

## **Colo-NESCO Career Ready Iowa Plan**



**The Colo-NESCO Community School District is committed to guiding and nurturing the academic, emotional, physical, and social development of all students, while promoting lifelong learning and citizenship in today's rapidly changing world.**

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## Colo-NESCO CSD Career Ready Iowa District Plan

District School: Colo-NESCO Community School District

State Approved Career Information System: My Academic Plan (Iowa State University)

Annual Review of Board of Directors (School Board): March 20th, 2023

Topics discussed with the Colo-NESCO CSD School Board:

- Review 2022-23 Implementation and Goals set, attained, revised 281—49.5(3)(b)(2)(2);
  - [2021-22 Rubric Score](#): 14/24
    - Discussion with School Board: 2/3
    - Essential Component #1 - Self-Understanding: 1/3
    - Essential Component #2 - Career Information: 1/3
    - Essential Component #3 - Career Exploration Experiences: 2/3
    - Essential Component #4 - Postsecondary Exploration: 1/3
    - Essential Component #5 - Career and Postsecondary Decision: 1/3
    - District Pan Summary: 3/3
    - District Team: 3/3
  - Goal #1: Improve our District rubric score
    - Areas of Focus:
      - Discussion with School Board:
        - Review 2021-22 rubric scores
        - 2021-22 Goals/Areas of focus
        - Discuss data to support goal progress
        - Present 2023-24 Goals
        - District Team Membership
      - Essential Component #1 - Self-Understanding
        - Provide evidence of activities/presentation
        - Student Reflections
      - Essential Component #2 - Career Information
        - Provide evidence of activities/presentation
        - Student reflections

- Essential Component #3 - Career Exploration Experiences
  - Outline the activities students complete within each grade-level
  - Increase 8th grade/9th grade opportunities
- Essential Component #4 - Postsecondary Exploration
  - Clearly define activities/annual progression
  - Provide evidence of activities/presentations
- Essential Component #5 - Career and Postsecondary Decision
  - Clearly define activities
  - Provide decision-making evidence
- District Plan Summary
  - Clearly define the connection between continuous school improvement, college and career readiness, and classroom instruction
- District Team
  - Include Special Education teachers and Core teachers
- Data to support goal attainment
  - Updates to our District Plan
  - Include various presentations and documents to our plan
  - Career Fair
  - College Visits
- Present 2023-24 Goals:
  - Goal #1: Continue to update our plan based on rubric feedback
  - Goal #2: Incorporate new meetings/presentations outlined in our plan
    - FAFSA presentations
    - Career Ready Reflection Meetings
- Present how stakeholder participation benefits students, community, parents, and recruit District Team membership 281—49.3(2):
  - Emphasis on connecting community/school partnerships and providing students with information and exposure to post-secondary educational and vocational opportunities.

## **District Plan Purpose**

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

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

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

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

## **District Team**

The team shall include, but not be limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, and individuals responsible for coordinating work-based learning activities. Additionally, consider including an Intermediary, representatives of special populations, postsecondary administrators and faculty, instructional support staff, members of local workforce development boards or organizations, parents, students, etc.

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

### **1: District Team Members**

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

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
<b>Secondary principal/administrator(s)*:</b>	Brandon Kelley  Marc Snavelly  Mike Boeve  Beth Heller (starting in 2023-24)	Colo-NESCO Middle/High School Principal  Colo-NESCO CSD Superintendent  Colo-NESCO CSD Dean of Students  Colo-NESCO CSD Director of School Improvement	bkelley@colo-nesco.k12.ia.us  msnavelly@colo-nesco.k12.ia.us  mboeve@colo-nesco.k12.ia.us  bheller@colo-nesco.k12.ia.us
<b>Secondary career and academic school counselor(s)*:</b>	Kara Kinser  Tracy Edwards	Colo-NESCO Middle/High School School Counselor  College and Career Transition Counselor <i>(sharing with Ballard and DMACC)</i>	kkinser@colo-nesco.k12.ia.us  tedwards@colo-nesco.k12.ia.us
<b>Secondary CTE teachers*:</b>	Todd Frohwein - Ag  Kim Heidemann - Business  Kelsie Engelken - FCS and Health (8th Grade)	Colo-NESCO Middle/High School  Colo-NESCO Middle/High School  Colo-NESCO Middle/High School	tfrohwein@colo-nesco.k12.ia.us  kheidemann@colo-nesco.k12.ia.us  kengelken@colo-nesco.k12.ia.us

Role	Names of Stakeholders	School/Organization/Company	Email/Contact Information
<b>Secondary teachers*:</b>	Kelly Matteson - Math Teacher Brandon Frohwein - Science Teacher Lisa Hill - Language Arts Teacher David Greenfield - Social Studies Teacher Rodney Hesterberg - Special Education Teacher	Colo-NESCO Middle/High School Colo-NESCO Middle/High School Colo-NESCO Middle/High School Colo-NESCO Middle/High School Colo-NESCO Middle/High School	kmatteson@colo-nesco.k12.ia.us bfrohwein@colo-nesco.k12.ia.us lhill@colo-nesco.k12.ia.us dgreenfield@colo-nesco.k12.ia.us rhesterberg@colo-nesco.k12.ia.us
<b>Work-based Learning Coordinator/Intermediary*:</b>	Beth Heller (starting in 2023-24)	Colo-NESCO CSD Director of School Improvement	bheller@colo-nesco.k12.ia.us

# **Summary of ICAP Activities**

**Complete MAP Annually (8th-12th graders):** Students complete the MAP to identify courses of interest at the high school level and potential postsecondary/workforce opportunities of interest. Students review their MAP results with the School Counselor and use the data to assist with course scheduling for the next school year and planning the upcoming College and Career Day.

