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ADMINISTRATORS
CONFERENCE

ICAP & Special Education Transition Plans

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Agenda

- Implementing ICAP
- Similarities and differences between the Individual Career Academic Plan (ICAP) and the transition plan in the Individual Education Program (IEP).
- Best practices for implementing ICAP with students with disabilities
- ICAP resources and questions

Implementing ICAP

Potential Impact of ICAP

The reason many schools fail to demonstrate improvement in academic outcomes and test scores is because students fail to see how their academic courses are relevant or beneficial to their future quality of life (Solberg, 2019).

ICAP has the power to change this!

Career and Life Goals

Once students identify career and life goals, they actively pursue a more rigorous sequence of courses and are motivated to do the best they can in them (Solberg, 2019).

Big Ideas

Start with meaning.

Provide the opportunity and motivation to lead.

Make learning a challenge.

Connect student learning to the real world.

Use backward design to get where you want to go.

Quality ICAP Programs

- Self-exploration
- Career exploration skills
- Career planning and management skills including social emotional learning
- Work-based learning opportunities
- Caring and encouraging adults
- Occur as a regularly scheduled activity (1-2 times per week, small group advisory type setting)

(Solberg, 2019)

21st Century Skills

Critical thinking and problem solving

Collaboration across networks, leading by influence.

Agility and adaptability

Initiative and entrepreneurship

Effective oral and written communication

Accessing and analyzing information

Curiosity and imagination

Comparison of the ICAP and IEP Transition

BEST PRACTICES

Legal Authority

- ICAP
 - Beginning in 2019, ICAPs are required under House Bill 2155.
- IEP
 - Transition services are a required component of the IEP for transition age youth as mandated by the Individuals with Disabilities Education Act (IDEA) and OK State Policy.

Students Impacted

- ICAP
- ICAPs are required for students beginning in ninth grade. However, it is best practice to start in 6th grade or earlier.
- IEP
- The IEP must include secondary transition services at the beginning of the student's ninth grade year or by age 16, whichever comes first.

ICAP and IEP

The ICAP and IEP are complementary.

An IEP team should take information gathered during the ICAP process into account when developing transition services.

- Assessments
- Goals
- Course of study
- Transition services

Participation of ALL Students

Diverse learners, including students with disabilities, participate in the ICAP through the same process as all other students.

They need to be included in all processes and activities!

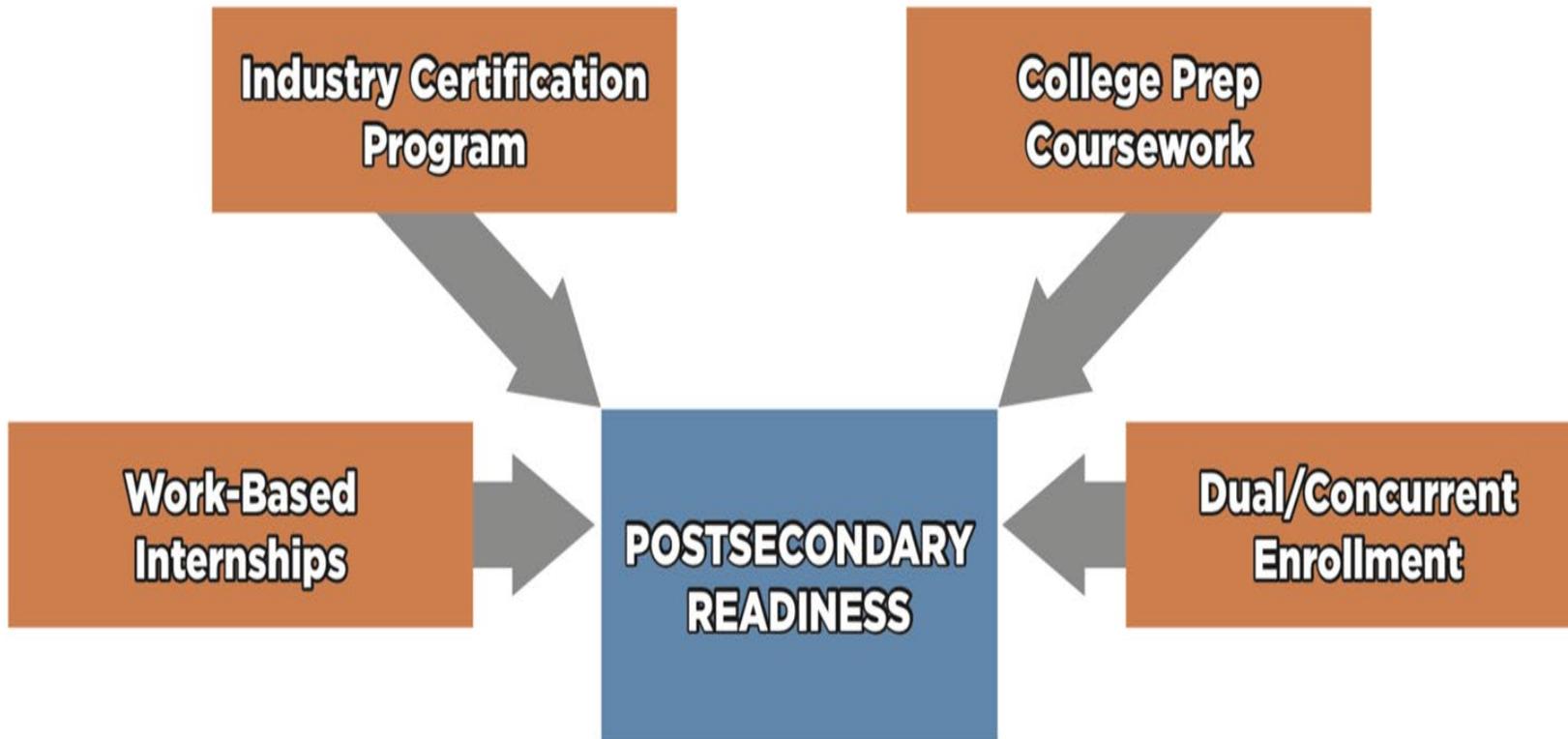
Students with IEPs may need appropriate accommodations and modifications determined by the IEP team.

