



INDIVIDUAL CAREER ACADEMIC PLANNING (ICAP) IMPLEMENTATION TOOLKIT



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

CONTENTS

WELCOME	5
ICAP TOOLKIT TEAM	7
PURPOSE OF THE ICAP TOOLKIT	9
Introduction to ICAP	10
Why Is ICAP Valuable?	11
What Should Be Included In ICAP?	12
How Will The Process Be Implemented?	12
Benefits of An ICAP	13
INDIVIDUAL LEARNING PLANS - A NATIONAL MOVEMENT	15
The Process	16
The Plan	17
Attributes of ICAP	18
SUGGESTED IMPLEMENTATION PROCESS	19
Part 1: Getting Started	19
Part 2: Create Action Plan	22
Part 3: Develop Outreach Plan	24
Part 4: Implement ICAP Process For All Students	28
Part 5: ICAP Evaluation Process	31
RESOURCES	34
Online Resources	34
Oklahoma Resources	34
National Resources	35
ICAP CONTACT LIST	36

WELCOME

Dear Educator,

We created this toolkit with you in mind. We know how hard you work, how much you contribute to the success of your students and your dedication to successful outcomes for all students.

This toolkit offers resources to help you implement Individual Career Academic Planning legislation, HB 2155 – so you can ensure your school’s compliance with the law that goes into effect for all ninth-graders in fall 2019. Our hope for this resource is that it will serve as an invaluable aid as you and your school collaborate to deliver high-quality career planning resources to your students. In reality, career planning can and should begin much earlier than ninth grade. We hope the resources in this toolkit will be the foundation upon which you can build a comprehensive college and career program for students of every age and grade, their families and your community.

The majority of states (38) have already implemented this type of postsecondary planning process. As a result of their work, we have been able to incorporate their established best practices and make them our own. We are optimistic that over time, we will see tangible outcomes that will give our students a competitive edge as they seek postsecondary opportunities. As in other states that have implemented robust career planning programs, we expect to see our students enroll in more rigorous coursework, narrow achievement gaps among demographic groups and increase engagement in school as they take meaningful steps toward a future beyond high school graduation.

We hope you will find this toolkit’s resources helpful and convenient. These resources are for your consideration and are not a required to-do list. Choose the resources that work best for you and your specific school, student, family and community context. We will be adding resources as they become available.

The decision to become an educator is an important one that impacts students for generations. You are the heart of your schools and community. Thank you for all you do.

ICAP TOOLKIT TEAM

DR. KELLY COLLINS

Counselor, Choctaw High School, Choctaw-Nicoma Park Public Schools

DAVID DAY

College and Career Counselor, Pryor High School, Pryor Public Schools

SHYANNE GATROST

Middle School Counselor, Belle Isle Enterprise Middle School, Oklahoma City Public Schools

AMY HILL

Counselor, Canyon Ridge Intermediate School, Mustang Public Schools

JAMIE KALE

Counselor, Yukon High School, Yukon Public Schools

ALI LAWSON

Counselor, Ada High School, Ada Public Schools

SARAH TEMPEST

Counselor, Kenneth Cooper Middle School, Putnam City Public Schools

JOCELYN TRAGER

Guidance Counselor, Oklahoma Centennial Mid-High, Oklahoma City Public Schools

DR. MARY WATERS-BILBO

Associate Professor, Counseling and Psychology, Northeastern State University

MARY WELLS

Counselor, Stilwell High School, Stilwell Public Schools

PURPOSE OF THE ICAP TOOLKIT

The purpose of this toolkit is to provide support, guidance and resources to district- and site-level educators for improving the implementation of the **Individual Career Academic Planning (ICAP)** process. Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. The **ICAP Implementation Toolkit** is a college- and career-readiness program model designed to prepare all students for their future, with support from an advisor, a teacher and/or counselor equipped with career-readiness curriculum and tools to facilitate development of the ICAP. ICAP is most successful when established as a school-wide program with buy-in and investment by the school community, families and community partners. This toolkit provides tools and templates leading to a specific post-high school career or educational pathway to be developed collaboratively by educators and the individual student and family.

81 percent of students who did not finish high school say relevant, real-world learning opportunities would have kept them in school.

Association for Career and Technical Education (ACTE)

ICAP Legislation - HB 2155

Beginning with students entering the ninth grade in the 2019-20 school year, each student shall be required to complete the process of an ICAP in order to graduate from a public high school. The ICAP shall include, but not be limited to:

- Career and college interest surveys
- Written postsecondary and workforce goals and information on progress toward these goals
- Intentional sequence of courses that reflect progress toward a postsecondary goal
- The student's academic progress, including courses taken, assessment scores, any remediation or credit recovery and any AP, IB, concurrent or dual enrollment credits earned and/or career certificates, certification, or endorsements,
- Experience in service learning and/or work environment activities

Many districts and schools may have already implemented the recommendations in this toolkit and are using other innovative practices to help students receive the best ICAP guidance possible. While many schools across Oklahoma are beginning to make significant strides in college and career planning, it is important to look at career planning as a continuous improvement process rather than a destination. We encourage schools and districts to reevaluate their methods and practices, refining and updating where needed. By using the resources in this toolkit, it is our hope that you can take your ICAP process to even higher levels of effectiveness for your students.

INTRODUCTION TO ICAP

The term ICAP refers to both a **process** that helps students engage in academic and career development activities and a **product** that is created and maintained for students’ academic, career and personal advancement.

