

# Steps in Developing the ICAP PLAN

Completed

1. **Form Planning Committee**.....
2. **Review ICAP Rules & CTE-Comprehensive Career Guidance Handbook**..... 
  - a. From what we've read and know - What do we want our ICAP to look like?
3. **Review District Policies/ Guidance Curriculum** ..... 
  - a. Compare to ICAP requirements
    - i. Review Graduation requirements
    - ii. Review grade level expectations
    - iii. Review developmentally appropriate activities
      1. Make both ii and iii requirements and/or recommendations
    - iv. Review IEP protocols
    - v. Review inclusion of CTE and the policies within
4. **Add/Change/Delete accordingly**..... 
  - a. What needs to be enhanced?
    - i. Consistent among multiple grade levels?
  - b. What needs to be removed?
  - c. What needs to be added?
  - d. What data aspects of the ICAP are preferred to be collected?
5. **How will this process look?**..... 
  - a. What grade level, developmentally appropriate activities can be/are being used?
    - i. How are the activities delivered?
    - ii. Are our procedures/activities aligned with ASCA National Model Standards?
  - b. What storage device is used for our ICAP?
    - i. Is our ICAP in paper form?
      1. Checklist
      2. Cumulative Folder
      3. Students' Personal Portfolio
    - ii. Is our ICAP in electronic form?
      1. CiC
      2. Other planning tool providers
  - c. What do we have to do to get the data we need?
6. **Create the Implementation Team** (*aka – taskforce, stakeholders, ICAP specialist etc...*) ..... 
  - a. Who will be involved?
  - b. What are their roles?
  - c. How often will they act on their roles?
  - d. How are they accountable?
7. **Establish Timeline**..... 
  - a. With a September 30, **2010** deadline:
    - i. Secure Board Approval
    - ii. Frequent/consistent Implementation Team meetings
    - iii. Insert Professional Development into PLAN
    - iv. Collect/Analyze data
8. **Evaluate ICAP plan**..... 
  - a. With a September 30, **2011** deadline for ACTUAL implementation:
    - i. Choose to pilot the implementation
    - ii. Revise the plan
    - iii. Review and analyze
    - iv. Perfect the plan
    - v. Promote the plan through comprehensive career guidance best practices

## Keys to WHAT all of this REALLY means?

1. **Planning Committee** = ICAP states that recommendations from School Counselors, Administrators, school personnel and Approved Post-Secondary Service Providers is required.
  - i. **Who are “Approved Post-Secondary Service Providers?”**
    1. Pre-Collegiate Groups (aka Trio, Gear Up, Denver Scholarship Foundation, Admission Counselors etc...)
  - ii. **Who are considered School Personnel?**
    1. Teachers, Career & Technical Educators, Librarians (IT specialists, Para-Professionals, Volunteers, Bus drivers, Janitors, Mental Health Specialists, Interns etc...)
    2. **BEST PRACTICES** = Counselor, Administrator, SpED, Teachers, CTE, Post-Secondary, Parent/Parent Liaison group
2. **ICAP Rules & CTE-Comprehensive Career Guidance Handbook** - Both documents will serve as guidance and offer background knowledge that can form a common language and foundation for the planning committee.
3. Current **District Policies** may ALREADY include ICAP requirements. If not, this is the time to insert them into the policies, which will be board approved and becomes best practices.
  - Policies to look at:
    - Graduation Requirements
    - Concurrent Enrollment
    - Counseling and Guidance
    - Any other ICAP impactful policies
  - Reviewing the policies will re-familiarize the team and creates a school culture shift in focusing on comprehensive career guidance and the relevancy created by the ICAP development process.
4. Here lies permission to ensure grade level developmentally appropriate tasks, activities, requirements and recommendations within district policy and counseling curriculum.
5. How your ICAP looks is up to you, your team and your student body. There is NO Required Look, only Required Elements!
  - a. Rules state:
    - i. ICAP to be **ACCESSIBLE** (to students & their parents/guardians)
    - ii. ICAP to be **AUTOMATED** – if possible
    - iii. ICAP to be **PORTABLE** (for transfer students and recent graduates)
    - iv. ICAP to **cover grades 9-12**
      1. Will include:
        - a. Goals based on academic and career courses, electives and service learning opportunities
        - b. Documentation of student’s efforts in:
          - i. Career Exploration with Written Postsecondary and workforce goal
          - ii. Academic Progress
          - iii. Sequence of Courses
          - iv. Relevant Assessment Scores
          - v. Contextual and Service Learning Plans
          - vi. College and/or alternative applications
          - vii. Postsecondary studies (concurrent enrollment)
          - viii. Record of financial aid progress
          - ix. Other...
        - c. Aligned to district programs of instruction
        - d. Related to Post-Secondary Workforce Readiness (PWR)
      2. **\*Note:** We know, as professionals, that beginning as early as K-5 into 6-8<sup>th</sup> grade with future planning is best practices. ICAP requirements are the BARE MINIMUM.
    - v. Students and parents/guardians will have **ASSISTANCE** in building their ICAP
    - vi. ICAP is to be reviewed **ANNUALLY** (at minimum).

