school focus areas

| **Grade** | **Activity/Experience:**   * Provide an overview of the activity/experience including elements of inclusive practices for all students (Foundations) * An overview of the intended student outcome is included with student reflection | **ICAP Alignment/Scaffolding**  ICAP Connection is present and focus areas are scaffolded | **System implementation (staff, timeline, evidence, setting, classroom connection)** | **Resources, Connected Tools, or lessons** |
| --- | --- | --- | --- | --- |
| Grade 5 |  |  |  |  |
| Grade 6 |  |  |  |  |
| Grade 7 |  |  |  |  |

### Career Connections

Includes career experiences that expand career awareness by connecting students' areas of interest and provides hands-on, active learning opportunities for students to gain further understanding of potential career pathways.

Considerations for this focus area:

* Career videos in connected content areas
* Design career portfolio
* Informational interviews and/or reverse interviews
* Community opportunities
* Resume and career search development
* Developmentally appropriate career fair
* Career videos in connected content areas
* High school CTE tours/exploration of high school options
* Design a career experience for younger students
* Create career constellation connected to investigation
* Embedded pathway exploration within courses.
* Exploration of all types of postsecondary pathways
* Lunch-n-Learns
* Classroom speakers
* Larger group community/career-based service-learning projects
* Labor market exploration including projected areas of need, day-to-day of career, wages and training/education requirements.
* Career videos in connected content areas
* Design career portfolio
* Identify and apply academic and employability skill strengths to industry content connected project
* Professional skills workshops
* Middle school CTSOs
* Business/Industry tours

| **Grade** | **Activity/Experience:**   * Provide an overview of the activity/experience including elements of inclusive practices for all students (Foundations) * An overview of the intended student outcome is included with student reflection | **ICAP Alignment/Scaffolding**  ICAP Connection is present and focus areas are scaffolded | **System implementation (staff, timeline, evidence, setting, classroom connection)** | **Resources, Connected Tools, or lessons** |
| --- | --- | --- | --- | --- |
| Grade 5 |  |  |  |  |
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### Career Intentions

Goal setting and planning; Encourages students to see the relationship between their academic success and future postsecondary goals through a broad understanding of potential career pathways and academic alignment within those pathways.

Considerations for this focus area:

* Review of report card/introduction to GPA and connection to academic planning, preparation and postsecondary options.
* Upper middle school, transcript review activity with postsecondary connection.
* Introduction to postsecondary pathway requirements.
* Student identified success goal planning; GROW model example
* Developmentally appropriate identification and exploration of concurrent enrollment/SYP connected options
* Initial understanding of college admission criteria tied to high school course taking and GPA
* Can identify 1-2 career pathways of interest connected to their self-understanding
* Employability skills are connected to career development
* Can detail at least one action step they can/will take to support their postsecondary intent- for now.
* Understanding of attendance as a correlation to success in high school and postsecondary
* Builds high school course planning with intention and alignment to potential career pathway
* Introduction with career/postsecondary ROI/cost
* Incorporation to the [Iowa social studies standards](https://educate.iowa.gov/media/5527/download?inline=) including financial literacy standards
* Incorporation with the [updated science standards](https://educate.iowa.gov/media/8211/download?inline), [Literacy](https://educate.iowa.gov/pk-12/standards/academics/literacy), that include career connections/[employability skill development](https://educate.iowa.gov/pk-12/standards/academics/21st-century-skills/employability)

| **Grade** | **Activity/Experience:**   * Provide an overview of the activity/experience including elements of inclusive practices for all students (Foundations) * An overview of the intended student outcome is included with student reflection | **ICAP Alignment/Scaffolding**  ICAP Connection is present and focus areas are scaffolded | **System implementation (staff, timeline, evidence, setting, classroom connection)** | **Resources, Connected Tools, or lessons** |
| --- | --- | --- | --- | --- |
| Grade 5 |  |  |  |  |
| Grade 6 |  |  |  |  |
| Grade 7 |  |  |  |  |