**HS Course Orientation (8th graders):** The CN School Counselor meets with every 8th grade student in a classroom setting to review the Colo-NESCO HS Course Guide and discuss potential course pathways as outlined in the Course Guide. Students have the opportunity to request courses of interest and use their MAP results to assist in selecting courses

**CTE Career Exploration - Health, FCS, and Agriculture (8th graders):** Students explore a plethora of potential career opportunities of interest during each of the three 8th grade exploratories: Health, FCS, and Agriculture. Students complete an interest inventory to assist in searching for career opportunities and their MAP results.

**CTE Career Exploration - Health, FCS, Agriculture, and Business (9th-12th graders):** In each CTE strand/course, students complete a deep dive into potential careers aligned to the course.

**CTE Course Career Tours - Health, FCS, Agriculture, and Business (9th-12th graders):** In each CTE strand/course, students participate in tours of local business/facilities to see first-hand the day-to-day work environment associated with each profession.

**CTE Course Guest Speakers - Health, FCS, Agriculture, and Business (9th-12th graders):** In each CTE strand/course, guest speakers from local businesses meet with students to provide insight on their profession, outline potential post-secondary educational requirements, and answer questions the students may have.

**Course Offering Orientation (9th-11th graders):** Colo-NESCO students participate in an orientation with the School Counselor outlining courses for the upcoming school year. Following the orientation, students meet with the School Counselor to outline their schedule for the following year.

- Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs

**1-on-1 Scheduling Meeting (9th-11th graders):** Every student meets with the School Counselor to finalize their schedule for the following year. Potential career interests are discussed to assist students in selecting courses that put them on a path to reach their future goals.

**College Fair (HS - every year):** Students participate in a college fair consisting of post-secondary educational opportunities from across Iowa and beyond. Students are encouraged to connect with colleges/universities that align with their interests as outlined in their MAP results. Students meet with their School Counselor before the College Fair to outline schools of interest, so they have a plan before attending the College Fair.

**Career Fair (HS - every year):** Students participate in a career fair consisting of businesses and employers from Central Iowa and beyond. Students are encouraged to connect with businesses/employers that align with their interests as outlined in their MAP results. Students meet with their School Counselor before the Career Fair to outline businesses of interest, so they have a plan before attending the Career Fair.



**DMACC Career Academy Visit (10th and 11th graders):** The Colo-NESCO CSD offers all 10th and 11th graders the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest offered at DMACC based on their MAP results.

**Welding Registered Apprenticeship (11th and 12th graders):** Students may apply for the Nevada CSD Welding Apprenticeship program and if selected, complete a paid apprenticeship with a local partnering business.

**AG Mech Registered Apprenticeship (11th and 12th graders):** Students may apply for the Nevada CSD Ag Mech Apprenticeship program and if selected, complete a paid apprenticeship with local partnering business.

**Military Visits (10th-12th graders):** Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.

**Vocational Rehabilitation Outreach (HS Students):** Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.

**Post-Secondary Visits (HS Students):** Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.

**Career Interest Visits (11th and 12th graders):** Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.

**Build My Future (HS Students):** Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.

**Work-Based Learning Exposure (HS Students):** Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.

**Open Campus - Work Release (12th graders):** Students may apply for release time (up to 4 periods) during the school day to complete labor hours at a local business/company that aligns their MAP results - students do not receive credit for time/tasks completed.

**1-on-1 Planning Meeting w/School Counselor (11th and 12th graders):** Students in 11th grade (*start of 2nd Semester*) meet with the School Counselors to outline their Senior Year and review potential post-secondary education and workforce opportunities. They also discuss upcoming ACT opportunities, FAFSA, and potential college visits. Students in 12th grade (*end of 1st Semester*) meet with the School Counselors to review their Senior year and explore potential post-secondary education and workforce opportunities.

**FAFSA Informational Presentation:** Informational meeting for families that cover the following FAFSA topics:

- What is FAFSA?
- How to complete the FAFSA?
- Types of Financial Aid from the FAFSA
- FAFSA Resources

**Senior FAFSA Presentation:** Informational meeting for Senior families that cover the following

- What is FAFSA?
- How to complete the FAFSA?
- What information is needed to complete the FAFSA
- FAFSA Resources
- Types of Financial Aid from the FAFSA
- Submitting your FAFSA (deadlines)
- What happens after you submit your FAFSA

## **2: District Plan Statement Summary:**

The Colo-NESCO Community School District Plan is a road map for the implementation of integrating high-quality, high-value, and career-related experiences for our students. Our goal is to increase student engagement and align students' interests with potential career and post-secondary opportunities while also ensuring students are prepared to successfully translate into higher education, training programs, or directly into the workforce. We will work to build and maintain strong relationships with community partners and postsecondary institutions to increase high-quality career planning opportunities for our students through this process.

