

WHY ARE WE IMPLEMENTING ICAP?

Individual Career Academic Planning (ICAP) The term ICAP refers to a process that helps students prepare for life after high school. During the ICAP process, students will participate in a variety of academic and career development activities. Insight gained from these activities will result in a personalized roadmap they can use when navigating college or career plans after high school.

WHY DO WE HAVE OPTIONS FOR IMPLEMENTATION?

During the 2018 - 2019 academic year 134 schools serving elementary, middle, and high school students participated in the ICAP pilot process. These ICAP pilot sites participated in several surveys, focus groups, and monthly meetings conducted by both the University of Oklahoma's K20 Research Center and the Oklahoma State Department of Education. The following examples are the three most popular ICAP implementation strategies according to the ICAP pilot school sites. The following models are meant to be suggestions, they are not required.

HOW IS ICAP DIFFERENT FROM A GRADUATION CHECKLIST?

- ICAP is more than documentation; it is a culture.
- ICAP is an **ongoing process** that includes a **product** that documents and reflects student awareness, exploration, preparation, planning and action for postsecondary success.

WHAT ARE THE BASIC ICAP REQUIREMENTS FOR ALL STUDENTS, ACCORDING TO STATE LAW?

- career and college interest surveys
- written postsecondary and workforce goals and progress toward those goals
- intentional sequencing of courses that reflects progress toward the postsecondary goal
- academic progress
- scores on assessments (required state and federal assessments and a college and career ready assessment)
- experience in service learning and/or work environment that may include job shadowing, mentorships, internships, pre-apprenticeships, apprenticeships

ICAP EXAMPLES MAY ALSO INCLUDE:

- academic planning
- community service
- concurrent enrollment
- Advanced Placement
- career technology programs
- industry and college tours
- job shadows
- mock interviews
- internships
- apprenticeships
- externships
- college and career conversations
- meetings between students, families and educators

WHAT INDIVIDUAL CAREER ACADEMIC PLANNING (ICAP) DELIVERY MODEL WILL WORK FOR YOU AND YOUR DISTRICT?

- Delivery Model 1: setting aside advisory time
- Delivery Model 2: using an elective class or integrated curriculum (part of a core class)
- Delivery Model 3: a blend of the two

WHAT ONLINE TOOL WILL WORK FOR YOU AND YOUR DISTRICT?

- OK Career Guide <https://okcareerguide.kuder.com/>
- OK College Start <https://www.okcollegestart.org/>
- District choice (e.g., the Naviance tool used by some districts)

WHAT ARE THE KEYS TO SUCCESS FOR STUDENTS' ICAP?

- making sure the process is student driven and adult supported
- basing exploration on individual student passions and skills
- preparing and planning for postsecondary success

WHAT ARE THE STEPS FOR SUCCESSFUL IMPLEMENTATION?

- choose pilot process/delivery method A, B or C (see summary sheets for more information on each)
- create your team
 - student
 - classroom teacher
 - counselor
 - administrator
 - parent
 - business representative
 - special education teacher
 - higher education representative
 - tribal representative
- focus on infrastructure
 - create a team leadership culture
 - foster family engagement
 - build capacity for school and community support
 - focus on awareness, exploration, preparation, action

OPTION A

WHAT INDIVIDUAL CAREER ACADEMIC PLANNING (ICAP) STRATEGY WILL WORK BEST FOR YOUR DISTRICT?

- **Option A provides opportunities for intentional sequencing of activities for student awareness, exploration, preparation/planning, and action**
- Option B: provides specific activities for each semester for each grade level
- Option C: a blended strategy utilizing both above options

This may be optimal for districts who are already implementing a career development program and who may be interested in structure. Districts will use existing online tools, or other self-selected resources, to provide opportunities for an intentional sequence of activities related to self-awareness, career exploration, career preparation and planning and career management at each grade level.

HOW DOES IT WORK?

Students will:

- create goals and plans using an online tool (OKCareerGuide, OK CollegeStart or district choice)
- develop and/or revise student ICAP information

Adult mentors (teachers, counselors, parents) will:

- provide guidance for student awareness, exploration, preparation and planning

WHAT DOES SUCCESSFUL IMPLEMENTATION LOOK LIKE?