ICAP is a student-driven, ongoing process that actively engages students and enables them to:

- Understand their own interests, strengths, values and learning styles
- Create a vision for their future
- Develop individual goals
- Prepare a personal plan for achieving their vision and goals

As illustrated in the table below, the vision for the ICAP product is a dynamic and flexible plan reflecting students’:

- Coursework, learning and assessment results
- Postsecondary plans aligned with their career, academic and personal/social goals and financial situation
- Records of college- and career-readiness activities

4 YEAR PLAN (TRADITIONAL)	ICAP (THE VISION)
Product-based	Process-based
Some or select students (CTE, Special Education)	All Students
Acts as a 4-year plan of courses	Acts as a navigational tool for students in grades 6-12 and beyond
Career application is elective CTE classes	Career application in all classes
Career development in elective courses or not at all	Career development infused throughout all courses
Student “on own” for his/her development	Student-driven with collaboration (advisor, mentor, parents)
High school graduation = end point	High school graduation = checkpoint
Career development is only the school counselor’s job	Career development is systematic, whole-school responsibility

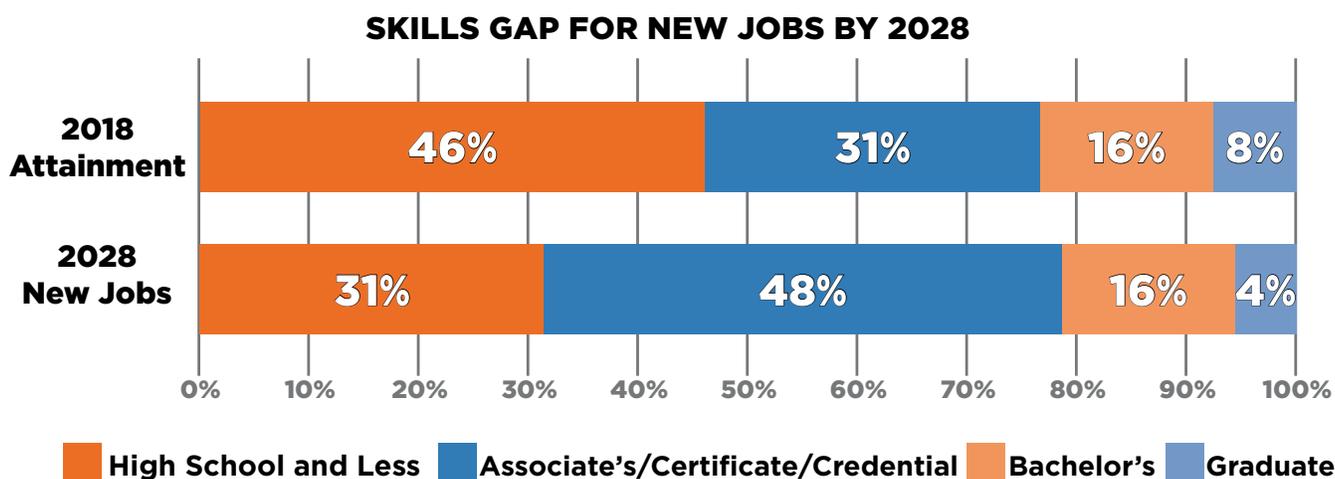
Adapted from [Wisconsin Department of Public Instruction Academic and Career Planning \(ACP\) resources](http://dpi.wi.gov/acp) at: dpi.wi.gov/acp

The ICAP process and related products can provide clear benefits to both students and schools if the district supports ICAP efforts in a strategic and coordinated manner. Districts must make a shift in thinking, approaching and delivering career development in their schools in order to help students and their families become more informed consumers of the education

and training required to meet their personal goals. The shift is a strategic one, toward a holistic and student-centered approach and away from the random acts of career development characteristic of the past. Strong infrastructure, relationships and student awareness are key to successful implementation of ICAP.

WHY IS ICAP VALUABLE?

Life beyond high school requires different, and ever-changing, competencies. By 2025, three of four Oklahoma jobs will require education or training beyond high school. During the ICAP process, students discover the pathways that fit their unique talents and learn what academic preparation and experiences will prepare them for in-demand careers, some of which may not exist when they graduate from high school.



Source: OK Office of Workforce Development EMSI, 2018.2

When students complete a meaningful ICAP process, they:

- Connect the relevance of education to their future goals
- Create secondary and postsecondary course plans to pursue their career and life goals
- Strategically select a postsecondary pathway to align with self-defined career, college and life goals
- Establish better communication and engagement between school and home
- Understand and demonstrate career exploration and career planning

WHAT SHOULD BE INCLUDED IN ICAP?

An ICAP has a strong, intentional connection with readiness for career and college.

An ICAP identifies student interests, skills, postsecondary and workforce goals and experiences that lead to a meaningful plan that charts the progress needed to prepare students for college, career and life.

It should include:

- Career and college interest surveys
- Written postsecondary and workforce goals that reflect progress toward these goals
- Scores on assessments (required state and federal assessments and college- and career-readiness assessments)
- Experience in service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others
- Intentional sequence of courses that reflect progress toward the postsecondary goal (this may include identified career pathways or career endorsements)
- Academic progress

Recommended ICAP Components but not required by law:

- College applications, a resume or alternative work-based application
- An understanding of the financial impact of life after high school

HOW WILL THE PROCESS BE IMPLEMENTED?

In the 2017-18 school year, the Oklahoma State Department of Education (OSDE) introduced an ICAP pilot program study with 28 school districts. In 2018-19, 45 additional districts participated in the ICAP pilot study. Implementation statewide will follow during the 2019-20 school year, when all ninth-grade students will be required to begin the ICAP process. However, students may start the ICAP process as early as the sixth grade and update their plan every subsequent grade.

Students, families, school counselors, educators and school leaders can access two free online tools to help guide students on their ICAP journey. The Oklahoma Department of Career and Technology Education provides the OK Career Guide, and the Oklahoma State Regents for Higher Education provide OK College Start. The OSDE is working with these partners to integrate these tools so students can build a meaningful Individual Career Academic Plan. In addition, an ICAP pilot group has been meeting regularly since the 2017-18 school year to determine best practices, lessons learned and ways to provide professional development for those engaged in the ICAP process.