Every Student Succeeds Act (ESSA)

Required Indicators:

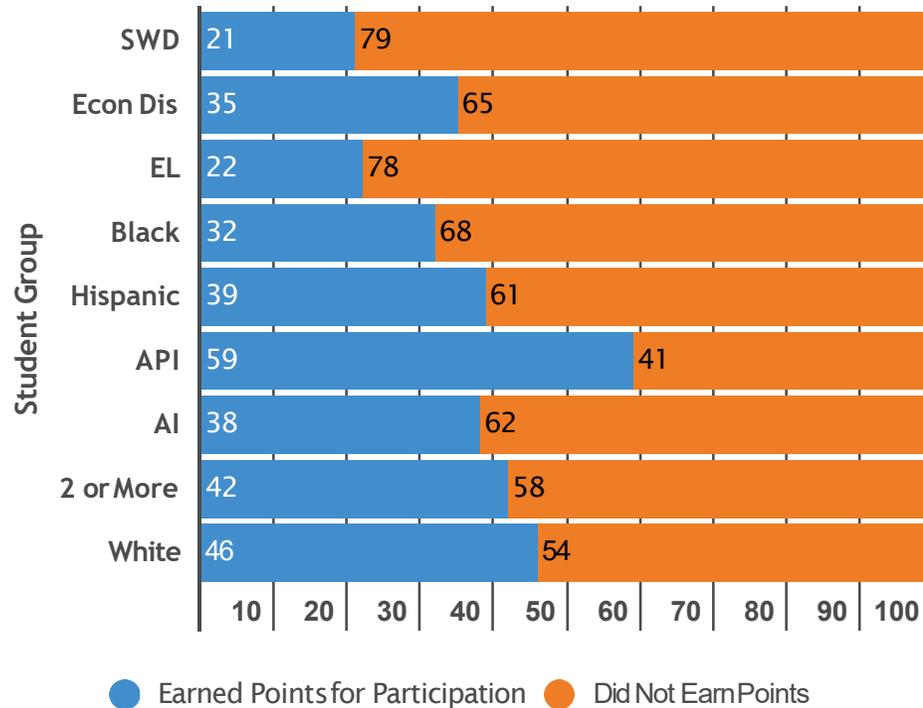
- Annual assessments (**Academic Achievement**)
- Graduation rates for high schools (**Graduation**)
- Additional academic indicator for elementary and middle schools (**Academic Growth**)
- English language proficiency for English learners (**ELPA**)
- School quality or student success indicator (**Post-Secondary Opportunities for high schools only**)

Postsecondary Opportunities



Postsecondary Opportunities Overview

Postsecondary Participation by Student Group (2018)



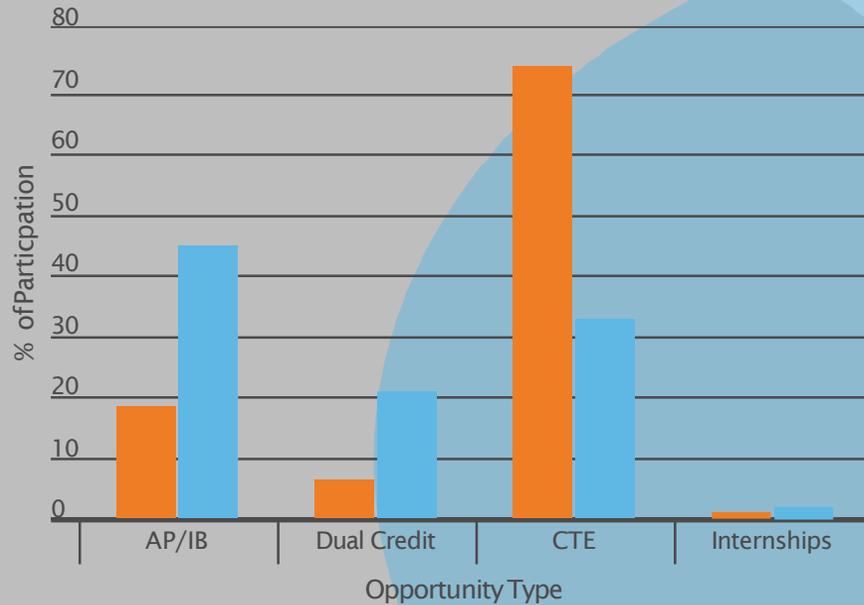
Life beyond high school requires different, and ever changing, competencies. Aligning postsecondary opportunities with a student's postsecondary goals ensures that students participate **in coursework and experiences that enhance their likelihood for success after high school**, whether they pursue a technical field, college or military service.

Points earned under the Postsecondary Opportunities Indicator are based on the percentage of high school juniors and seniors successfully completing at least one of the approved options.

Guidance on Course Codes:

https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/Postsecondary%20Opportunities%20Guide_2.pdf

Postsecondary Opportunity by Type (2018)



Students with Disabilities



All Students

Source: Oklahoma School Report Card

AP/IB Coursework

Challenges students to learn at a college-level pace and rigor and may provide opportunity to earn college credit based on test scores and college policies.

Dual (Concurrent) Enrollment

Enables students* to enroll and gain collegiate experience while earning credit in a college course offered through a local postsecondary institution. *specified criteria (GPA or ACT/SAT score) must be met

CTE Certificate Program

Enables students to earn industry certification through programs that combine classroom courses with skills-based practices and training.

Internships

Allows students to participate in immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment.

Participation of Students with Disabilities

How is your district ensuring that students with disabilities are included in all Postsecondary Opportunities and ICAP activities?

Student Involvement

- ICAP

- The ICAP process is student driven. Students in grades 6 through 12 will have appropriate access to and participation in the ICAP process.

- IEP

- Students must be invited to attend their IEP meeting when transition services are discussed. If students cannot attend, the team must ensure that their preferences and interests are considered.

Increased Student Involvement

Through alignment of the information in the ICAP and IEP, students develop self-awareness and have increased opportunities to be more involved in the development of their postsecondary and annual goals.

Self-determined students become successful adults!

Family Involvement

- ICAP
 - Parents/guardians are informed annually of the ICAP process, have opportunities to participate in the ICAP process, and get updates during the school year.
- IEP
 - Parents/guardians must be invited to the IEP meeting and have the opportunity to provide input into the plan, at least annually.

Increased Family Involvement

Parents have increased opportunities to collaborate with school personnel to plan for their child's futures.

Adult Responsibility

- ICAP

- The district has flexibility in determining the personnel involved in the ICAP process and assign advisors/mentors to students to guide the ICAP process.

- IEP

- The IEP team is comprised of a group of individuals, as required by IDEA, which is responsible for developing, reviewing, and revising an IEP for a student with a disability.

Shared Responsibilities

Team members need to have clearly defined roles to avoid unnecessary overlap/duplication and special education students being left out of activities.

Collaboration and communication between all staff (counselors, general education and special education) is crucial for success!

Review Period

- ICAP

- The ICAP must be reviewed at least annually.

- IEP

- The IEP must be reviewed at least annually.

Meetings

It may be beneficial for IEP teams to align the ICAP review period with the student's annual IEP team meeting.

It is up to each district to determine what works best for them.

Encourage student led IEPs!

[OU Zarrow Center](#)

Assessments

- ICAP

- Students participate in career and college interest surveys, skills surveys, and work values as well as required state assessments.

- IEP

- Students engage in age-appropriate transition assessments related to education/training, employment, independent living, and community participation. Results from these assessments are used to develop goals.

Assessments and Accessibility

Assessments completed as part of the ICAP process may be used to inform the IEP and may satisfy the requirement for age-appropriate transition assessments in the areas of education/training and employment, if so determined by the IEP team.

- Accessibility for students and staff

ICAP for OAAP Students

Individual Education Program (IEP) teams may use appropriate transition assessments in place of the assessments in their preferred ICAP tool or ePortfolio system.

OSDE-SES recommends that the students still have an account in the district's preferred electronic portfolio system (ie OK College Start, OK Career Guide, or other).

ICAP for OAAP Students - 2

Postsecondary Goals, Workforce Goals, and other activities continue to be housed within one of the ICAP tools.

The special education teacher who will be assisting the student with the assessments should complete the "Secondary Transition Assessments for Students with Moderate to Significant Disabilities" Pepper Module located within OK EDPlan.

Assessment Accessibility

Who has access to the ICAP Tools?

How do you ensure accessibility for students and staff?

How will your district ensure that special education teachers have access to the ICAP assessment results?

Are the ICAP tools accessible for all students in your district?

Postsecondary and Annual Goals

- ICAP

- The ICAP requires postsecondary and workforce goals and progress toward those goals.

- IEP

- The IEP transition plan requires measurable postsecondary goals and annual goals in the areas of education/training, employment, and independent living and community participation, if appropriate.

Alignment of ICAP and IEP Goals

Students' postsecondary and workforce ICAP goals should align with their postsecondary and annual goals in their IEP.

Students take a more active role and participate in meaningful and intentional career planning activities at an earlier age.

Course Plan/Course of Study

- ICAP

- The ICAP process includes an intentional sequence of courses that reflects progress toward the postsecondary goal (this may include identified career pathways or career endorsements).

- IEP

- The IEP includes a course of study designed to support attainment of postsecondary and annual goals.

Alignment of Courses and Transition Services

The intentional sequence of courses included in the ICAP process should aid IEP teams in developing an appropriate course of study and transition services that align with students' postsecondary goals.

Consider work-based learning opportunities and instruction in self-determination and soft skills.

Participation in [OK Promise](#)

Work Experiences and Transition Services

- ICAP
- Work experiences and service learning
- IEP
- Transition Services:
 - Instruction;
 - Related services;
 - Community experiences;
 - Employment and other post-school adult living objectives; and
 - Daily living skills and provision of a functional vocational evaluation, if appropriate.

College and Career Readiness

Key Skills and Experiences ALL Students Should Receive to become College and Career Ready:

- Transition Assessments
- Self-Determination/Self-Advocacy
- Communication Skills
- Social/Emotional/Executive Function Skills
- Use Supports (i.e. Accommodations, Technology, Medication, Tutoring centers, etc.)
- Mentoring Programs

(Izzo, 2018)

Outside Agency Participation and Community Involvement

- ICAP

- Students may have opportunities for in-service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others in the community.

- IEP

- The IEP team must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, such as the Department of Rehabilitation Services (DRS).

Outside Agency Involvement

Increased opportunities for work-based learning leads to improved soft skills.

Students on IEPs may receive services from DRS and/or other possible outside agencies to attain annual goals and make progress toward achieving postsecondary goals.

Internships for Students with Disabilities

Students on IEPs need to be included in Internship opportunities.

Students on IEPs who participate in Work Study as part of their transition plan may receive credit for an Internship if the Work Study program meets the requirements outlined in the Internship document.

Why Leverage Career Technical Education (CTE) as a Transition Service?

Ensuring students with disabilities are accessing and persisting through CTE programs is a critical step in ensuring they are adequately prepared to achieve their postsecondary education and employment goals (Unruh and Rowe, 2019).

Participation in CTE for SWD

Students with disabilities who engage in a concentration of CTE courses in high school:

- have fewer unexcused absences,
- are more likely to graduate high school on-time, and
- are more likely to be employed after high school than those students with disabilities who are enrolled in few to no CTE courses

(Theobald, Goldhaber, Gratz, & Holden, 2017).

Participation in CTE for SWD - 2

Involvement in CTE while in high school, increases the likelihood students will go on to postsecondary education and be employed after high school

(Mazzotti et al., 2016; Test et al., 2009).

Department of Rehabilitation Services (DRS) Programs

WHILE IN HIGH SCHOOL

- Vocational guidance and counseling
- Vocational assessment
- Variations of work experiences (e.g., school work study (SWS), worksite learning, employer work study, On-the-Job Training (OJT))
- Work Adjustment Training
- Tech-Now
- Project SEARCH

Implementation of Special Programs and Services

WHILE IN HIGH SCHOOL

- Oklahoma Transition Institute (OTI)
- Career Exploration Contract – Bristow, Cushing, Sapulpa
- Summer Experiences
 - Summer Transition Employment Program (STEP)
 - Camp WOW (Working in the Wichitas)
 - Science Technology Engineering and Mathematics (STEM) Camp

Pre-Employment Transition Services (Pre-ETS)

- **Job Exploration:** Exploring the world of work and career options; skills-assessments and interest inventories, labor market and in-demand occupation information
- **Work-Based Learning:** Explore appropriate workplace behaviors, participate in work-site tours and job shadowing experiences
- **Workplace Readiness:** Preparing students for the workplace; soft skills training, peer mentoring, independent living skills, and accessing transportation

Pre-ETS - 2

- **Self-Advocacy:** Helping the student learn more about themselves, their disabilities, and how to present themselves responsibly; recognize their strengths and how to advocate for their needs and develop strategies for goal setting, time management and problem solving
- **Post-Secondary Counseling:** Exploring options for students seeking careers that require post-secondary education

Pre-ETS Coordination

- Pre-ETS activities are designed to supplement and enhance, **not** replace, a local education agency's transition program.
- Pre-ETS are primarily designed to assist *students with disabilities* **however** a student is **not** required to have a current Individual Education Plan (IEP), 504 plan, a documented disability or have been determined eligible or ineligible for VR services to participate in Pre-ETS activities.
- There is **no cost** for Pre-ETS to individual's receiving the services, their families or the school.

Pre-ETS Coordination - 2

- A legal guardian's written consent **is** required to provide Pre-ETS.
- Participation in Pre-ETS does **not** qualify an individual for VR services. *If a student is interested in VR services, please contact your local VR counselor.*
- A student **may receive any one or any combination** of Pre-ETS tailored to their educational needs and the goal of competitive integrated employment.
- Pre-ETS activities can be provided **individually** or in a **group setting**.

Confidentiality

- ICAP
- LEAs will abide by the Family Educational Rights and Privacy Act (FERPA) and Section 504 of the Rehabilitation Act of 1973.
- IEP
- LEAs must follow the provisions outlined in the IDEA and FERPA.

Building an Inclusive ICAP

Students with disabilities must be afforded access to the same educational opportunities provided to students without disabilities, including engagement in the ICAP process.

ICAPs lead to students being more **engaged** in the learning process, **better post school outcomes**, and a **strong workforce** for Oklahoma!

Resources

ICAP Resources for Students with Disabilities

- Available on the [OK Edge](#):
 - ICAP IEP Comparison Document
 - ICAP IEP Frequently Asked Questions
 - Business and Education Partnership Toolkit (to be released soon)
 - Internship FAQ (to be released soon)

Resources- EnvisionIT

- EnVisionIT is an electronic curriculum for students with and without disabilities focused on developing key literacy and career skills needed for the 21st century workplace
 - increased students' technology literacy skills, transition skills, and reading skills
 - students prepare a presentation that they use at their IEP meeting to describe the results of their transition assessment process, their college and career goals, postsecondary goals, and the annual goals they need to accomplish during the current year.
 - <https://nisonger.osu.edu/research/envision-it/what-is-envisionit/>

(Izzo & Horne, 2018)

Resources- OU Zarrow Center

- Free curriculum and resources to teach students self-determination skills
- Free professional developmental opportunities for special education teachers (See the OSDE-SES Newsletter for more information on upcoming trainings)
- <http://www.ou.edu/education/centers-and-partnerships/zarrow>

Resources-Transition Assessment Goal Generator (TAGG)

- The TAGG is an on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals
- <https://tagg.ou.edu/tagg/>
- Email Lori.Chesnut@sde.ok.gov for TAGG credits

Resources-Pre-ETS Modules

- WINTAC developed the [Explore-Work.Com](https://explore-work.com), a series of web-based modules for students with disabilities specific to the five required pre-employment transition service activities.
- <https://explore-work.com>

Additional Resources?

- What additional resources does your district need to implement a quality ICAP program for diverse learners including students with disabilities?

Special Education Contacts

Oklahoma State Department of Education
Special Education Services
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ICAP Contacts

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DRS Contacts

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- bhurley@okdrs.gov

References

- Solberg, V. S. H. (2019). *Making school relevant with individualized learning plans: helping students create their own career and life goals*. Cambridge, MA: Harvard Education Press.