Fostering student **awareness** of college and career options by:

- encouraging self-assessment of interests and strengths
- encouraging self-assessment of interest in career fields and career clusters
- matching interests and skills to college and career opportunities
- evaluating student knowledge of finances and financial resources

Fostering career **exploration** by:

- establishing middle school activities and opportunities
- establishing high school activities and opportunities
- providing work-based learning opportunities (job shadowing, service learning, internship, mentorship)
- understanding and comparing postsecondary education and training opportunities

Fostering career **preparation** by:

- defining planning steps
- setting SMART goals (Goals that are specific, measurable, attainable, realistic and time-bound)
- preparing students for academic courses and skill development
- taking a college career ready assessment (e.g. assessing ACT or SAT which is provided to all high school juniors)
- preparing students for behavioral and employability skills
- exploring middle school plan (OK Career Guide/OK College Start/district choice)
- exploring high school plan (OK Career Guide/OK College Start/district choice)

Fostering students to take **action** by:

- implementing the ICAP plan
- updating the ICAP with new information and artifacts
- connecting with adults for conferencing, advising and mentoring

WHAT ARE THE DELIVERY MODELS FOR OPTION A?

- advisory time (district scheduling and advisory content will vary based on district/site needs)
 - varied class size
 - scheduled weekly, monthly or each semester
 - college and career preparation and planning
 - academic progress checks
- elective class or integrated curriculum (part of a core class)
- a combination of both models

WHICH TOOL WILL WORK BEST FOR YOUR DISTRICT?

- **OK Career Guide** is a free online tool for students and families offered by the Oklahoma Department of Career Technology Education that includes career interest assessments, information on career expectations, growing occupation trends, scholarship and financial aid resources, internship listings, online portfolio tools, job search tools, major and career exploration resources, interview tips and information on Oklahoma programs of study. <https://okcareerguide.kuder.com/landing-page>
- **OK College Start** is a free online tool for students and families offered by the Oklahoma State Regents for Higher Education that include career interest assessments, information on career expectations, growing occupation trends, scholarship and financial aid resources, interview and resume writing templates, listings of Oklahoma programs of study, student video testimonials, transcript exchange services, and goals setting activities. <https://www.okcollegestart.org/>

- **District choice** offers the opportunity for sites to customize their online planning tool to meet their specific needs.

WHAT ARE THE BENEFITS OF USING AN ONLINE TOOL?

- Ensures a **gradual process** that builds from one year to the next and supports the unique career interests and development of each student.
- 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.
- **Records** all progress for the ICAP.

OPTION B

WHAT INDIVIDUAL CAREER ACADEMIC PLANNING (ICAP) STRATEGY WILL WORK BEST FOR YOUR DISTRICT?

- Option A provides opportunities for intentional sequencing of activities for student awareness, exploration, preparation/planning, and action
- **Option B: provides specific activities for each semester for each grade level**
- Option C: a blended strategy utilizing both above options

Option B may be optimal for districts interested in having a road map for ICAP implementation. These districts will utilize specific activities for each grade level and semester to ensure that students are charting a meaningful path toward postsecondary success.

HOW DOES IT WORK?

Students will:

- create goals and plans using an online tool (OKCareerGuide, OK CollegeStart or district choice)
- develop and/or revise student ICAP information

Adult mentors (teachers, counselors, parents) will:

- provide guidance for student awareness, exploration, preparation and planning

WHAT DOES SUCCESSFUL IMPLEMENTATION LOOK LIKE?

- All students should participate in an interest assessment before beginning the sequence of activities to be sure they are aligned throughout the ICAP process.
- ICAP should be an ongoing process that builds from one year to the next and supports the unique career and academic development of each student.
- Expect student goals and plans to change annually. Remember, ICAP is a process of discovery that grows and changes with the student.

WHAT ARE THE DELIVERY MODELS FOR OPTION B?

- **advisory time** (district scheduling and advisory content will vary based on district/site needs)
 - varied class size
 - scheduled weekly, monthly or each semester
 - college and career preparation and planning
 - academic progress checks
 - elective class or integrated curriculum (part of a core class)
 - a combination of both models

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- **Records** all progress for the ICAP.

WHAT IS THE IMPLEMENTATION ROADMAP?

We encourage adaptations for those districts/sites not on a Fall and Spring Semester System.

MIDDLE SCHOOL

6TH GRADE

Fall Semester

- Complete a **career interest survey**.
- Learn and understand **definitions and terms** related to ICAP (e.g., career clusters, career pathways, programs of study).
- Learn each of the **16 career clusters**.
- Participate in a **variety of electives** to explore interests and strengths.

Spring Semester

- Participate in a **variety of electives** to explore interests and strengths.
- **Attend at least one career or college exploration event**, (e.g., career tech exploration day, job shadow, career fair, college fair, career exposure week, etc.).
- **Meet/communicate with student and family** about six-year course plan and ICAP process expectations (e.g., during student-led career conference with family).

7TH GRADE

Fall Semester

- Complete at least one **career interest inventory** offered in online tool to self-evaluate and identify potential career interests to further explore.
- Learn how to **set academic and personal goals** based on student interests and skills.
- Participate in a **variety of electives** to explore interests and strengths.
- Use school resources to **update six-year plan** with student, family, teacher and counselor input (e.g., during student-led career conference).