BENEFITS OF AN ICAP¹

Research on individual college- and career-planning tools like ICAP indicates that they are an effective strategy to prepare students for college and career. Integrating a quality ICAP process in schools benefits students, families, schools and local communities in multiple ways:

¹ Adapted from Pathways Resource Center at University of Illinois at Urbana-Champaign, 2014

INDIVIDUAL CAREER ACADEMIC PLANNING PILOT IMPLEMENTATION TIMELINE

2017-2018

- Pilot process
- Guidance, training and technical assistance
- Support materials development
- ICAP implementation study - pilot year one

2018-2019

- Additional pilot districts/schools
- Early implementation refinement process
- Guidance, training and technical assistance and materials refinement
- ICAP implementation study - pilot year two

2019-2020

- Statewide implementation of ICAP process
- Process monitoring, improvement and enhancement
- Process updates and annual training

BENEFITS TO STUDENTS

- Engagement, motivation and efficacy in their academic work
- Challenging coursework
- Relevance of coursework to career goals
- Improved communication skills
- Goal-setting and planning skills
- Clarification of postsecondary and career options
- Develop personal interests, skills and abilities
- Improved relationships with educational personnel

BENEFITS FOR K-12 EDUCATORS

- Improved communication with students
- Reduced disciplinary problems
- Enhanced parental involvement
- Improved academic engagement with students
- Improved graduation rates

BENEFITS FOR FAMILIES

- Provides families increased opportunities to be involved in their children's education
- Increases communication between school and family
- Informs decision-making for life choices
- Increases student success

BENEFITS FOR COMMUNITIES

- Develops a more qualified and motivated workforce
- Promotes opportunities to partner with education
- Provides resources for internships, mentoring programs and job shadowing opportunities

BENEFITS TO POSTSECONDARY EDUCATORS

Entering postsecondary students:

- Are more rigorously prepared
- Are less likely to need developmental coursework
- Have a better understanding of and engagement in pre-college activities
- Are more likely to have gained college credit while in high school

INDIVIDUAL LEARNING PLANS - A NATIONAL MOVEMENT

Individual learning plans similar to ICAP are a response to our nation's concern about the effectiveness of our career advising and development systems.

Currently, 38 states have implemented individual learning plans, and 21 states have mandated them (The State of Career Technical Education: Career Advising and Development). The goal of any individual learning plan, including ICAP in Oklahoma, is to:

- **Increase the number of students in the United States who complete career pathways**, resulting in greater numbers of students earning career certificates and postsecondary degrees.
- **Transform states' career advising systems**

[The State of Career Technical Education: Career Advising and Development](#)² addresses the need for more effective student advising systems:

- **CTE (Career Technical Education) directors rate their states' career advising systems** extremely effective (2 percent), effective (11 percent) and somewhat effective (58 percent), indicating room for improvement.
- **Nationally**, only 4 percent of CTE Directors believe that their state's career development systems are aligned from Pre-K through twelfth grade.
- **80 percent of state directors report that their state requires students to complete an individual learning plan**, and 71 percent state that they use the plan as a career advising and development tool.

As Oklahoma school districts make plans to implement [House Bill 2155](#)³, beginning with ninth graders, in school year 2019-20, our process can be informed in the following ways by states who have individual learning plans:

- The process can provide effective professional development and resources to school counselors.
- To lead to a successful career advising process, implementation must be a school/ community-wide process that includes families.
- The feedback loop must include an examination of the strategies that are most effective in achieving stated outcomes.

2 https://cte.careertech.org/sites/default/files/files/resources/State_of_CTE_Career_Advising_Development_2018.pdf

3 <https://legiscan.com/OK/text/HB2155/2017>

The statewide implementation of ICAP will be an important step in providing a comprehensive career advising system for Oklahoma students. Based on Colorado and Wisconsin’s system (on which Oklahoma’s ICAP system is modeled), important academic trends have resulted from individual learning plans, especially in schools with high percentages of students who receive free- and reduced-price lunch (61 percent of Oklahoma students are eligible) and whose majority student population is students of color.

SIGNIFICANT TRENDS

COURSE TAKING PATTERNS	2008	2015
Middle School Algebra	22.1%	26.1%
Advanced Math in High School	60.7%	78.6%

STUDENTS MEETING REQUIREMENTS FOR A COLLEGE PREP DIPLOMA	2008	2015
American Indian	32%	70%
Hispanic	35%	45%
African American	31%	45%
White	41%	62%
Asian	45%	60%

Adapted from Washing State Office of Instruction - Career Guidance Handbook⁴

As Oklahoma launches ICAP, we expect to see similar results.

THE PROCESS

The ICAP is an ongoing, collaborative effort that ensures all students have opportunities for post-high school success for college, career and beyond. To bring relevance to appropriate high school and postsecondary coursework and out-of-school learning opportunities, students, families and educators must all be involved in the process.

Each district and ICAP team can determine their quality ICAP process. Here are a few ideas for creating a quality ICAP:

- **Parent/family engagement.** Research shows that active family involvement supports higher postsecondary outcomes for youth and that high family aspirations have a direct impact on students’ aspirations for themselves.

⁴ <http://k12.wa.us/OSSI/K12Supports/CareerCollegeReadiness/pubdocs/HandbookCareerGuidanceWashington.pdf>

Oklahoma's goal – by 2025, 70 percent of residents 25-64 years old will have education or training beyond high school.

Oklahoma Works

- **A caring adult who supports or mentors the student to guide this process.** This primary advisor can be a professional school counselor, teacher, community member, coach, volunteer mentor or another supportive adult. The entire school culture should be supportive of a college and career exploration and planning process for each student.
- **Reflection** is an important element of a successful ICAP process. Reflecting on personal learning, career explorations, interest or skill assessment results and community service or civic opportunities help students develop their career, college and life pathways.

THE PLAN

The ICAP should serve as evidence of a student's exploration and planning process. The plan can be in the form of an electronic or hard copy portfolio. The ICAP should be updated each year and be reviewed by the student and designated school personnel at the beginning and end of each school year. Family input should be a part of the ICAP process for each student.

An ICAP plan should, at minimum, allow students to:

- Explore careers through interest inventories and surveys
- Set up an online portfolio using the district-designated tool
- Set yearly goals and make a plan on how students will achieve them
- Set postsecondary goals and make a plan on how students will achieve them
- Prepare a high school resume including awards received, clubs/activities, community service and employment experience
- Complete a yearly plan of study for grades 9–12
- Complete a yearly student survey

Best practices: In addition to an online portfolio, an Individual Career Academic Plan, available in electronic format, will be updated yearly. This plan can be printed and sent from one school district to another when students transfer schools.