6. ICAP Implementation Team (*aka – taskforce, stakeholders, ICAP specialist etc...*) may be just the Planning Committee or may expand to include:

- |   |   |  |
|---|---|--|
| a. <b>School Counselors</b> (both from HS and MS levels – perhaps even Elem if available) | f. <b>Parent Liaison</b>  | o. <b>College Student Volunteers</b>   |
| b. <b>Administrators</b> (both from HS and MS levels – perhaps even Elem)                 | g. <b>Students</b>  | p. <b>Interns</b> (counseling, teachers, etc...)   |
| c. <b>Teachers</b> – core subjects, AVID and/or elective                                  | h. <b>IT Specialists</b>  | q. <b>School Support Staff</b> (janitors, bus drivers, office personnel, registrar, scheduler, nurse etc...) |
| d. <b>CTE staff</b>   | i. <b>Librarians</b>  | r. <b>Legislative representative</b>   |
| e. <b>Parents</b>   | j. <b>Post-Secondary Providers</b> (Staff of admissions, scholarship, pre-collegiate organization etc...) | s. <b>Community members</b>  |
|   | k. <b>SpED staff</b>  | t. Other possibilities?.....   |
|   | l. <b>School Board Members</b>  |  |
|   | m. <b>BOCES members</b>   |  |
|   | n. <b>Coaches</b> (Instructional, athletic)   |  |

7. Now until September 30, 2011 Timeline:

- a. **PLAN is due September 30, 2010**
  - i. Policies and Procedures in place
  - ii. Roles and Responsibilities determined
  - iii. Evidence of your Plan (*planning committee roster, timeline, ICAP related policies and procedures*)
  - iv. CDE is NOT requiring submission though may audit
- b. Ensure Board approval of edited policies before deadline.
  - i. Is ICAP on Board agendas?
- c. Build into the Plan:
  - i. Parent Awareness & Student Awareness
  - ii. Stakeholder meetings & Implementation/ Planning committee meetings
  - iii. Reminder to include professional development during ICAP implementation
    1. Trainings/ICAP team meetings
    2. Conference Attendance
    3. Presentations by resource providers etc...
- d. **IMPLEMENTATION of ICAP begins by September 30<sup>th</sup>, 2011**
- e. ICAP related data
  - i. Is to be automated – if possible
  - ii. Is to be made available upon request
    1. Electronic, Printable, Portable

8. Evaluation and Revision

- a. 1 year window from PLAN deadline to IMPLEMENTATION deadline
- b. Annual review is BARE MINIMUM requirement
  - i. Students' ICAP is to indicate difference in goals, career and academic plans, courses and financial aid opportunities.
  - ii. Update, edit, revise, review, save
- c. Evaluation Policies are required
  - i. Method to evaluate the implementation & effectiveness of ICAP's and ICAP Plan.
    1. ASCA National Model Standards might help
      - a. Pre/Post tests (Perception Data)
      - b. Direct Impact on Achievement Related (Process Data)
      - c. Overall Achievement and specific to each School (Results Data)

For more information, resources and support: [www.coloradostateplan.com/counselors.htm](http://www.coloradostateplan.com/counselors.htm)

Also: Charles Dukes, CDE at [dukes\\_charles@cde.state.co.us](mailto:dukes_charles@cde.state.co.us)