Spring Semester

- Participate in a **variety of electives** to explore interests and strengths.
- **Attend at least one career or college exploration event** (e.g. career tech exploration day, job shadow, career fair, college fair, career exposure week, etc.).
- Learn how to **align course selection** with potential career interests.
- **Meet/communicate with student and family** about five-year course plan (e.g., during student-led career conference with family).

8TH GRADE**Fall Semester**

- Understand **graduation requirements**, high school **transcript information** and the **high school timeline of college and career readiness**.
- Learn how to **evaluate the accuracy of student goals and action plans** to reflect past experiences and future goals.
- Participate in a **variety of electives** to explore interests and strengths.
- Outline a plan for **community service and extracurricular activities** related to ICAP.
- Use school resources to **update and implement five-year plan** with student, family, teacher and counselor (e.g., during student-led career conference).

Spring Semester

- Participate in a **variety of electives** to explore interests and strengths.
- Attend at least one **career or college exploration event** (e.g., career tech exploration day, job shadow, career fair, college fair, career exposure week, etc.).
- **Meet/communicate with student and family** to develop a tentative four-year course plan (e.g., during student-led career conference with family).
- Use 16 career clusters based on student interest inventories to **select courses that support personal career goals**.

HIGH SCHOOL**9TH GRADE****Fall Semester**

- Update **personal inventories** to identify key changes that could affect goals or plans.
- Outline a plan for **community service and extracurricular activities** related to ICAP.
- Explore **postsecondary alignment** to course path and goals match.
- Identify an adult mentor/advisor from **student personal network**.

Spring Semester

- Update the student four-year plan to include **postsecondary options**.
- Attend at least one **career or college exploration event** (e.g., career tech exploration day, job shadow, career fair, college fair, career exposure week, etc.).
- **Meet/communicate with student and family** about high school course plan and ICAP process expectations (e.g., during student-led conference).
- Use online tools to learn about **postsecondary options** based on student interest, abilities, workforce need and financial feasibility (use online tools).

10TH GRADE**Fall Semester**

- Identify 3 areas of career interest
- Research 1 of 3 identified **careers of interest**.
- Identify **roles and responsibilities, skills and dispositions, education/training** needed for identified careers.
- Outline a plan for **community service and extracurricular activities** related to ICAP.
- Use online tools to research job opportunities and leverage labor market projections to assess **future job opportunities**.

Spring Semester

- Create a **resume** and understand the importance of building resumes over time.
- Explore **career and service learning** opportunities.
- Complete a **job shadow** in an identified career interest area.
- Attend at least one **career or college exploration event** (e.g., career tech exploration day, career fair, college fair, career exposure week, etc.)
- **Meet/communicate with student and family** about high school course plan and ICAP process expectations (e.g., during student-led conference).
- Use online tools to learn about **postsecondary options** based on student interest, abilities, workforce need and financial feasibility.

11TH GRADE**Fall Semester**

- Understand how to **evaluate postsecondary opportunities, do a college search and locate and complete a college application**.
- Outline a plan for **community service and extracurricular activities** related to ICAP.
- Use online tools to **review assessment results** and how they might impact postsecondary planning.
- Participate in a **job shadow or internship** in an identified career interest area.
- Use online tools to **research scholarship and financial aid opportunities** with parents in order to understand available resources and financial implications for alternative postsecondary options.

Spring Semester

- Attend at least one **career or college exploration event** (e.g. career tech exploration day, job shadow, career fair, college fair, career exposure week, etc.).
- Participate in a **real-world opportunity** within identified career focus area.
- Participate in **college visit**.
- Understand **financial aid opportunities**, including scholarships.
- **Meet/communicate with student and family** about senior year course plan and ICAP process expectations (e.g., during student-led conference).
- Use online tools to learn about **postsecondary options** based on student interest, abilities, workforce need and financial feasibility.

12TH GRADE**Fall Semester**

- Develop a **financial plan** with support of family, mentor and educators to support postsecondary transition.
- Outline a plan for **community service and extracurricular activities** related to ICAP.
- Update ICAP and related documents accurately to reflect all honors, credentials, endorsements and certifications that comprise **high school portfolio**.
- Participate in **Financial Aid Night**.
- Take **college and career ready assessments**. (High School Juniors have the opportunity to take the ACT or SAT as part of the OSDE Assessment System. Seniors may want to take a college career ready assessment during 12th grade to potentially improve their score.)
- Complete college common **application**.
- Complete a **FAFSA**.
- Apply for **scholarships**.