An essential component of our plan is to provide work-based learning opportunities for our students, which provide experiences that will make them better informed about potential careers of interest to them, better qualified to apply for those careers and ultimately allow them to demonstrate and apply knowledge and skills they learned while attending the Colo-NESCO Community School District. In order to do so, we have identified three goals for the upcoming school year based on feedback from our prior year's rubric score::

\*Goal #1: Continue to update our plan based on rubric feedback

\*Goal #2: Incorporate new meetings/presentations outlined in our plan

- FAFSA presentations
- Career Ready Reflection Meetings

Continued collaboration and ongoing communication with students, families, community members, and internal/external stakeholders will remain a focal point for our District. After reviewing MAP results with faculty members, administrators, and school counselors, students' MAP results are shared and signed by their parents/guardians and stored in their cumulative folder annually. Information meetings, which include initial FAFSA Meetings, Senior Student/Families FAFSA presentations, and Career Ready Reflection Meetings throughout the school year are provided for stakeholders. Finally, the District's Plan is presented and reviewed annually by the Colo-NESCO School Board.

Our District priority is to increase student achievement and engagement in all CTE areas by aligning students' interests with potential career and post-secondary opportunities while also ensuring students are prepared to successfully translate into higher education, training programs, or directly into the workforce. This is dependent on high-quality instruction, awareness, exposure, and planning that is individualized for each student. We will continue to work to build and

maintain strong relationships with community partners and postsecondary institutions to increase high-quality career planning opportunities for our students through this process. Our focus is to ensure that all students graduate from Colo-NESCO High School postsecondary and career-ready.

### **3: Prepare the student for successful completion of the core curriculum developed by the state board of education by the time the student graduates from high school.**

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

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

8th Grade	Activity/Experience to Support students 4-year plan portion of ICAP	Timeline	Staff Members included	Resources used including CIS
4-year plan is completed	<b>Complete MAP</b> Students complete the MAP and review their responses with the School Counselor after submitting. Discussions focused on developing their progression through HS and postsecondary/workforce opportunities of interest.	2nd Semester	MS/HS School Counselor	Chromebooks  My Academic Plan
Advisement of coursework supporting graduation	<b>HS Course Orientation</b> Students are provided an overview of HS courses and begin outlining courses of interest to consider when developing their 4-year plan/MAP.  <b>MAP Review</b> Following the completion of the MAP, students review their responses with the School Counselor. The discussion is focused on HS courses of interest and postsecondary or workforce opportunities of interest. MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.  <b>9th Grade Schedule Development</b> Following the completion of the MAP, students review their responses with the School Counselor and develop their schedule for their first year of HS, taking into consideration their MAP results.	2nd Semester   2nd Semester   2nd Semester	MS/HS School Counselor	<a href="#">HS Course Guide</a>  <a href="#">HS Class Options Presentation</a>  <a href="#">HS Master Schedule</a>  Chromebooks  My Academic 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.**

Grade	Activity/Experience to support review and update of 4-year plan portion of ICAP	Timeline	Staff Members Included	Resources used including CIS
9th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p>
10th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p>	<p>1st Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p>

	<p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p>	<p>1st Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>		<p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p>
11th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p>

	<b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP. Post-secondary options will be discussed, including financial aid supports and FAFSA.	2nd Semester		
12th	<b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.  <b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.  <b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to review their Senior year and explore in-depth potential post-secondary education, workforce opportunities, and review FAFSA requirements.	1st Semester    1st Semester    2nd Semester	HS School Counselor   HS Special Education Teachers	<a href="#">HS Course Guide</a> <a href="#">HS Class Options Presentation</a> <a href="#">HS Master Schedule</a> Chromebooks My Academic Plan Career/Postsecondary of Interests ( <i>as identified by the student</i> ) Information

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

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

Grade	Description and reflection of Work-Based Learning Experience(s)	Timeline	Staff Members Included	Resources used including CIS
9th	Work-Based Learning Exposure	1st/2nd Semester	HS Teachers	<a href="#">HS Course Guide</a>



	Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.			<a href="#">HS Class Options Presentation</a> <a href="#">HS Master Schedule</a> Chromebooks My Academic Plan <a href="#">Work-Based Learning Guest Speaker List</a>
10th	<b>Work-Based Learning Exposure</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.	1st/2nd Semester	HS Teachers	<a href="#">HS Course Guide</a> <a href="#">HS Class Options Presentation</a> <a href="#">HS Master Schedule</a> Chromebooks My Academic Plan <a href="#">Work-Based Learning Guest Speaker List</a>
11th	<b>Welding Registered Apprenticeship</b> Students may apply for the NCSD Welding Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.  <b>AG Mech Registered Apprenticeship</b> Students may apply for the NCSD AG Mech Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.  <b>Work-Based Learning Exposure</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.	1st/2nd Semester  1st/2nd Semester  1st/2nd Semester	HS School Counselors  HS Administrators  HS Teachers	<a href="#">HS Course Guide</a> <a href="#">HS Class Options Presentation</a> <a href="#">HS Master Schedule</a> Chromebooks My Academic Plan <a href="#">Work-Based Learning Guest Speaker List</a>  <a href="#">Welding Apprenticeship Playbook</a>  <a href="#">AG Apprenticeship Playbook</a>