ATTRIBUTES OF ICAP

INFRASTRUCTURE						
Leadership and Culture	Policy and Planning	Professional Development	Individualized ICAP	Family Engagement	Community Partnerships	Access for All

For students, the Individual Career Academic Planning Process includes:

- **AWARENESS** – Who am I? Get to know your interests, skills and strengths.
 - Self-awareness activities
 - Individual reflection and goal-setting
- **EXPLORATION** – Where do I want to go? Explore career pathways and education opportunities.
 - Career awareness assessment
 - Career research
- **PREPARATION/PLANNING** – How do I get there? Set your route! Set goals, choose courses, join clubs and activities, obtain financing, complete applications and write resumes.
 - Connect middle and high school instructional activities with opportunities to explore.
 - Learn about a particular field of interest.
 - Engage in work-based learning.
 - Participate in extracurricular and community-based learning.
 - Explore postsecondary training options.
 - Establish your financial plan to cover the cost of postsecondary training.
- **ACTION** – Review and revise plan as necessary.
 - Update ICAP regularly.
 - Adapt/modify sequence of courses.
 - Adapt/modify personal goals.
 - Adapt/modify postsecondary/career goals.
 - Schedule ICAP conferencing with families.

SUGGESTED IMPLEMENTATION PROCESS

The following information is intended to provide suggestions and ideas for schools and districts to consider as they implement ICAP rather than a list of requirements.

PART 1: GETTING STARTED **FORMING AN ICAP LEADERSHIP TEAM**

The best way to start developing or to improve upon an existing ICAP process at your school is to create a leadership team made up of representatives from key stakeholder groups, including:

- Student
- Parent/family/guardian
- Principal/administration
- Counselor
- Classroom teacher
- Special education teacher
- Career technology center teacher
- Member of the business community
- Tribal education liaison

ESTABLISHING COMMON MISSION, VISION AND LANGUAGE

The ICAP leadership team should utilize the input and viewpoints of participants inside and outside the school to develop a shared ICAP implementation plan and vision and create a college and career ready community that benefits the student. Here are a few tips for starting the conversation:

- Establish **WHY** the ICAP process is useful for students and how it supports the district and school's improvement efforts (improving academic achievement, increasing ACT/SAT scores, increasing student attendance and graduation rates, reducing college remediation rates, etc.).
- Begin open and meaningful discussions with the leadership team to discuss **HOW** to transform the culture of the district and school that supports an ICAP process for all students, parents and community.
- Foster a common ICAP definition and vision and identify **WHO** will be responsible to help simplify efforts and address and alleviate confusion.

DEVELOPING AN INTERNAL COMMUNICATION AND MESSAGING PLAN

To achieve school wide success, all members of the school community must have buy-in and investment in the ICAP process. The ICAP leadership team should develop a clear communication and messaging plan for each internal stakeholder group (teachers, counselors, administrators, etc.) that reflects the reason for the ICAP process and the shared vision the team has established.

Resources for developing communications or messaging:

- ICAP brochure
- *What Is an ICAP?* is a communication piece that provides a brief overview of ICAP information and can be distributed to school staff.
- Letters and emails to school staff and posters placed around the school can explain the ICAP process and the need for everyone's involvement.
- A short video featuring important members of the school's ICAP team (student, family member, counselor, teacher, etc.) can provide ICAP information that is easy to understand and shareable via newsletter, social media and at an all-school assembly or family night.

IDENTIFYING EXISTING RESOURCES AND GAPS

The toolkit provides a detailed rubric to help you identify your readiness to implement your ICAP process. For best results use the rubric below as a team to chart implementation progress.

SITE EVALUATION RUBRIC⁵

1. **College- and Career-Readiness Policy and Best Practices** includes consideration of pedagogy, curriculum and resources.
2. **Stakeholder Buy-in** assesses your school's leadership, teacher and counselor commitment to the process.
3. **Communication and Messaging** requires you to define the goals of the process and determine how you will communicate them to building personnel, students and families.
4. **Personnel** requires thinking through who will be implementing the process, how they will deliver the content and professional development needed.
5. **Logistics** involves scheduling the time, frequency and space where the program will be delivered.
6. **Technology** addresses the technology hardware, software, capacity and bandwidth needed to produce the ICAP.

5 <https://drive.google.com/file/d/1ssdtLAE6ih7EDOi3zF8N48Q-27-y50gN/view>

7. **Curriculum** prompts reflection on the scope and sequence for the curriculum.
8. **Informal Curriculum** involves thinking through what happens in your school outside the formal curriculum (job shadowing, internships and career days, for example).
9. **Partnerships** might involve community partners invested in helping students succeed (local businesses, churches and nonprofits, for example).
10. **Accountability** encompasses what you teach, measure and the big results you expect from your efforts.
11. **Evaluation** requires reflection on what is working and what needs to be adjusted and the resources needed to continue implementation (e.g. human and social capital, materials).

DEVELOP SMART ACTION PLAN

Once a complete assessment of existing resources and gaps has been completed, your team is ready to begin planning. The ICAP leadership team should develop an action plan utilizing SMART goals to enhance and highlight activities or processes already in place and identify missing elements for future development.



<https://kleenezeitworks.files.wordpress.com/2013/06/smart.jpg>

PERSONNEL

In the past, the majority of the responsibilities for career planning fell to the school counselor. However, high [student-to-counselor](https://www.schoolcounselor.org/asca/media/asca/home/Ratios15-16-LowesttoHighest.pdf)⁶ ratios have made this process no longer realistic or effective. Students will receive greater individualized attention and guidance if the entire school staff is involved in the career planning process.

Questions to consider when implementing personnel duties:

- Who will oversee the ICAP process?
- Who will be responsible for delivering annual ICAP support?
- Is there a need for professional development for the staff providing ICAP services? Who will provide support to staff assisting in the implementation of ICAP?
- Is there a need for reallocation of roles and responsibilities?

PART 2: CREATE ACTION PLAN DETERMINE SCOPE AND SEQUENCE OF ICAP CONTENT DELIVERY

This suggested timeline is not a requirement but a suggested structure to ensure that students use their ICAPs continuously throughout the school year.

Parent Review: Parents/guardians should review their student's ICAP prior to the Annual School ICAP Review and before June every year.

