| **Buckingham SD**  **STEPS TO DEVELOP YOUR DISTRICT/SCHOOL ICAP** | **Lead Person or Group** | **Date Done** | **Describe Outcomes or Note Additional Documentation** |
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| **TO GET STARTED** |  |  |  |
| 1. \*Form ICAP design and implementation task force |  | Fall 2009 | Work plan and communication plan developed  ICAP Task Force Membership list |
| 2.02(1)(b) Evidence of a plan for ICAP implementation based on recommendations from school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers |
| 2. Review “Rules Governing Standards for Individual Career and Academic Plans” and other career and college guidance documents your district wishes to consider in the ICAP activity design | Mary Smith,  Task Force Members | 2/18/10 | ICAP Implementation Guide  Work plan and communication plan  ICAP Planning Guide |
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| **ICAP ACTIVITIES DESIGN WORK** |  |  |  |
| 1. Understand the features, tools and portfolio options on the free site CollegeInColorado.org and/or other tools that support ICAP development, including default settings, training availability, resources and cost (if any) | Mary Smith,  Task Force Members | 4/12/10  9/27-28/10 | ICAP Checklist – Naviance and College In Colorado  ICAP Design Seminar with CIC |
| 2. Engaging your task force, itemize career and college planning activities already accomplished by your school/district | Mary Smith,  Task Force Members | 2/18/10 | ICAP Planning Guide |
| 3. \*\*Looking at options from #1 and #2 above, begin to formulate those activities you wish students to accomplish by grade level – the “what” | Mary Smith, and expanded  Task Force Members | 9/27-28/10 | ICAP Design Seminar with CIC – students will participate in grade-level appropriate activities using College In Colorado. |
| Consider, in the context of the ICAP requirements:   * Grade level expectations * IEP protocols * Comprehensive Career Guidance Handbook, CTE policies and delivery * Graduation requirements * Developmentally appropriate activities * ASCA Model alignment |  |  | Continued discussions will occur |
| 4. Analyze which ICAP Standards each activity meets and whether you have met all “career planning, guidance and tracking components” (2.01(1): | Mary Smith, and expanded  Task Force Members | 9/27-28/10 | ICAP on College In Colorado will encompass all of these areas. In addition, Naviance, current classroom career-related activities, Infinite Campus, Concurrent Enrollment opportunities in which student has previously participated (PSEO, College Ready), ACTS, etc. will also be used to meet all requirements. |
| * + 2.01(1)(a) Documentation of the student’s efforts in exploring careers |  |  | CIC, Naviance, current classroom career-related activities, Job Shadows, Community Employment Experience, ACTS, etc. |
| * + 2.01(1)(a) A written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; |  |  | CIC ICAP |
| * + 2.01(1)(a) Interest surveys that the student completes |  |  | CIC, Naviance, Classroom work, etc |
| * + 2.01(1)(a) Anticipated postsecondary studies |  |  | CIC, Counselors, PET classes, Concurrent Enrollment Opportunities including ASCENT, Former PSEO, and College Ready |
| * + 2.01(1)(b)The student’s academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned |  |  | CIC |
| * + 2.01(1)(c) An intentional sequence of courses reflecting progress toward accomplishment of the student’s postsecondary and workforce objectives |  |  | Plan of Study – Post-secondary |
| * + 201(1)(d) Relevant assessment scores |  |  | Infinite Campus |
| * + 2.01(1)(e) The student’s plans for and experiences in contextual and service learning, if applicable |  |  | CIC, Naviance |
| * + 2.01(1)(f) A record of the student’s college applications or alternative applications as they are prepared and submitted |  |  | CIC, Naviance |
| * + 2.01(1)(g) The student’s postsecondary studies as the student progresses through high school |  |  | Infinite Campus, Concurrent Enrollment (PSEO and College Ready) |
| * + 2.01(1)(h) The student’s progress toward securing scholarships, work-study, student loans and grants |  |  | CIC Financial Aid, Naviance |
| * + 2.01(1)(i) Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education. |  |  | Test Prep  National/Regional/Local Labor Market Information |
| 5. Analyze whether your ICAP selections meet additional system-level requirements, including: | Buckingham SD ICAP Task Force Members | 9/27-28/10  Work will be ongoing |  |
| * 2.02(1)(k) Where possible, ensure and verify that the ICAP aligns with the American School Counselor Association’s adopted standards |  |  | Work with grade level appropriate counselors to gain more information  ASCA aligns with College in Colorado |
| * 2.01(2)(a) Each ICAP is accessible to educators, students, parents legal guardians, and Approved Postsecondary Service Providers |  |  | Portfolio on CIC |
| * 2.01(2)(b) Each ICAP portfolio will be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his/ her career and academic plans follow him/her |  |  | Portfolio on CIC |
| * 2.01(3) Each public school, in assisting students and parents in creating and maintaining ICAPs shall comply with the requirements of the Federal “Family Educational Rights and Privacy Act of 1974”, 20 U.S.C. 1232g | Mary Smith | Spring 2010 | Letter regarding ICAP requirement and information how to access on CIC, etc. will be sent to parents |
| 6. \*\*Begin to decide how each activity will be accomplished in each year – the “who, when, where” | Mary Smith and Taskforce | 2nd Semester2010 | Task Force will continue to meet on a regular basis to roll out implementation plan |
| 2.02(1)(a) … meet or exceed the standards set forth in 22-2-136(1), C.R.S including a clear designation of the roles and responsibilities of the student, parents and district staff |  |  |  |
