

District School [Name and Number]: **Centerville Community School District (1071)**

Career Information System [281--49.6\(279\)](#):

District Plan [Physical Location]: **Administration Building (Curriculum Director's Office)/Web Page**

Annual Plan Review [District Team] dates 2016-2017 [281--49.5\(3\)\(b\)\(2\)\(2\)](#): **April 2017**

Annual schedule of consultation and regional representatives 281--49.1(279): **March 2017**

Annual Review to Board of Directors (School Board) 281—49.1(279): **April 2017**

Annual review with student and parent/guardian 281—49.3(2): **March 2017**

Summary of Activities for ICAP 281—49.1(279) Essential Components, 281—49.3(1), 281—49.4(1)

Essential Component #1: [Self-understanding \(assessments, inventories, reflections\) 281—49.4\(1\)\(279\)](#)

1. Briefly describe when the ICAP self-understanding process will be completed for each grade level 281--49.3(1)(d)
 - **The ICAP self-understanding process will be completed for each grade level by the end of each school year, with most activities taking place before April of each year.**
2. Briefly describe **how** planned and coordinated [self-understanding](#) activities will integrate essential components into classroom instruction and other facets of the school district's educational program 281—49.5(b)(2)(3).
 - **8th grade students will complete the career assessment (KCIA) in Navigator in their Skills for Living class (Paula Gray, FCS Teacher) before attending their 9th grade orientation day in March. This activity will give each student the information needed to help plan their four year high school schedule. By using the Navigator program, students will be able to choose classes suited to their matched career field. Evidence will be provided through student reflection using the Note Taker tool in Navigator.**
 - **9th grade students will complete the skills confidence assessment (KSCA) in Navigator in their science class (Joy Jones, science teacher) during the first quarter. Students will use the skills assessment to help them explore suggested career clusters and pathways, occupations and education plans. Evidence will be provided through student reflection using the Note Taker tool in Navigator.**
 - **10th grade students will again complete the career assessment (KCIA) in Navigator in their English 10 (Camie Hill, English teacher) classrooms. Using the results from this career inventory, students will complete a 10-page job profile of any job in which the student matched. This job profile will take approximately nine weeks (3rd Quarter) to complete and will include the job title, education, prospects, income, and growth/decline information. The profile will be written using MLA format with a title page and sources. This profile will be graded by using grade 10 language arts and writing standards outlined by the Iowa Common Core and will be graded by the English 10 teacher, Camie Hill. Evidence will be provided through completed profiles and student reflection using the Note Taker tool in Navigator.**
 - **11th grade students will complete the work values assessment (SWVI-r) in Navigator in their English 11 (Carissa Marshall, English teacher) classrooms. This assessment will be completed by the end of the first quarter. Student will use the information from the assessment to research educational programs or occupations which will allow the students to utilize their personal workplace values. Evidence will be provided through student reflection using the Note Taker tool in Navigator.**
 - **12th grade students will access their Navigator profiles to update any new information and complete any unfinished tasks. Using the updated career information, student will explore career and college options by either choosing a college to visit and/or setting up a job shadow in a chosen field. Evidence will be provided through student reflection using the Note Taker tool in Navigator.**

3. Briefly describe **how** the self-understanding process integrates with the CSIP/differentiated accountability and the counseling program. 281—49.5(b)(2)(2).
 - **The District ICAP will be submitted each year as part of the CASA report and Desk Audit for the Differentiated Accountability System.**
 - **The Junior High and High School Master schedules and course guides will be submitted through the Desk Audit annually in September.**
4. Briefly explain how CIS inventories:
 - a. Promote self-understanding at each grade level; and,
 - **Kuder Navigator® (Navigator) is an academic and career development tool designed to support students in grades 6 through 12 as they build a solid foundation of college and career readiness while working toward high school graduation. Navigator uses a series of grade- and age-appropriate action steps that are setup to optimize students’ experiences in gaining self-understanding and career exploration and planning.**
 - b. How teachers and counselors use the CIS inventories to promote student centered progression.
 - **Along with the student’s four-year plan, course request, and transcript the school counselor will also provide the student and teacher an assessment overview of their Career Interest Inventory. This will take place annually prior to the start of the next school year (2nd Semester) for course planning.**

Essential Components #2 Career Information - Understanding the World of Work 281—49.4(279)