SEPTEMBER

CAREER AWARENESS							
Completion Criteria	6	7	8	9	10	11	12
Career Interest Inventory	✓	✓	✓	✓			
Career Skills		✓	✓	✓			
Career Cluster Survey		✓	✓	✓			

⁶ <https://www.schoolcounselor.org/asca/media/asca/home/Ratios15-16-LowesttoHighest.pdf>

OCTOBER/NOVEMBER

EXPLORATION - GOALS							
Completion Criteria	6	7	8	9	10	11	12
Career Portfolio Setup			✓	✓			
Explore Career Clusters		✓	✓	✓			
Postsecondary Goals			✓	✓	✓	✓	✓
Career Exploration Day			✓	✓	✓		

JANUARY/FEBRUARY

PREPARATION/PLANNING - ACTIVITIES, EXPERIENCES, AWARDS IN E-PORTFOLIO							
Completion Criteria	6	7	8	9	10	11	12
Postsecondary Goals			✓	✓	✓	✓	✓
Career Planning Activities			✓	✓	✓	✓	✓
Organizations & Activities	✓	✓	✓	✓	✓	✓	✓
Community Service	✓	✓	✓	✓	✓	✓	✓
Job Shadow			✓	✓	✓		
Internship						✓	✓

MARCH/APRIL

PLAN OF STUDY							
Completion Criteria	6	7	8	9	10	11	12
Program of Study – Grade 9			✓	✓			
Program of Study – Grade 10				✓	✓		
Program of Study – Grade 11					✓	✓	
Program of Study – Grade 12						✓	✓

MAY

ADVISEMENT REVIEW							
Completion Criteria	6	7	8	9	10	11	12
Annual ICAP Review Survey			✓	✓			
Annual Student Survey	✓	✓	✓	✓	✓	✓	✓

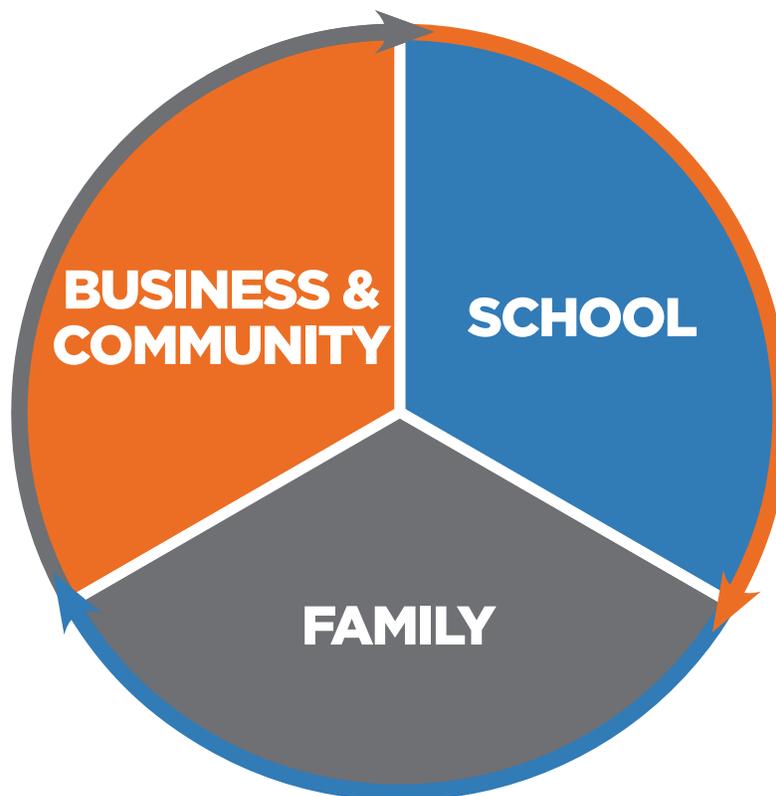
PART 3: DEVELOP OUTREACH PLAN

COMMUNICATION PLAN FOR EXTERNAL STAKEHOLDERS

Oklahoma's workforce depends on a strong future talent pipeline. Involving business leaders will ensure that Oklahoma students have the necessary skills for the workforce upon graduation. Business leaders can help students explore their individual interests by providing internships, apprenticeships, job shadowing, or mentorship opportunities. Members of the business community can easily have engaging conversations with local schools, business and community leaders to support and inspire Oklahoma's future leaders.

PARAMETERS FOR PARTNERSHIPS⁷

- Partnerships support student achievement, educational opportunities and programs.
- Partnerships should be aligned with the strategic plan and values of the district.
- Stated goals should drive the partnership effort.
- A partnership plan should outline the scope of the program, a timeline, roles and responsibilities, outcomes and evaluation methods.
- Partnership activities must be reported by administration involved in the partnership, through the process of the annual review of the strategic plan.
- Open, ongoing communication should be the norm among all involved in ICAP.
- Organizations and businesses should not be relied on solely for financial support.



⁷ www.sowashco.org/community/partnerships

PARTNERSHIP PLANNING PROCESS⁸

When working to create or formalize a partnership with an organization outside of the school system, consider the following tips:

IDENTIFY SCHOOL NEEDS AND PARTNERSHIP OPPORTUNITIES

Create a partnership team to identify your school's needs and opportunities. A good place to start is with your School Improvement Plan that focuses on student achievement and improvement. Review the school partnership strategies and activities listed on the following page for ideas on potential opportunities. Be clear about what you want to achieve and make sure activities are manageable.

IDENTIFY POTENTIAL BUSINESS / COMMUNITY RESOURCES

Define what you want in a partner and brainstorm possibilities. What are the businesses, nonprofits, city groups, government entities, etc. close to your school? Where do your parents work? What about employee spouses? Ask others for suggestions.

MAKE CONTACT

Write, call or stop by the partner location. Phone calls are more effective than letters, and personal visits are ideal. Schedule a meeting and present a preliminary partnership outline.

PARTNERSHIP DEVELOPMENT/AGREEMENT

Determine who should be included in partnership planning activities. The team should have representatives from both sides of the potential partnership and include members who will champion and support activities. Collaborative planning must be in effect from the beginning of a partnership. Involvement by key team members will minimize misunderstandings and problems during the implementation phase. Complete the School Partnership Agreement Form to firm up the details.

TRACK THE RELATIONSHIP AND KEEP IT HEALTHY

Maintain regular contact with your partner(s) and ensure that projects are on time and on target. Track the value of cash and in-kind donations (equipment, value of services or merchandise) on a donation tracking form. If changes need to be made to the agreement, complete a revised agreement form. Remember to thank your partners on a regular basis.