Spring Semester

- Use online tools to research the **labor market** to make informed career and postsecondary decisions.
- Participate in **mock interviews**.
- Participate in an **internship**.
- Take college **entrance exams**.
- Apply for **scholarships**.
- Attend at least one **career or college exploration event** (e.g., career tech exploration day, career fair, college fair, career exposure week, etc.).
- **Meet/communicate with student and family** about postsecondary plans.

OPTION C

WHAT INDIVIDUAL CAREER ACADEMIC PLANNING (ICAP) STRATEGY WILL WORK BEST FOR YOUR DISTRICT?

- Option A provides opportunities for intentional sequencing of activities for student awareness, exploration, preparation/planning, and action
- Option B: provides specific activities for each semester for each grade level
- **Option C: a blended strategy utilizing both above options**

Option C may be optimal for districts interested in having a road map for ICAP implementation for some grade ranges and more flexibility for others. In this blended strategy, districts can utilize specific activities for some grade levels and semesters and, for others, use existing online tools, or other self-selected resources, to provide opportunities for an intentional sequence of activities related to self-awareness, career exploration, career preparation and planning and career management.

HOW DOES IT WORK?

Students will:

- create goals and plans using an online tool (OKCareerGuide, OK CollegeStart or district choice)
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WHAT ARE THE DELIVERY MODELS FOR OPTION C?

- **advisory time** (district scheduling and advisory content will vary based on district/site needs)
 - varied class size
 - scheduled weekly, monthly or each semester
 - college and career preparation and planning
 - academic progress checks
 - elective class or integrated curriculum (part of a core class)
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- 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.
- **Records** all progress for the ICAP.

WHAT ARE THE SUGGESTED ACTIVITIES?

9TH/10TH GRADE

(student must choose at least five activities a year for a total of ten for this grade range)

AWARENESS

1. Use the online tool to take an **interest assessment**.
2. Use the online tool to take a **career assessment** and choose a career cluster.
3. Take an **activity quiz** on the learning community online platform

EXPLORATION

4. Interview an **industry professional**.
5. Participate in **job shadowing**.
6. Participate in **service learning**.
7. Take **business/industry tour**.
8. Visit a **college campus and/or career technology center**.
9. Attend a **college or career fair**.
10. Watch a recorded **Careers in the Classroom** interview on the online community platform.
11. Watch a **Voices From the Field** video in the online community platform.

PREPARATION/PLANNING

12. Research a career and **interview a professional** in that field.
13. Participate in a **career tech course** offered at your school.
14. Enroll in a **career academy** through a career technology center (10th grade).
15. Complete **Oklahoma's Promise** application.
16. Create a **vision board** (a tool to help clarify, concentrate and maintain focus on a specific life goal. A vision board displays images that represent what you want to be, do or have in your life).
17. Develop a **passion project** (a problem or community service project for a team or individual student to tackle, with adult support).
18. Complete **SMART Goals** (goals that are specific, measurable, attainable, realistic and time-bound).
19. Attend a **career exploration summer academy or program** (e.g., Oklahoma State Regents Summer STEM Academy).
20. Participate in an Upward Bound, GEAR UP or Talent Search **summer program**.

ACTION

21. Take **PSAT or Pre-ACT** (10th grade).

11TH/12TH GRADE

(student must choose at least five activities a year for a total of ten for this grade range)

AWARENESS

1. Use the online tool to take an **interest assessment**.
2. Use the online tool to take a **career assessment and choose a career cluster**.
3. Take an online **activity quiz** on the online community platform.

EXPLORATION

4. Interview an **industry professional**.
5. Participate in **job shadowing**.
6. Participate in **service learning**.
7. Take a **business/industry tour**.
8. Visit a **college campus and/or career technology center**.
9. Attend a **college or career fair**.
10. Watch a **Careers in the Classroom** interview on the online community platform.
11. Watch a **Voices From the Field** video in the online community platform.

PREPARATION/PLANNING

12. Enroll in a **career readiness course**.
13. Attend a **career exploration summer camp or program** (e.g., Oklahoma State Regents for Higher Education STEM Summer Academy).
14. Enroll in a **career academy** through career technology center.
15. Enroll in an **internship**.
16. Participate in a **career technology course** offered at your school.
17. Complete **SMART goals** (goals that are specific, measurable, attainable, realistic and time-bound).
18. Complete a **resume**.
19. Enroll in **concurrent enrollment**.
20. Enroll in an **Advanced Placement** class.
21. Enroll in **College Career Ready Mathematics** class if offered at your high school (12th grade).
22. Enroll in **College Career Ready Literacy** class if offered at your high school (12th grade).
23. Take the **PSAT** (11th grade).
24. Apply for **scholarships**.
25. Participate in an Upward Bound, GEAR UP or Talent Search **summer program**.

ACTION

26. Complete **FAFSA** (12th grade).
27. **Apply** to college, career technology program, military or apprenticeship program (12th grade).