1. Briefly describe **when** the ICAP career information and world of work process will be completed for each grade level 281—49.3(1)(d).
 - **The ICAP career information and world of work process will be completed by 8th graders before their 9th grade orientation night in March of each year. 8th grade tasks include: assess skills related to work by taking the KCIA, learning how interests and skills compare to each other, selecting three pathways of occupations as favorites, complete a job shadowing experience or interview someone in a career field of interest, make a tentative choice about plans after high school. and completing a four-year graduation plan.**
 - **The ICAP career information and world of work process will be completed by 9th graders by the end of the first quarter. 9th grade tasks include: retaking or reviewing the results of KSCA, explore occupations in the top five career pathways, add volunteer eProfile and/or resume, select a career pathway. review options after high school and update four-year graduation plan.**
 - **The ICAP career information and world of work process will be completed by 10th graders at the end of the 3rd quarter. 10th grade tasks include: taking, retaking, or reviewing results of the KCIA, explore occupations in your top five career pathways, and gain work experience and add it to eProfile and/or resume, estimate college costs, review occupational demands update four-year graduation plan.**
 - **The ICAP career information and world of work process will be completed by 11th graders by the end of the first quarter. 11th grade tasks include: take, retake, or review results of SWVI-r, if going for further schooling after high school, select possible schools and add them as favorites, find out which admission test, if any, is preferred by the schools selected, update graduation plan, gain work experience and add it to eProfile and/or resume, visit a college campus and workplace aligned to career interests, search for scholarships, and verify if on track to graduate on time**
 - **The 12th grade ICAP career information and world of work process will be completed by 12th graders by the end of the their senior year. 12th grade tasks include:if going for further schooling after high school, narrow list to no more than three schools, attend FAFSA informational meeting and/or file the FAFSA, gain work experience and add it to eProfile and/or resume, participate in a work and learn experience, if you are planning to go to work, find job openings, and verify if on track to graduate on time.**

2. Briefly describe **how** planned and coordinated career information and world of work activities will integrate essential components into classroom instruction and other

facets of the school district’s educational program 281—49.5(a)(1). 281—49.5(b)(2).

- **Components of career information and world of work are integrated into classroom instruction with guest speakers, CTE classes and assignments which contain components of career exploration related to the class content.**
 - **To promote student-centered progression, teachers and counselors area able to access 25 lessons within ADMS, allowing them to the subject matter areas to occupations and their daily work tasks, provide career exploration activities, and align career development activities core school subjects (English, Math, Social Studies, Science, etc.) lesson plans available through ADMS help teachers incorporate career planning into everyday instruction while helping students gain a better understanding of the system, their career options, and connections between their school work and world of work.**
3. Briefly describe **how** the career information and world of work process integrates with the CSP/differentiated accountability and the counseling program 281—49.5(a)(2).
 - **The District ICAP will be submitted each year as part of the CASA report and Desk Audit for the Differentiated Accountability System.**
 - **The Junior High and High School Master schedules and course guides will be submitted through the Desk Audit annually in September.**
 4. Briefly explain how CIS inventories:
 - c. Promote career exploration of career information and the world of work at each grade level; and,
 - **Navigator is an academic and career development tool designed to continuously support students in grades 6 through 12 as they build a solid foundation of college and career readiness while working toward high school graduation. Guided by a career planning timeline, My Next Steps, Navigator allows students to learn about themselves, plan for education or careers, and prepare for life after high school, and directly aligns with and supports the five essential components established within administrative rules 281-49.4(279).**
 - d. How teachers and counselors use the CIS inventories to promote student centered progression.
 - **The School Counselor will use the inventories to promote their interest by advising them toward academic classes that will build their knowledge and skills in that field. Teachers will use the inventories to promote the students interests as motivation in their individual content areas.**

Essential Component #3: Career Exploration Experiences 281—49.4(279)

1. Briefly describe **when** the ICAP career exploration experiences will be completed for each grade level 281—49.3(1) (d). 281—49.4(3).
 - **The ICAP career exploration experiences will be completed for 8th grade students before their 9th grade orientation day in March.**
 - **The ICAP career exploration experiences will be completed for 9th grade students by the end of the year.**
 - **The ICAP career exploration experiences will be completed for 10th grade students by the end of the year.**
 - **The ICAP career exploration experiences will be completed for 11th grade students by the end of the year.**
 - **The ICAP career exploration experiences will be completed for 12th grade students by the end of the second quarter.**
2. Briefly describe **how** planned and coordinated career exploration experiences will integrate essential components into classroom instruction and other facets of the school district’s educational program 281—49.5(b)(2)(3).
 - **8th grade students will attend the annual career day at Indian Hills Community College in Ottumwa, Iowa. Before leaving for IHCC, using homeroom**