ANNUAL PARTNERSHIP REVIEW/EVALUATION

Create tools to assist in measuring the strength of your partnerships. These might include activity evaluation forms, annual partnership evaluation forms and original partnership agreement forms.

⁸ [Adapted from South Washington County Schools www.sowashco.org/community/partnerships](http://www.sowashco.org/community/partnerships)

IDEAS FOR ACTIVITIES – PARTNERSHIP CATEGORIES⁹

Business partnerships will look a variety of ways. Partner contributions might involve funding, equipment or product donations or donations of time or expertise. For ideas for business engagement, view tips below:

ACADEMIC ENRICHMENT

- Academic tutors
- Projects to support real-world connections to math and science
- Project-based learning units to solve real-world and/or community issues
- Class presentations on financial management
- Judges for various school events
- Field trips based on specific academic area
- Classroom demonstration of a business skill

STUDENT DEVELOPMENT / CITIZENSHIP

- Food drives, clean-up days, school character education activities
- Student mentoring program

COLLEGE & CAREER READINESS

- Classroom speakers
- Site visits
- Speakers for school-based career days
- E-mentoring based on school initiatives
- Job shadowing
- Internships and workplace learning experiences

STUDENT INCENTIVES AND MOTIVATION

- Contests in art, writing, math, reading, etc.
- Student of the Month, academic all-stars, random acts of kindness, etc.
- Student scholarships

SUPPORT FOR FAMILIES IN NEED

- Holiday season food and gift drive
- Back-to-school supply drive
- On-site dental services
- “Angel fund” to pay for lunch and/or student necessities
- After-school program scholarships and sponsorships

⁹ [Adapted from South Washington County Schools www.sowashco.org/community/partnerships](http://www.sowashco.org/community/partnerships)

TEACHER/STAFF SUPPORT AND RECOGNITION

- Food and supplies donation
- School promotion in company communications, community events, etc.
- Grant program for teachers to implement special projects in their classrooms
- Externship opportunities for teachers

SUPPORT SCHOOL ADMINISTRATION OR BUILDING FUNCTIONS

- Committee work
- Fundraising
- School publications
- School clean-up
- Parenting library
- Parent resource center

HOW SCHOOLS CAN SUPPORT PARTNERS

- Recognition on a marquee or at a public meeting
- Nomination for state and district awards
- Student thank you notes for their activities
- Special location at school to announce or highlight partnership activities
- Holiday choral or musical performances at the partners' business
- Student artwork in a partner's lobby or for holiday cards
- Media coverage of special events
- Appreciation at breakfast or luncheon programs
- "Partners in education" column in the school newsletter
- Photographs of students and partners working together
- Plaques and banners to thank the partner
- Free tickets to school sporting events or other activities
- School volunteers at company special event
- Invite to partner to shadow a teacher or administrator
- Open in-service sessions to company staff

USE COLLEGE AND CAREER READINESS CURRICULUM

COLLEGE AND CAREER CURRICULUM

- [High School College and Career Curriculum](https://bit.ly/2T3wYQg) bit.ly/2T3wYQg
- [Middle School College and Career Curriculum](https://bit.ly/2GIKTJ3) bit.ly/2GIKTJ3
- [Elementary College and Career Curriculum](https://bit.ly/2GKOKWd) bit.ly/2GKOKWd

PART 4: IMPLEMENT ICAP PROCESS FOR ALL STUDENTS ALLOCATE CLASS TIME AND RESOURCES FOR ICAP DELIVERY

ALLOCATING TIME FOR ICAP

Setting aside time for the ICAP process can be a logistical challenge for schools. A number of options exist so that schools can establish a system that works best within their specific context. Regardless of a school's specific choice, sufficient time should be devoted to the ICAP process to ensure that it is successful. The following guiding questions can assist your district in allocating time for successful implementation.

GUIDING QUESTIONS

- How frequently will we work on ICAP?
- How will we schedule time so that students benefit the most from ICAP?

CALENDAR

Suggestions for calendar implementation:

- Build into advisory or homeroom time.
- Use a shortened schedule on ICAP days (same schedule used for assemblies).
- Use regular class time and integrate ICAP work into various subjects.

ALLOCATING RESOURCES

When creating a leadership team for ICAP implementation, consider the logistical challenges that will be presented and appoint the leadership team accordingly. Members of the ICAP leadership team should represent administration, counseling, special education, several regular education teachers from various subjects and anyone who schedules special events. Students will have a better ICAP experience with a broader scope of people involved in the implementation process.

QUESTIONS TO CONSIDER WHEN PLANNING FOR RESPONSIBILITIES

- Who will manage the ICAP process?
- Who will be responsible for the guidance of the ICAP process?
- Who will deliver the professional development and training needed for teachers to implement ICAP into their classroom?
- What funds should be allocated from the budget for the ICAP process?
- Do we have space, computers and/or devices available for ICAP?
- Do we have a clear plan?
- If we use technology to implement ICAP, how will we include families that do not have access to technology?

ICAP IMPLEMENTATION PROCESS

To achieve a quality schoolwide ICAP program, all departments and staff in a school community should be involved. Whether they are mentoring students or helping to provide students with in-depth and individualized guidance in college and career preparation, the school community should view the ICAP process as an integral part of a student's educational experience. Involving the entire school community and tying the ICAP to current schoolwide goals focused on student postsecondary success will help to increase student and staff buy-in. Scheduling should be based on the needs of students and staff. Designating a time for working on the ICAP process will help to guarantee program success. The following are scheduling practices to encourage whole-school engagement.

EMBEDDING ICAP INTO THE CURRICULUM

One way to implement a whole-school ICAP program is to embed ICAP curriculum into classroom curriculum. A best practice is to use your leadership team (which includes a department head in each curriculum area) to develop a scope and sequence for delivering the ICAP curriculum by grade level. Professional development will be needed to prepare lessons and activities and learn new technology used in implementation. Integrating ICAP content into classroom curriculum will involve teachers at a meaningful level and will help to further whole-school success in ICAP.