| 7. Check Up: Evaluate whether developing a timeline to benchmark when each grade level activity will be defined, a simple ICAP activity design or CIC.org default ICAP settings should be targeted for the 2010 plan submittal deadline - until your district can fully formulate your preferred ICAP activities (steps #1 through #6) during the 2010/2011 academic year | Mary Smith | Ongoing | Work plan and communication plan already established – will be revised as necessary  Customization options will be explored |
| Implementation Plan 2.00 (5) “ensures every student and their parents or legal guardians has access to and assistance in the development of an ICAP and includes: district and school objectives, district and school responsibilities, timelines and key dates.” |  | Spring 2010 and Fall 2011 | All students and parents/legal guardians will be provided with information on how to open a CIC account (Opt-out information will be available on Fall 2011 registration materials)  Opportunities for Staff Professional Development will be provided  2 day ICAP Design Seminar 9/27-28/10 | |
| **IMPLEMENTATION PLAN PREPARATION** |  |  |  | |
| Prepare your Implementation Plan by September 30, 2010 | Mary Smith | 9/29/10 |  | |
| 2.02(1) In implementing ICAPs, each district shall develop an Implementation Plan by September 30, 2010. The Implementation Plan shall include: |  |  |  | |
| * 2.02(1)(a) \*\*\***Policies and procedures** in place that meet or exceed the requirements of 22-32-109(1)(nn) and also meet or exceed the standards set forth in 22-2-136(1), C.R.S - set a date for policy level review and approval (Model policies are forthcoming from CASB/CASE) |  | By November 2010 | Communication to LST, Principals  ICAP Presentation to Board  Create board policy as determined by the school board | |
| * 2.02(1)(b) **Evidence of a plan** for ICAP implementation – proactively working toward the September 30, 2011 deadline for student ICAPs   + - Key deadlines to develop activities plan     - Taskforce members (or roles) and responsibilities defined     - Implementation timeline     - Objectives |  | 2nd Semester2010, Fall 2011 | Task Force from 2 Day training – add additional members as appropriate and necessary  Continue to revise work plan and communication plan | |
| * 2.02(1)(j) Include provisions to include a means to insert ICAP-related data into an **electronic database** for an individual student and, to the extent practicable, will be done in an automated fashion | Taskforce  CIC |  | CIC Platform | |
| * 2.02(1)(c) Where possible, the district’s demonstration that **professional development** is in place for school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers for implementing ICAPs |  | Ongoing | Professional Development Opportunities will be developed. | |
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| **ICAP ROLL-OUT REQUIREMENTS** |  |  |  |
| Work to fully refine and roll out the ICAP to students by September 30, 2011: | Amy Oaks, Mimi Leonard and Taskforce | Taskforce meeting dates TBD | Taskforce will continue to determine how to fully refine and roll out the ICAP requirements. |
| * 2.02 (1)(d) Effective September 30, 2011, each school counselor or school administrator shall ensure that every student in grades nine through twelve and their parents or legal guardians has **access to and assistance in the development** of an ICAP: |  |  |  |
| * 2.02(1)(e) Beginning with a student’s ninth grade year, the ICAP shall include goals for the student based on academic and career interests and shall identify required academic courses, career courses, electives and Contextual and Service Learning opportunities **aligned to the district’s programs of instruction related to postsecondary and workforce readiness**; |  |  |  |
| * 2.02(1)(f) ICAP access and assistance shall be provided at a minimum, **annually in grades nine through twelve and should include participation** by the student, parents or legal guardian, school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers as applicable |  |  |  |
| * 2.02(1)(g) Each year’s ICAP review shall indicate any **differences from the previous year’s ICAP** including but not limited to: goal revision, new postsecondary career and educational plans, financial aid opportunities and changes in academic courses |  |  |  |
| * 2.02(1)(h) School counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers at middle schools and high schools shall collaborate to ensure that each student and their parents or legal guardians receive **information and advising** regarding the relationship between the ICAP and postsecondary goals and expectations |  |  |  |
| * 2.02(1)(i) The ICAP and ICAP related data shall be a**vailable** upon request to the student, parents or legal guardian, educators, and/or Approved Postsecondary Service Providers in **both electronic and printable form** |  |  |  |
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| **EVALUATION** |  |  |  |
| 12. Consider how to evaluate the ICAP’s effectiveness | Amy Oaks, Mimi Leonard and Taskforce | Ongoing | Taskforce will explore possible evaluation strategies and determine next steps |
| * 2.03(1) The district shall establish specific policies for school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers to ensure every student has access to and assistance in the development of an ICAP |  |  |  |
| * 2.03(2) The policies shall include a method to evaluate the implementation and effectiveness of the standards set forth in 22-2-136(1) C.R.S. |  |  |  |
| * Determine which data points related to ICAP activities as well as student achievement goals will help evaluate ICAP effectiveness; begin collecting and analyzing data |  |  |  |

\* Participants could include counselors, administrators, teachers, special needs (see ICAP/IEP/CIC crosswalk), content experts, MESA advisors, career/technical staff, parents, students, IT specialists, library or media, post-secondary providers, school board members, BOCES, coaches, support staff, community members, legislators

\*\* Complete accompanying worksheets to aid your design process

\*\*\*Existing policies to review and add/update for ICAP plan may include:

* Graduation requirements
* Concurrent enrollment policies
* Counseling and guidance standards
* Model content standards
* Workforce readiness related policies