12th	<p><b>Welding Registered Apprenticeship</b> Students may apply for the NCSD Welding Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>AG Mech Registered Apprenticeship</b> Students may apply for the NCSD AG Mech Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>Work-Based Learning Exposure</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Open Campus - Work Release</b> Students may apply for release time (up to 4 periods) during the school day to complete labor hours at a local business/company - students do not receive credit for time/tasks completed.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>	<p>HS School Counselors</p> <p>HS Administrators</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p> <p><a href="#">Welding Apprenticeship Playbook</a></p> <p><a href="#">AG Apprenticeship Playbook</a></p>
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## 5: Essential Components

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

Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results. Self-understanding can include but is not limited to interest inventories, work values assessments, personal values inventories, abilities strengths and skills assessments, career cluster assignment, learning styles inventories and noncognitive skill assessment.

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	<p><b>HS Course Orientation</b> Students are provided an overview of HS courses and begin outlining courses of interest to consider when developing their 4-year plan/MAP.</p> <p><b>Complete MAP</b> Students complete the MAP and review their responses with the School Counselor after submitting. Discussions focused on developing their progression through HS and postsecondary/workforce opportunities of interest.</p> <p><b>MAP Review</b> Following the completion of the MAP, students review their responses with the School Counselor. The discussion is focused on HS courses of interest and postsecondary or workforce opportunities of interest. MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>9th Grade Schedule Development</b> Following the completion of the MAP, students review their responses with the School Counselor and develop their schedule for their first year of HS, taking into consideration their MAP results.</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	MS/HS School Counselor	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p>



	<p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest survey.</p>	<p>2nd Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p> <p>1st/2nd Semester</p>		
10th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student’s MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>

	<p>support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an</p>	<p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p>		
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	<p>annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
11th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>

	<p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages,</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>1st Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p>		
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	<p>training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
12th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to review their Senior year and explore in-depth potential post-secondary education, workforce opportunities, and review FAFSA requirements.</p> <p><b>Career Fair</b></p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>



	<p>local business/company that aligns their MAP results - students do not receive credit for time/tasks completed.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		
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## Essential Components #2 Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)

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

Career information shall include, but is not limited to,

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

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	<p><b>HS Course Orientation</b> Students are provided an overview of HS courses and begin outlining courses of interest to consider when developing their 4-year plan/MAP.</p> <p><b>Complete MAP</b></p>	<p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p>	<b>MS/HS School Counselor</b>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>Students complete the MAP and review their responses with the School Counselor after submitting. Discussions focused on developing their progression through HS and postsecondary/workforce opportunities of interest.</p> <p><b>MAP Review</b> Following the completion of the MAP, students review their responses with the School Counselor. The discussion is focused on HS courses of interest and postsecondary or workforce opportunities of interest. MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Health Career Exploration</b> Students identify professions in the healthcare industry then consider health occupations and whether or not they could see themselves as a professional in the healthcare industry. Students will also learn about their own strengths, interests, and skills and how they might apply as a healthcare professional, while also examining state/national wage earnings, various job descriptions, and educational/training requirements.</p> <p><b>FCS Career Exploration</b> Students complete an interest inventory to help narrow down a career that could be of interest. Students then look at the top three careers and narrow the list down to one career, in one of the family and consumer sciences pathways: Apparel &amp; Textile Design/Merchandising, Dietetics, Education, Food &amp; Nutrition Sciences, Human Development &amp; Family Science, Hospitality, Interior Design, Nutrition &amp; Fitness, Communications, Consumer Economics &amp; Financial Planning. Students create a poster to share</p>	<p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>Offered each term (4) as an 8th grade exploratory</b></p> <p><b>Offered each term (4) as an 8th grade exploratory</b></p>		<p><b>Chromebooks</b></p> <p><b>My Academic Plan</b></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>their preferred career outlook, education/training, salary, typical wages, etc. Students share content in a career fair format, while also examining state/national wage earnings, various job descriptions, and educational/training requirements.</p> <p><b>Ag Career Exploration</b> Students complete an interest inventory related to careers in the Agriculture field and narrow their focus to three fields of interests. Students explore the skills necessary to be successful in each career path while also exploring educational needs and financial implications. Finally students reflect on their careers of interests and determine whether or not they want to explore a career in that field, while also examining state/national wage earnings, various job descriptions, and educational/training requirements.</p>	Offered each term (4) as an 8th grade exploratory		
9th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p>	<p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		
10th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b></p>	<p><b>1st Semester</b></p> <p><b>1st Semester</b></p>	<p><b>HS School Counselor</b></p> <p><b>HS Special Education Teachers</b></p> <p><b>HS Teachers</b></p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p><b>Chromebooks</b></p> <p><b>My Academic Plan</b></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities,</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>1st Semester</p> <p>1st/2nd Semester</p>		<p><b>Career/Postsecondary of Interests (as identified by the student) Information</b></p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
11th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student’s MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b></p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p>



Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>1st Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p>		<p><a href="#">Work-Based Learning Guest Speaker List</a></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
12th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b></p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to review their Senior year and explore in-depth potential post-secondary education, workforce opportunities, and review FAFSA requirements.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p>		<p><a href="#">Work-Based Learning Guest Speaker List</a></p>

