



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

**INDIVIDUAL CAREER ACADEMIC PLAN
(ICAP) MEETING**

Goals

The WHY (Our Purpose)

- Each Team define the “why” for implementing ICAP in their school site/district
- Overview of the why, what, and how of ICAP Pilot
- Discuss Key Implementation Strategies for ICAP:
 - ASSESS
 - EXPLORE
 - PLAN
 - ACT

8:00 a.m.
Check-in

9:00 a.m.
Welcome

Joy Hofmeister

State Superintendent of Public Instruction

9:15 a.m.
Overview

Cindy Koss

Deputy Superintendent
Academic Affairs and Planning

Marissa Lightsey

New Skills for Youth Program Manager

10:00 a.m.
ICAP TED Talk

Don Raleigh

Superintendent
Pryor Public Schools

Why ICAP?

ICAP Teams

10:15 a.m.
Morning Break

10:30 a.m.

ASSESS

ICAP - Where Are We Now?

ICAP Components Chart

ICAP Self-Assessment Rubric

ICAP Teams

2:30 p.m.

ACT

Putting ICAP into Practice

ICAP Teams

Choose three topics below.

Discuss for 5-7 minutes each.

- Academic advising
- Advanced learning
- Business and education partnerships
- Career technology centers and district partnerships for ICAP
- Every day conversations with students
- Internships
- ICAP (awareness, exploration, planning)
- ICAP online tool – OK Career Guide www.okcareerguide.com
- ICAP online tool – OK College Start www.okcollegestart.org
- Redefining the senior year

11:30 a.m.

Lunch

12:30 p.m.

EXPLORE

Peer Panel - Share Strategies

PK-12 Career Development Chart

ICAP Teams

1:30 p.m.

PLAN

ICAP Planning Template

My Action Steps

ICAP Teams

2:15 p.m.

Afternoon Break

3:00 p.m.

Next Steps

Resources

sde.ok.gov/sde/new-skills-youth

ICAP monthly meetings

Reflection

What are your next steps?

ICAP ACTIVITIES FOR STUDENTS IN THE FOLLOWING AREAS:

- **Self-Awareness:** Understand how unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.
- **Career Awareness:** Know the difference between jobs, occupations and careers. Articulate a wide range of local, regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.
- **Postsecondary Aspirations:** Participate in career exploration activities centered on students' passions, interests, dreams and visions of their future self and perceived options.
- **Postsecondary Options:** Be aware of and participate in a variety of postsecondary and career opportunities. Use tools such as career clusters, personality assessments and learning style inventories to highlight individual strengths and capabilities.
- **Environmental Expectations:** Consider how school, family, community, culture and worldview might influence students' career development and postsecondary plans.
- **Academic Planning:** Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.
- **Employability Skills:** Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.
- **Personal Financial Literacy:** Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary pursuits. Understand and articulate personal financial literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.

PHASED ROLL-OUT

- **2017-2018**
Voluntary study/pilot year
- **2018-2019**
Increase number of voluntary districts to participate in 2nd study/pilot year
- **2019-2020**
Statewide implementation

FOR MORE INFORMATION:

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