time, students will use a KWL chart to express what they already know about the careers in the sessions they have chosen. They will also list any information they would like to know. At the end of the day, after returning to homeroom, students will complete the KWL chart by expressing what they learned from their individual career sessions. Students will use the information from their KWL charts and Navigator occupational information, to explore each of the three careers further in their 8th grade FCS classes. Using information gained from their KWL chart and IHCC career day, students will complete a 10 slide presentation, focusing on one of the careers. Students will also be required to interview one person in their chosen career interest field. This information will be presented in written format.

- 9th grade students will complete one of the lessons provided by Navigator. Students will complete this lesson in their 9th grade science class (Joy Jones). This lesson will allow 9th graders to explore occupations in science and compare occupations and salaries. Students will post what they learn about science occupations using the Note Taking tool in Navigator.
 - 10th grade students will complete a job profile in their English 10 class. This profile will focus specifically on one of the top three careers from their interest inventory (Navigator). Students will have nine weeks (3rd Quarter) to complete the profile, which will include: job title, education, prospects, income, growth/decline information, as well as other pertinent information. Along with the profile, students will use Navigator to create a resume to be saved in their student file. 10th grade students will also attend the sophomore career day at Indian Hills Community College in Ottumwa in the fall of the year. They will use their inventory results to select three career sessions to attend and use that information to reflect on their three options using the Note Taking tool in Navigator.
 - 11th grade students will relate their work values to their future occupation and lifestyle. Using the results of their (SWVI-r) work values assessment, students in English 11 (Carissa Marshall) will research occupations suited to their top three work values. They will present this information in a five-paragraph essay on how their work values will impact the following aspects of their adult life: family, friendships, travel, free time, and hobbies.
 - Each spring Centerville High School will host a career/college fair for 9th-12th grade students. Students will be required to attend the fair and obtain information about at least three college and/or careers. Students will be asked to reflect using the Note Taking tool in Navigator.
3. Briefly describe **how** the career exploration experiences integrate with the CSIP/differentiated accountability and the counseling program 281—49.5(a)(2).
- **The District ICAP will be submitted each year as part of the CASA report and Desk Audit for the Differentiated Accountability System. The Junior High and High School Master schedules and course guides will be submitted through the Desk Audit annually in September.**
4. Briefly explain how CIS inventories:
- e. Promote career exploration experiences at each grade level; and,
- **Kuder Navigator® (Navigator) is an academic and career development tool designed to support students in grades 6 through 12 as they build a solid foundation of college and career readiness while working toward high school graduation. Navigator uses a series of grade- and age-appropriate action steps that are set-up to optimize students’ experiences in gaining self-understanding and career exploration and planning. Guided by a career planning timeline, My Next Steps, Navigator allows students to learn about themselves, plan for education or careers, and prepare for life after high school, and directly aligns with and supports the five essential components established within administrative rules 281-49.4(279). Kuder currently updates occupational information as soon as it is released by the U.S. Department of Labor, Kuder can also integrate with additional sources in order to include localized information, if necessary. Kuder continuously monitors sources for their integrated databases of information such as the Occupational Information Network (O*NET). When new development databases and/or supplemental data files are released, which is generally on a semiannual or annual basis, it is updated and released within a week of the data releases. Additionally, Kuder has the capability to integrate, such as through an API, with additional sources of career and labor market information and state systems.**

- f. How teachers and counselors use the CIS inventories to promote student centered progressions
- **The School Counselor will use the inventories to promote their interest by advising them toward academic classes that will build their knowledge and skills in that field. Teachers will use the inventories to promote the students interests as motivation in their individual content areas.**

Essential Component #4: Postsecondary Exploration 281—49.4(279)