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
	<p>class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Open Campus - Work Release (12th graders):</b> Students may apply for release time (up to 4 periods) during the school day to complete labor hours at a local business/company that aligns their MAP results - students do not receive credit for time/tasks completed.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		

### Essential Component #3: Career Exploration Experiences

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

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

- Job tours
- Career days or career fairs
- Work-based learning activities (outlined in Iowa Department of Education's Work-Based Learning Guide)
- Internships
- Pre-apprenticeships & apprenticeships

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	<p><b>HS Course Orientation</b> Students are provided an overview of HS courses and begin outlining courses of interest to consider when developing their 4-year plan/MAP.</p> <p><b>Complete MAP</b> Students complete the MAP and review their responses with the School Counselor after submitting. Discussions focused on developing their progression through HS and postsecondary/workforce opportunities of interest.</p> <p><b>MAP Review</b> Following the completion of the MAP, students review their responses with the School Counselor. The discussion is focused on HS courses of interest and postsecondary or workforce opportunities of interest. MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>9th Grade Schedule Development</b> Following the completion of the MAP, students review their responses with the School Counselor and develop their schedule for their first year of HS, taking into consideration their MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	MS/HS School Counselor	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p>
9-12th	<p><b>CTE Course Career Exploration</b> Students explore careers within each CTE strand/course based on student interest surveys::</p> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li>• <b>Office and Admin Technology:</b> Focus on technology based business operations such</li> </ul>	Courses within each CTE strand are offered as term blocked course (86 min each day for nine weeks) or as a semester period	<p>HS CTE Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p>

	<p>as hype videos, business/marketing videos, Royal TV, and social media platforms.</p> <ul style="list-style-type: none"> <li>• <b>Entrepreneurship:</b> Self-start opportunities and how to put a business together - business/marketing plans, website promotion, and client-business partnerships.</li> <li>• <b>Business Communication:</b> Relationship between business and technology with a focus of Management and Human Resources, Sales and Marketing, Business Services, Director of finance, Advertising, Public Relations</li> </ul> <p><b>Family and Consumer Science:</b></p> <ul style="list-style-type: none"> <li>• <b>Food and Nutrition:</b> Chef, Baker, Food Truck Entrepreneur, Dietitian</li> <li>• <b>Textiles and Clothing:</b> Fashion Designer, Seamstress, Entrepreneur</li> <li>• <b>Child Development:</b> Child Care Provider, Early Childhood Education</li> </ul> <p><b>CTE Course Career Tours</b> Students participate in tours of local businesses focused on careers within each CTE strand/course based on student interest surveys:</p> <p><b>Family and Consumer Science:</b></p> <ul style="list-style-type: none"> <li>• <b>Food and Nutrition:</b> Restaurant Tour (Niland's Cafe 2021)</li> </ul> <p><b>Agriculture:</b></p> <ul style="list-style-type: none"> <li>• <b>Ag Leadership:</b> Thomas Farms, Bloods Dairy farm, Kelber Horse Shoeing, Iowa State University</li> <li>• <b>Food Products and Processing:</b> Heartland Cooperative</li> </ul> <p><b>CTE Course Guest Speakers</b> Employees of local business serve as guest speakers within each CTE strand/course based on student interest surveys:</p>	<p><b>course (42 min each day for 18 weeks).</b></p> <p><b>Courses within each CTE strand are offered as term blocked courses (86 min each day for nine weeks) or as a semester period course (42 min each day for 18 weeks).</b></p> <p><b>Courses within each CTE strand are offered as term blocked courses (86 min each day for nine weeks) or as a semester period course (42 min each day for 18 weeks).</b></p>		<p><b>My Academic Plan</b></p> <p><b>Career/Postsecondary of Interests (as identified by the student) Information</b></p> <p><a href="#"><u>Work-Based Learning Guest Speaker List</u></a></p>
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	<p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p>	<p>2nd Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p> <p>1st/2nd Semester</p>		
10th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student’s MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>



	<p>courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>DMAcc Career Academy Visit</b> Students have the opportunity to visit the DMAcc Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an</p>	<p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p>		
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	<p>annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
11th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>

	<p>courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>1st Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p>		
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	<p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
12th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student’s MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to review</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p>





	<p>and begin outlining courses of interest to consider when developing their 4-year plan/MAP.</p> <p><b>Complete MAP</b> Students complete the MAP and review their responses with the School Counselor after submitting. Discussions focused on developing their progression through HS and postsecondary/workforce opportunities of interest.</p> <p><b>MAP Review</b> Following the completion of the MAP, students review their responses with the School Counselor. The discussion is focused on HS courses of interest and postsecondary or workforce opportunities of interest. MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>9th Grade Schedule Development</b> Following the completion of the MAP, students review their responses with the School Counselor and develop their schedule for their first year of HS, taking into consideration their MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>		<p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p>
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	<p>presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>1st/2nd Semester</p> <p>2nd Semester</p>		<p><a href="#">Speaker List</a></p>
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	<b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.	1st/2nd Semester		
10th	<p><b>Complete MAP</b>  Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b>  MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b>  After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b>  Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b>  Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p>

	<p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p><b>2nd Semester</b></p> <p><b>1st Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		
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11th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with</p>	<p><b>1st Semester</b></p> <p><b>1st Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p>	<p><b>HS School Counselor</b></p> <p><b>HS Special Education Teachers</b></p> <p><b>HS Teachers</b></p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p><b>Chromebooks</b></p> <p><b>My Academic Plan</b></p> <p><b>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</b></p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p> <p><a href="#">Welding Apprenticeship Playbook</a></p> <p><a href="#">AG Apprenticeship Playbook</a></p>
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	<p>their results.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p> <p><b>Welding Registered Apprenticeship</b> Students may apply for the NCSD Welding Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>AG Mech Registered Apprenticeship</b> Students may apply for the NCSD AG Mech Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p>	<p><b>1st Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		
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	<p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
12th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to review their Senior year and explore in-depth potential post-secondary education, workforce opportunities, and review FAFSA requirements.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p> <p><a href="#">Welding Apprenticeship Playbook</a></p> <p><a href="#">AG Apprenticeship Playbook</a></p>

	<p>attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>Welding Registered Apprenticeship</b> Students may apply for the NCSD Welding Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>AG Mech Registered Apprenticeship</b> Students may apply for the NCSD AG Mech Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Open Campus - Work Release (12th graders):</b> Students may apply for release time (up to 4 periods) during the school day to complete labor hours at a local business/company that aligns their MAP results</p>	<p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		
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- Completion of required college or university admission or placement examinations
- Completion of relevant entrance applications and documents
- Job applications, résumés, and cover letters
- Completion of financial aid and scholarship applications
- Review and comparison of award letters
- Completion requirements for different postsecondary options, such as annual financial aid requirements, the role of remedial courses, course-of-study requirements, and the role of the academic advisory.

Grade	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	<p><b>HS Course Orientation</b> Students are provided an overview of HS courses and begin outlining courses of interest to consider when developing their 4-year plan/MAP.</p> <p><b>Complete MAP</b> Students complete the MAP and review their responses with the School Counselor after submitting. Discussions focused on developing their progression through HS and postsecondary/workforce opportunities of interest.</p> <p><b>MAP Review</b> Following the completion of the MAP, students review their responses with the School Counselor. The discussion is focused on HS courses of interest and postsecondary or workforce opportunities of interest. MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>9th Grade Schedule Development</b> Following the completion of the MAP, students review their responses with the School Counselor and develop their schedule for their first year of HS, taking into consideration their MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p>	<p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	MS/HS School Counselor	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p>







	<b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.	2nd Semester		
	<b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.	2nd Semester		
	<b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.	2nd Semester		
	<b>DMAcc Career Academy Visit</b> Students have the opportunity to visit the DMAcc Career Academy and explore post-secondary programs and majors of interest based on their MAP results.	1st Semester		
	<b>Career Ready Reflection Meeting</b> 10th grade students will meet with the School Counselor to review their current MAP, reflect on experience that took place over the past year, update their MAP as needed, and provide an overview of upcoming Career/Post Secondary events/opportunities (College/Career Fair, FAFSA Meeting, Course Orientation, College/Business Visits, etc)	1st Semester		
	<b>FAFSA Informational Presentation</b> Informational meeting for families that cover the following:	2nd Semester		

	<ul style="list-style-type: none"> <li>• What is FAFSA?</li> <li>• How to complete the FAFSA?</li> <li>• Types of Financial Aid from the FAFSA</li> <li>• FAFSA Resources</li> </ul> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend “Build My Future”, which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p> <p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p>		
11th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student’s MAP results.</p>	<b>1st Semester</b>	<p><b>HS School Counselor</b></p> <p><b>HS Special Education Teachers</b></p> <p><b>HS Teachers</b></p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p><b>Chromebooks</b></p>

	<p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>Course Offering Orientation</b> After reviewing their personal MAP planning document, students take part in a course orientation presentation led by the School Counselor, outlining courses for the upcoming school year. Additional support is provided to students and families with IEP's to ensure that the development of their 4-year plan and MAP coincides with their Living, Learning, and Working plans as identified in their IEPs</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to outline their schedule for the upcoming school year and review potential post-secondary education and workforce opportunities as outlined in their MAP.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>DMACC Career Academy Visit</b> Students have the opportunity to visit the DMACC Career Academy and explore post-secondary programs and majors of interest based on their MAP results.</p>	<p><b>1st Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st Semester</b></p> <p><b>1st/2nd Semester</b></p>		<p><b>My Academic Plan</b></p> <p><b>Career/Postsecondary of Interests (as identified by the student) Information</b></p> <p><a href="#"><u>Work-Based Learning Guest Speaker List</u></a></p> <p><a href="#"><u>Welding Apprenticeship Playbook</u></a></p> <p><a href="#"><u>AG Apprenticeship Playbook</u></a></p>
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	<p><b>Welding Registered Apprenticeship</b> Students may apply for the NCSD Welding Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>AG Mech Registered Apprenticeship</b> Students may apply for the NCSD AG Mech Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>Career Ready Reflection Meeting</b> 11th grade students will meet with the School Counselor to review their current MAP, reflect on experience that took place over the past year, update their MAP as needed, and provide an overview of upcoming Career/Post Secondary events/opportunities (College/Career Fair, FAFSA Meeting, Course Orientation, College/Business Visits, etc)</p> <p><b>FAFSA Informational Presentation</b> Informational meeting for families that cover the following:</p> <ul style="list-style-type: none"> <li>• What is FAFSA?</li> <li>• How to complete the FAFSA?</li> <li>• Types of Financial Aid from the FAFSA</li> <li>• FAFSA Resources</li> </ul> <p><b>Post-Secondary Visits (HS Students):</b> Students can take part in small group visits (with a School Counselor) to various colleges, universities, community colleges, etc based off of their MAP results.</p> <p><b>Build My Future (HS Students):</b> Students have the opportunity to attend "Build My Future", which is an annual event held at the State Fair grounds each Spring, and focuses on skill trade opportunities. At this event, students learn about skills, wages, training, and post-secondary pathways while also taking part in hands-on learning opportunities.</p>	<p><b>1st/2nd Semester</b></p> <p><b>1st Semester</b></p> <p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>2nd Semester</b></p>		
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	<p><b>Work-Based Learning Exposure (HS Students):</b> Teachers are required to bring in guest-speakers per class, per semester based on their content area and student interest surveys.</p> <p><b>Career Interest Visits (11th and 12th graders):</b> Students can take part in small group visits (with a School Counselor) to various workplace/business based off of their MAP results.</p> <p><b>Military Visits</b> Members of various military branches make frequent visits to the High School to meet who have expressed an interest in joining the military.</p> <p><b>Vocational Rehabilitation Outreach</b> Students with physical, mental, intellectual, emotional, and learning disabilities are able to identify their strengths and abilities to find success in the world of work by meeting with local Vocational Rehabilitation providers.</p>	<p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p> <p>1st/2nd Semester</p>		
12th	<p><b>Complete MAP</b> Students complete/update the MAP and review their responses with the School Counselor after submitting. Discussions are focused on developing their current HS schedule and making adjustments to align with postsecondary/workforce opportunities of interest as identified within the student's MAP results.</p> <p><b>Parent/Guardian Signature</b> MAP plans are electronically signed by a parent/guardian and remain in their SIS profile.</p> <p><b>1-on-1 Planning Meeting w/School Counselor</b> Students meet with the School Counselor to review their Senior year and explore in-depth potential post-secondary education, workforce opportunities, and review FAFSA requirements.</p> <p><b>Career Fair</b> Students participate in a career fair comprised of businesses and employers from Central Iowa and beyond. Prior to attending, students will review their</p>	<p>1st Semester</p> <p>1st Semester</p> <p>2nd Semester</p> <p>2nd Semester</p>	<p>HS School Counselor</p> <p>HS Special Education Teachers</p> <p>HS Teachers</p>	<p><a href="#">HS Course Guide</a></p> <p><a href="#">HS Class Options Presentation</a></p> <p><a href="#">HS Master Schedule</a></p> <p>Chromebooks</p> <p>My Academic Plan</p> <p>Career/Postsecondary of Interests (<i>as identified by the student</i>) Information</p> <p><a href="#">Work-Based Learning Guest Speaker List</a></p> <p><a href="#">Welding Apprenticeship Playbook</a></p> <p><a href="#">AG Apprenticeship Playbook</a></p>

	<p>MAP results, so they can better connect with businesses/employers that align with their results. At the conclusion of the career fair - students have the opportunity to update their MAP Planning document if interests have changed.</p> <p><b>College Fair</b> Students participate in a college fair comprised of post-secondary educational opportunities. Prior to attending, students will review their MAP results, so they can better connect with colleges that align with their results.</p> <p><b>Welding Registered Apprenticeship</b> Students may apply for the NCSD Welding Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>AG Mech Registered Apprenticeship</b> Students may apply for the NCSD AG Mech Apprenticeship program and if selected, may complete an apprenticeship with local partnering business.</p> <p><b>Career Ready Reflection Meeting</b> 12th grade students will meet with the School Counselor to review their current MAP, reflect on experience that took place over the past year, update their MAP as needed, and provide an overview of upcoming Career/Post Secondary events/opportunities (College/Career Fair, FAFSA Meeting, Course Orientation, College/Business Visits, etc)</p> <p><b>Senior FAFSA Presentation</b> Informational meeting for Senior families that cover the following</p> <ul style="list-style-type: none"> <li>• What is FAFSA?</li> <li>• How to complete the FAFSA?</li> <li>• What information is needed to complete the FAFSA</li> </ul>	<p><b>2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st/2nd Semester</b></p> <p><b>1st Semester</b></p> <p><b>Fall</b></p>		
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	world of work by meeting with local Vocational Rehabilitation providers.			
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## **6. FAFSA Advisement: Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)**

Considerations for this section:

- Process for completion
- Reasons for completion
- Connections to financial aid including scholarships & all connections to state and federal aid
- Terms connected to FAFSA process
- FAFSA verification and other FAFSA complications
- State-wide resources for student and family support of FAFSA completion
- Parent/guardian engagement

Grade	Activity/Experience to support FAFSA Advisement	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
10th Grade	<b>Career Ready Reflection Meeting</b> 10th grade students will meet with the School Counselor to review their current MAP, reflect on experience that took place over the past year, update their MAP as needed, and provide an overview of upcoming Career/Post Secondary events/opportunities (College/Career Fair, FAFSA Meeting, Course Orientation, College/Business Visits, etc)	1st Semester	<b>HS School Counselor:</b> Meet with students in a small group setting to cover the topics outlined in the meeting description.	<b>HS School Counselor Presentation</b>  <b>FAFSA Information Presentation</b>  <b>Chromebooks</b>  <b>My Academic Plan</b>
	<b>FAFSA Informational Presentation</b> Informational meeting for families that cover the following:	2nd Semester	<b>HS School Counselor:</b> Meet with students and families in a small group	

	<ul style="list-style-type: none"> <li>• What is FAFSA?</li> <li>• How to complete the FAFSA?</li> <li>• Types of Financial Aid from the FAFSA</li> <li>• FAFSA Resources</li> </ul> <p><b>1-on-1 Scheduling Meetings</b> Students meet with the HS Administrators or School Counselor to create their schedule for the following year taking into consideration areas of interest as outlined in their MAP. Post-secondary options will be discussed, including financial aid supports and FAFSA.</p>	<b>2nd Semester</b>	<p>setting during the week of conference to provide an overview of FAFSA.</p> <p><b>HS Administrators/School Counselor:</b> Meet with students in a 1-on-1 setting to cover the topics outlined in the meeting description.</p>	
<b>11th Grade</b>	<p><b>Career Ready Reflection Meeting</b> 11th grade students will meet with the School Counselor to review their current MAP, reflect on experience that took place over the past year, update their MAP as needed, and provide an overview of upcoming Career/Post Secondary events/opportunities (College/Career Fair, FAFSA Meeting, Course Orientation, College/Business Visits, etc)</p> <p><b>FAFSA Informational Presentation</b> Informational meeting for families that cover the following:</p> <ul style="list-style-type: none"> <li>• What is FAFSA?</li> <li>• How to complete the FAFSA?</li> <li>• Types of Financial Aid from the FAFSA</li> <li>• FAFSA Resources</li> </ul> <p><b>1-on-1 Scheduling Meetings</b> Students meet with the HS Administrators or School Counselor to create their schedule for the following year taking into consideration areas of interest as outlined in their MAP. Post-secondary options will be discussed, including financial aid supports and FAFSA.</p>	<p><b>1st Semester</b></p> <p><b>2nd Semester</b></p> <p><b>2nd Semester</b></p>	<p><b>HS School Counselor:</b> Meet with students in a small group setting to cover the topics outlined in the meeting description.</p> <p><b>HS School Counselor:</b> Meet with students and families in a small group setting during the week of conference to provide an overview of FAFSA.</p> <p><b>HS Administrators/School Counselor:</b> Meet with students in a 1-on-1 setting to cover the topics outlined in the meeting description.</p>	<p><b>HS School Counselor Presentation</b></p> <p><b>FAFSA Information Presentation</b></p> <p><b>Chromebooks</b></p> <p><b>My Academic Plan</b></p>
<b>12th Grade</b>	<p><b>Career Ready Reflection Meeting</b> 12th grade students will meet with the School Counselor to review their current MAP, reflect on experience that took place over the past year,</p>	<b>1st Semester</b>	<p><b>HS School Counselor:</b> Meet with students in a small group setting to cover the topics outlined in</p>	<p><b>HS School Counselor Presentation</b></p> <p><b>FAFSA Information Presentation</b></p>



## **7. District plan integration**

The Colo-NESCO Community School District is committed to implementing best practices in career guidance for all learners by ensuring high-quality instruction, curriculum, and activities are present within all career ready programs. When considering external organizations' assistance, only those with a proven track record of offering high-quality career planning opportunities will be considered. Our faculty, staff, administrators, CTE instructors, and school counselors will stay current with practices by utilizing the following resources of assistance and professional organizations *(as outlined by the Iowa Department of Education)*:

- [Iowa Intermediary Network](#)
- [Connections Lab](#)
- [Future Ready Iowa](#)
- [Iowa Clearinghouse for Work-Based Learning](#)
- [Colorado Postsecondary and Workforce Readiness \(PWR\) Playbook](#)
- [Nebraska Career Development](#)
- [Transfer in Iowa](#)
- [Coalition for Career Development State Resources](#)
- [Iowa School Counselor Association \(ISCA\)](#)
- [American School Counselor Association \(ASCA\)](#)
- [Iowa Association for Career and Technical Education \(IACTE\)](#)
- [Association for Career and Technical Education \(ACTE\)](#)

Our CTE teachers will continue to attend local, statewide, and national conferences to remain current on highly effective teaching strategies. Our District Team will meet annually to assess local, regional, state, and national occupational data and make changes to the District Plan as needed based on rubric feedback and program opportunity additions available for students and parents/families. Throughout that process, data from the previous school year will be examined to address gaps that are present within the District's plan, which includes MAP completion requirements (5 components), CTE concentrators, participation numbers in various courses/programs (ie: apprenticeships, college visits, career fairs, etc) attendees of FAFSA presentations, and the pathway trends of Colo-NESCO High School graduates.