FOR EXAMPLE: FINANCIAL LITERACY SKILL 1: EARNING AN INCOME

- Ask students to review the average income for the career areas they are interested in and the education required for their career choice. During this unit, discuss how to pay for college and include a basic overview of the FAFSA and borrowing for college.
- Bring the ICAP process into the classroom in a real-world application by allowing the ICAP process to become meaningful for students and give them a deeper understanding of the curriculum and how they can use it in the future.

ADVISORY PERIODS AND HOMEROOMS

Another successful way to establish whole-school implementation of the ICAP process is to use an advisory or homeroom course to deliver the curriculum and activities. The length of time allotted for this class can be customized to meet the needs of the school.

Using the advisory period allows teachers to work in a more hands-on way with a smaller group of students and provide more personalized guidance over the course of the student's secondary education. It also facilitates group collaboration and peer mentoring as students build relationships.

Student focus groups in Arizona reported that working on their plan daily was too frequent, but monthly was not enough. Career planning activities two times per week during advisory was the preferred frequency.

MENTORING

Some schools use regular mentoring sessions during or after school as a way to deliver ICAP activities and guidance. The sessions should provide students with individualized support for college and career exploration and planning in addition to their school counselor's advisement. In quality mentoring programs, a consistent, supportive adult is partnered with students throughout high school. This mentor can be a classroom teacher, club advisor or community volunteer. Regardless of who serves as partner, the relationship should be formalized and consistent.

DELIVERING THE ICAP THROUGH A COURSE

In the development of the career academic plan process in other states, establishing a course for credit for the plan has helped to legitimize the process and increase student engagement. Implementing the ICAP in this way also helps to ensure that sufficient time and personnel resources are dedicated to the ICAP process.

SCHOOL COUNSELOR ICAP LESSONS IN THE CLASSROOM

Some schools may choose to deliver the ICAP process by scheduling the school counselor into classes to facilitate the process. This can be an effective way to deliver necessary information and allow students to complete ICAP activities. This method of delivery requires that the school counselor is a primary source of ICAP guidance; however, it could reduce individualized advisement if the counselor-to-student ratio is high. Ideally, the school counselor's expertise shapes the ICAP process, and school counseling lessons supplement the ICAP curriculum.

INCLUDING SPECIAL EDUCATION STUDENTS

All students in Oklahoma are required to participate in the ICAP process in order to meet state graduation requirements. Special education students are required to have a transition plan as part of their Individual Education Program. Some of the ICAP processes will be covered in the course of creating a student's transition plan; however, some of the information may be confidential and therefore should not be used in the ICAP.

By 2025, 77 percent of Oklahoma jobs will require more than a high school diploma.

Oklahoma Works

RESOURCES FOR INCLUDING SPECIAL EDUCATION STUDENTS IN THE ICAP PROCESS:

- [Arizona: A Crosswalk of IEP, ECAP and POS](https://bit.ly/2TZSvKs) <https://bit.ly/2TZSvKs>
- [Promoting Quality Individualized Plans](https://bit.ly/2SOOPPa) <https://bit.ly/2SOOPPa>

PART 5: ICAP EVALUATION PROCESS MONITOR PROGRESS AND COLLECT DATA FOR STUDENT OUTCOMES

Below is a list of suggested milestones to measure student progress:

SIXTH GRADE MILESTONE

- **MILESTONE 6-1:** Complete a career inventory and share results with a parent/guardian at student-led conferences (fall/spring).
- **MILESTONE 6-2:** Explore career clusters and identify five jobs within a career cluster to research.
- **MILESTONE 6-3:** Develop study skills that include note-taking and time management.
- **MILESTONE 6-4:** Set three long-term and three short-term SMART goals.
- **MILESTONE 6-5:** Develop a six-year academic plan.
- **MILESTONE 6-6:** Develop a career portfolio.

SEVENTH GRADE MILESTONE

- **MILESTONE 7-1:** Explore interests and skills via your online tool and an interest inventory assessment.
- **MILESTONE 7-2:** Develop study skills: time management and answering multiple choice question exams.
- **MILESTONE 7-3:** Review and adjust six-year plan.
- **MILESTONE 7-4:** Identify the educational requirements that relate to career while exploring the connection between career technology courses, college study and careers.
- **MILESTONE 7-5:** Describe the benefits of saving for college and be able to identify the components of Oklahoma's Promise.
- **MILESTONE 7-6:** Update career portfolio.

EIGHTH GRADE MILESTONE

- **MILESTONE 8-1:** Create five SMART goals for 8th grade.
- **MILESTONE 8-2:** Review interest inventory; sort interests between academic and personal.
- **MILESTONE 8-3:** Develop an academic high school plan.
- **MILESTONE 8-4:** Identify role models and leadership traits.
- **MILESTONE 8-5:** Explore different ways to pay for college; complete Oklahoma's Promise application if eligible.
- **MILESTONE 8-6:** Update career portfolio.

NINTH GRADE MILESTONE

- **MILESTONE 9-1:** Prepare for the ACT and SAT.
- **MILESTONE 9-2:** Choose a career pathway.
- **MILESTONE 9-3:** Review Oklahoma's Promise/Personal Financial Literacy.
- **MILESTONE 9-4:** Set career goals, build a resume and complete interest inventories.
- **MILESTONE 9-5:** Complete Personal Financial Literacy.
- **MILESTONE 9-6:** Begin to develop your Individual Career Academic Plan.

TENTH GRADE MILESTONE

- **MILESTONE 10-1:** Prepare for and take postsecondary tests (pre-ACT/PSAT/ASVAB)
- **MILESTONE 10-2:** Research postsecondary options.
- **MILESTONE 10-3:** Set career goals, build a resume and complete interest inventories.
- **MILESTONE 10-4:** Tour a local technology center, explore dual credit options and explore possible workforce certificate options.
- **MILESTONE 10-5:** Review and sign off on Individual Career and Academic Plan.

ELEVENTH GRADE MILESTONE

- **MILESTONE 11-1:** Prepare for/take postsecondary entrance exams (ACT/ PSAT/ ASVAB)
- **MILESTONE 11-2:** Narrow postsecondary options.
- **MILESTONE 11-3:** Research scholarship opportunities.
- **MILESTONE 11-4:** Set career goals, build a resume and complete interest inventories.
- **MILESTONE 11-5:** Research internship opportunities, explore dual credit options and explore workforce certificates.
- **MILESTONE 11-6:** Review and sign off on Individual Career and Academic Plan.