1. Briefly describe **when** the ICAP postsecondary and training exploration experiences will be completed for each grade level 281—49.3(1)(d). 281—49.4(4).
 - **The ICAP career exploration experiences will be completed for 8th grade students before their 9th grade orientation day in March.**
 - **The ICAP career exploration experiences will be completed for 9th grade students by the end of the year.**
 - **The ICAP career exploration experiences will be completed for 10th grade students by the end of the year.**
 - **The ICAP career exploration experiences will be completed for 11th grade students by the end of the year.**
 - **The ICAP career exploration experiences will be completed for 12th grade students by the end of the second quarter.**
2. Briefly describe **how** planned and coordinated postsecondary and training exploration experiences will integrate essential components into classroom instruction and other facets of the school district’s educational program 281—49.5(b)(2)(3).
 - **9th - 12th grades will attend a college/career fair in the spring. All classes will attend at least three informational sessions about their college and/or career choice.**
 - **Sophomores will complete the Indian Hills Career Day. All sophomores will be required to attend. Information gained from career sessions will be entered into their Navigator student files.**
 - **Juniors and seniors will be required to take at least one college visit and complete at least one job shadow either their junior or senior year of high school.**
 - **Seniors and parents will attend a FAFSA informational meeting to get help with and have any questions answered about filing their FAFSA for the following year.**
 - **As mentioned previously, Navigator is backed by the ADMS, a multi-level administrative component that includes 25 recommended lesson plans for core school subjects designed to help teachers by supplying activities that encourage students to interact in Navigator within the framework of the course. Each lesson plan comes with a guide for teachers as well as a student worksheet. This will help integrate components into classroom instruction.**
3. Briefly describe **how** postsecondary and training exploration experiences integrate with the CSIP/differentiated accountability and the counseling program

281—49.5(a)(2).

- **The District ICAP will be submitted each year as part of the CASA report and Desk Audit for the Differentiated Accountability System. The Junior High and High School Master schedules and course guides will be submitted through the Desk Audit annually in September.**
4. Briefly explain how CIS inventories:
- g. Promote postsecondary and training exploration experiences at each grade level; and,
 - **Within the *Plan for Education* tab in Navigator and Journey, students select *Find Schools* to search for postsecondary institutions. Information about schools is supplied to Kuder by the National Center for Educational Statistics and is updated annually. Students in Iowa can easily view national or state-specific information by using the filters included as part of the search tool. The database contains over 7,000 schools, including national and Iowa-specific trade, occupational, technical, two-year, four-year, graduate, and professional institutions, all seamlessly integrated from the Integrated Postsecondary Education Data System (IPEDS), established as the core postsecondary education data collection program for the National Center for Educational Statistics (NCES). This organization collects data from all U.S. State, Commonwealth, and Territory postsecondary schools that are accredited and approved to provide government-sponsored financial aid to students by requesting that these schools update or complete a questionnaire sent to them annually. The system allows users to easily search for colleges and universities within the system through a comprehensive, highly detailed search feature. Kuder currently uses the 2010 Classification of Instructional Programs (CIP) for all United States listings and references for postsecondary majors and instructional programs. Our utilization of the 2010 CIP includes (but is not limited to) awards offered by postsecondary institutions and crosswalks to National clusters, National pathways, Holland codes, and O*NET occupations.**
 - **Additionally, Kuder’s postsecondary school exploration process will include new features so students can easily learn more about every college while getting an accurate picture of their cost of attendance. This process will reduce the burden on students and families by using advanced data models to predict net costs with less data input. The updated process will use the inputs from each student to develop a customized list of colleges that match the user’s academic achievements, campus preferences, and financial circumstances. Students will be able to discover information about the school with everything from details about the college’s admissions, campus activities, academic majors, and costs. They can also send inquiries to each college to start the recruitment process.**
 - h. How teachers and counselors use the CIS inventories to promote student centered progression.
 - **To promote student-centered progression, teachers and counselors are able to access 25 lessons within ADMS, allowing them to tie subject matter areas to occupations and their daily work tasks, provide career exploration activities, and align career development activities core school subjects (English, Math, Social Studies, Science, etc.) Lesson plans available through ADMS help teachers incorporate career planning into everyday instruction while helping students gain a better understanding of the system, their career options, and connections between their school work and world of work.**

1. Briefly describe **when** the ICAP career and postsecondary decision-making process will be completed for each grade level 281—49.3(1)(d). 281—49.4(5).
 - **The career and postsecondary decision-making process will be completed for each grade level by the end of the school year.**

2. Briefly describe **how** planned, coordinated, and relevant activities will integrate essential components into classroom instruction and other facets of the school district’s educational program to meet students’ career and postsecondary goals 281—49.5(b)(2)(3).
 - **Students will use Navigator resources when plan to seek higher education, vocational training, apprenticeships, internships, learning experiences, or military service.**

 - **To help students make decisions about life after high school, Navigator provides descriptions of all occupations contained in O*NET, developed by the U.S. Department of Labor, the Occupational Outlook Handbook, and the CareerInfoNet website (www.acinet.org). Occupational profile pages within the system provide users with a general description and a video, as well as a list of categories to gain more information about the career field. The categories include:**
 - **Employment outlook.**
 - **Interests, skills, and work values required for that occupation.**
 - **List of related occupations including military occupations.**
 - **Annual salary or hourly wage.**
 - **Typical education or training requirements, such as specific college majors, programs of study, vocational training, and degree levels.**
 - **Typical tasks and working conditions.**
 - **Online resources where users can find additional information.**

 - **Additionally, Navigator provides tools and activities to support students as they learn about financial aid, scholarships, and the financial impact of postsecondary options. Iowa’s students will use the *Scholarship Search* tool to view a list of scholarships and grants that meet their search criteria. Navigator’s scholarship and grant search is provided by Peterson’s, one of the largest databases of college scholarships available. Peterson’s database includes more than 5,500 programs offered by over 2,100 unique state, corporate, and private sponsors. Updates are applied at least once annually. Students can search thousands of scholarship and grant opportunities for which they are eligible by using criteria such as gender, citizenship, race, and special interests. Results can be saved into *My Favorites* for later access.**

 - **Students needing to apply for federal student aid by completing the Free Application for Federal Student Aid (FAFSA) can find information about the process, including links and contact information, within Navigator. The system provides students with context and meaning for some of the questions and tips on where they can find or gather that information. We also provide quick and easy access to college codes.**

- **Whether they plan to seek higher education, vocational training, apprenticeships, internships, learning experiences, or military service, Navigator has**

the resources needed for Iowa’s students to access these opportunities. Within the Plan for Education section of the system, students can explore postsecondary options from a database of over 7,000 schools, including national and Iowa-specific trade, occupational, technical, two-year, four-year, graduate, and professional institutions. The information is obtained from the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Educational Statistics (NCES).

- This organization collects data from all U.S. State, Commonwealth and Territory postsecondary schools that are accredited and approved to provide government-sponsored financial aid to students by requesting that these schools update or complete a questionnaire sent to them annually. Our utilization of the 2010 CIP includes (but is not limited to) awards offered by postsecondary institutions and crosswalks to clusters, pathways, Holland codes, and O*NET occupations. We update postsecondary institutional data on an annual basis.
 - As stated previously, Navigator includes detailed information about postsecondary schools, scholarships, financial aid, occupations, and more, including (where applicable) contact information so that students are able to speak directly with individuals who can help facilitate their academic and career exploration efforts. In instances when a student is working in Navigator and cannot find contact information, he or she can access Note Taker to document details to later share with a teacher or counselor who may be able to connect the student to someone who can help. Finally, administrators can send messages or post communications within Navigator about opportunities and include contact information for students to access.
3. Briefly describe **how** the career and postsecondary decision-making experiences integrate with the CSIP/differentiated accountability and the counseling program 281—49.5(a)(2).
- The District ICAP will be submitted each year as part of the CASA report and Desk Audit for the Differentiated Accountability System. The Junior High and High School Master schedules and course guides will be submitted through the Desk Audit annually in September.
4. Briefly explain how CIS inventories and/or activities:
- i. Promote career and postsecondary decision-making experiences at each grade level; and,
 - Navigator is an academic and career development tool designed to continuously support students in grades 6-12 as they build a solid foundation of college and career readiness while working toward high school graduation.
 - CIS inventories and activities ease transitions into high school and postsecondary education, and encourage active involvement of faculty, staff, and parents.
 - Navigator allows students to learn about themselves, plan for education or careers, and prepare for life after high school, and directly aligns and supports the five essential components established within administrative rules 281-49.4(279).
 - j. How teachers and counselors use the CIS inventories to promote student centered progression.
 - Teachers and counselors use the CIS inventories to allow students to gain self-understanding, explore occupations, plan for work, plan for education, and find a job.
 - Teachers will use the 25 free lesson plans included in the Navigator program to help integrate the inventories into the classroom setting.

Development (PD), Systems Support, & Engaging External Stakeholders

List team members (list all members e.g., list additional school counselors if more than one is assigned). List PD planned for the team and for individuals according to

their role:

Designation of District Team 281—49.5(1)(b)	Name (of assigned team member)	Collective/Team professional development	Individual professional development
Building Administrator (or designee)	Rhonda Raskie		
School Counselor	Ryan Hodges		Iowa School Counselors Association
CTE Teachers	Mark Whisler, Steve Benz, Tracie Valentine, Elizabeth Logsdon, Kim Mitchell, and Paula Gray	The CTE teachers will meet as a collaborative team during 1 hour early release days scheduled during the school year.	CTE teachers will attend their individual regional advisory committees annually. They will also attend individual conferences and training related to their field.
Teacher(s) (others)	Camie Hill, Joy Jones, Carissa Marshall, and Joan Mobley	Teachers will meet a minimum of 3 times per year with the CTE team	
Work-based Learning Coordinator (or similar)	Nathan Miller, IHCC		

District Plan and Systems Support: Describe timelines, for how the district team will fulfill the following, prior to June 30 or end of school year: 281-49.5(1)(b)(2)(1);

Required Tasks	Completion Date(s)	Team member(s) assigned
District Team Designation	January 4, 2017	Raskie, Hodges, Whisler, Benz, Valentine, Logsdon, Mitchell, Gray, Hill, Mobley
Date of District Plan Completion	April 12, 2017	Raskie, Hodges, Whisler, Benz, Valentine, Logsdon, Mitchell, Gray, Hill, Mobley
Date of CIS selection and CIS tool chosen	February 1, 2017 - Navigator (Kuder)	Hill, Hodges, Gray
Date of ICAP completion (all students in grades 8 – 12)		
Annual review (and, if necessary, revisions to the district plan) with school board (board of directors) as necessary: 281—49(1)(b)(2)(2)		
Systemic, school-wide activities that integrate essential components into classroom instruction and other facets of the educational program 281-49.5(1)(b)(2)(3).	Career Fair STEM Festival	Raskie, Hodges, Whisler, Benz, Valentine, Logsdon, Mitchell, Gray, Hill, Mobley

Engaging External Stakeholders: Provide a list of regional representatives consulted by the district team during the development and implementation of the district

plan 281-49.5(1)(b)(2)(4).

External Stakeholders (consulted by internal district team membership). Representatives from:	Name of representative & organization represented (add rows for additional representatives from any category).	Consultation Dates:	Stakeholder(s) labor and workforce (specific) needs in 2017 (regional and state).	Specific district plan activities that ensure activities are relevant and aligned with labor and workforce needs.
Employers/HR (state, local, regional)	Ryan Stober - Business Owner	April 19, 2017		
Iowa Workforce Development (local and regional labor force needs.				
Higher education (certificate, diploma, A.A. Degree, baccalaureate +)	Karen Swanson, IHCC Nathan Miller, IHCC	September 28, 2016 April 19, 2017		
Postsecondary training (apprenticeships)	Nichole Lohmann	March 15, 2017		

Parent signature (8th grade ICAP and curriculum file) and Parent engagement opportunities:

Briefly describe the opportunities planned to gather parent signatures on student individual Career and Academic Plans (recommended minimum of two “good faith “efforts). List all with dates 281—49.7(1)

1st: Parents will attend a parent/Student night when an overview of the plan will be given and the 4 year plan will be passed out. A date for returning them signed to the student advisers will be given at that time.

2nd Student advisers will followup with students and parents individual to make sure the 4 year plans are turned into the office.

Signature not received by parent/guardian – **note on 8th grade program of study and store POS in student curriculum file.** 281—49.7(1)

Briefly describe the opportunities and dates planned to engage parents in the process beyond the signature. Examples include student-led conferences, volunteer opportunities (i.e. mock interviews, lunch-and-learns, career fairs), parent information sessions, inclusion in career and postsecondary events.

1st: Parent information session (9th grade orientation) - Held March 27, 2017

2nd Career Fair (Spring, 2018)

At the district’s discretion, additional outcomes to be integrated into the career guidance system 281—49.5(1)(a)(3):

- In addition to those metrics required by statute, districts are encouraged to choose one measure of college and career readiness, based on stakeholder interest, and report outcomes for the chosen/selected metric, annually.
- Review [the Iowa College, Career, and Citizenship Readiness \(CCCR\) definition](#) and a list [of CCCR metrics](#) commonly measured in Iowa and other states on the department web site.
- Google Docs – for access to additional resources, email an access request to amy.vybiral@iowa.gov with the subject line, “Career Guidance Google Docs Access”

- District Plan template (Long Form) – Provides additional guidance, code citations, and examples for school districts. Email amy.vybiral@iowa.gov for Google Docs Access.