TWELFTH GRADE MILESTONE

- **MILESTONE 12-1:** Prepare for and retake postsecondary entrance exams. (ACT/Work Keys/SAT/ASVAB).
- **MILESTONE 12-2:** Apply to postsecondary choices, draft a portfolio listing your accomplishments and request recommendation letters from key individuals involved in work history and career exploration.
- **MILESTONE 12-3:** Prepare a financial plan by completing FAFSA and scholarship applications.
- **MILESTONE 12-4:** Set career goals, build a resume and complete interest inventories.
- **MILESTONE 12-5:** Participate in internships, complete workforce certificates, attend a college fair and/or go on college visits.
- **MILESTONE 12-6:** Graduate! Remember, graduation is a checkpoint, not an end point.

Taken in part from Pryor Public Schools.

MAKE ADJUSTMENTS TO IDENTIFY GAPS IN ICAP PROCESS

Districts and schools will need to have a thoughtful and integrated ICAP component service delivery structure in place to support effective implementation. The following guide can be used to help districts gauge their current level of preparation for ICAP implementation by evaluating structures already in place and identifying necessary additions.

- [ICAP Components: Self-Assessment Rubric](https://bit.ly/2XdrZPo) bit.ly/2XdrZPo



	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Take age-appropriate inventories and assessments to learn about personal strengths, work values, learning styles, beliefs and interests. ▪ Identify the importance of goals for achievement and planning. ▪ Participate in extra- and co-curricular activities that provide experiences from which to learn about skills, abilities and interests. ▪ Set goals based on developing self-awareness. 	<ul style="list-style-type: none"> ▪ Take and interpret inventory results and articulate personal strengths, work values, learning styles, beliefs and interests. ▪ Understand and create SMART (specific, measurable, achievable, results-focused, timebound) goals related to academic and career planning, define the purpose of goal setting and access goal information at least annually to revisit and revise goals. 	<ul style="list-style-type: none"> ▪ Take and interpret inventory results and articulate personal strengths, work values, learning styles, beliefs and interests, then link them to activities and experiences that explore or enhance them. ▪ Set short- and long-term SMART goals and articulate them as they relate to strengths, challenges, beliefs, etc. ▪ Revisit and revise personal, academic and career planning SMART goals information at least annually to facilitate the transition to high school.

RESOURCES

ONLINE RESOURCES

OKCAREERGUIDE.ORG

The OK Career Guide is a free online tool used to provide students free career interest assessments, information about career expectations, growing trends in occupations, and information on programs of study available in Oklahoma. This interactive tool can be used in the classroom during career lessons and also while at home with parents.

- OKCareerGuide.org

OKCOLLEGESTART.ORG

OK College Start is a free online tool that provides career interest quizzes, career information, growing occupation trends, scholarship and financial aid resources, and information about programs of study in Oklahoma. This is a perfect tool to pair with career curriculum in the classroom, as well as financial aid presentations.

- OKCollegeStart.org

OKLAHOMA RESOURCES

OKLAHOMA STATE DEPARTMENT OF EDUCATION

- Oklahoma Edge Online Learning Community osdeconnect.ok.gov
- Campus Visit Checklist okedge.com/wp-content/uploads/2019/02/Campus-Visit-Checklist.pdf
- Oklahoma Edge okedge.com

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

- Counselor's Resource Book okhighered.org/students/publications/crb/full.pdf
- Oklahoma College Assistance Program www.ocap.org/
- Oklahoma Money Matters oklahomamoneymatters.org/index.shtml
- Oklahoma Gear Up okgearup.org
- Oklahoma's Promise okhighered.org/okpromise
- UCanGo2 ucango2.org

NATIONAL RESOURCES

ARIZONA

- [Education and Career Action Plan](http://www.azed.gov/ecap) <http://www.azed.gov/ecap>

CALIFORNIA

- [California Career Resource Network](http://californiacareers.info) californiacareers.info

COLORADO

- [Individual Career and Academic Plan \(ICAP\)](http://cde.state.co.us/postsecondary/icap) cde.state.co.us/postsecondary/icap

MISSOURI

- [Individual Student Planning](http://dese.mo.gov/college-career-readiness/school-counseling/individual-student-planning) dese.mo.gov/college-career-readiness/school-counseling/individual-student-planning

WASHINGTON

- [High School & Beyond Planning](http://k12.wa.us/OSSI/K12Supports/CareerCollegeReadiness) k12.wa.us/OSSI/K12Supports/CareerCollegeReadiness

WISCONSIN

- [Every Child a Graduate](http://dpi.wi.gov/statesupt/every-child-graduate) dpi.wi.gov/statesupt/every-child-graduate

ICAP CONTACT LIST

DR. SHELLY ELLIS

Deputy Superintendent of Student Support
Shelly.Ellis@sde.ok.gov

MARISSA LIGHTSEY

Program Manager, New Skills for Youth
grant
ICAP Statewide Implementation
Communication Tools
Marissa.Lightsey@sde.ok.gov

CHELSEA HUNT

Career Pathway Strategy Lead
Business Education Partnerships
Communication Tools
Chelsea.Hunt@sde.ok.gov

KRISTIN ATCHLEY

Executive Director – Counseling
Career Advising
Kristin.Atchley@sde.ok.gov

JASON PITTENGER

Executive Director – RAOs
Postsecondary Opportunities
High School Internships
Jason.Pittenger@sde.ok.gov

MARIA HARRIS

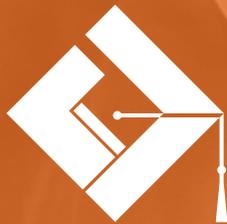
Interim Executive Director of Accountability
Postsecondary Opportunities
Maria.Harris@sde.ok.gov

THERESA SHAKLEE

Student Portal Coordinator – Oklahoma
State Regents for Higher Education
OKCollegeStart
TShaklee@ocap.org

ERICA HARRIS

OKCareer Guide Coordinator- Oklahoma
Department of Career Technology
Education
OKCareerGuide
Erica.Harris@careertech.ok.gov



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —