

Use the following template resource to prepare and plan for ICAP implementation in your school district.

# 1.

Sign up/Follow ICAP with the ICAP Communications Tools.	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
A. ICAP email list: Subscribe at New Skills for Youth Website <b>(coming soon!)</b>				
B. ICAP on Twitter: Follow New Skills for Youth on Twitter <b>(coming soon!)</b>				

# 2.

Determine Individual Readiness.	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
A. Review your district and/or school vision, mission and goals.				
B. Work through the reflective questions on your own. Keep your district and/or school vision, mission and goals in mind. Allow yourself to begin reflecting based on your current knowledge (or lack thereof) about ICAP; this helps to determine your starting point.				

# 3.

Get Started.	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
A. Form the ICAP Implementation Team. <ul style="list-style-type: none"> <li>▪ What partners need to be engaged in this process?</li> <li>▪ Focus on ICAP, <b>not</b> other work.</li> <li>▪ Represent stakeholder groups.               <ul style="list-style-type: none"> <li>- Administration leader(s)</li> <li>- School counseling faculty</li> <li>- CTE faculty</li> <li>- Special education faculty</li> </ul> </li> </ul>				

# 3.

Get Started continued...	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
<ul style="list-style-type: none"> <li>- Academic faculty</li> <li>- Families</li> <li>- Student(s)</li> <li>- Community</li> <li>- Local representatives</li> </ul>				
B. Work through the reflective questions as a team. Discuss the level of the district's readiness to prepare, plan and implement ICAP.				
C. Establish regular collaborative activities among all staff.				
D. Assess your current status with the Self-Assessment Rubric tool. <b>Infrastructure</b> <ul style="list-style-type: none"> <li>▪ Policy and Leadership               <ul style="list-style-type: none"> <li>- Integrated leadership</li> <li>- Policy and planning</li> <li>- Standards and accountability</li> <li>- Connections and initiatives</li> <li>- Equal and equitable opportunity: How are you creating equitable opportunities?</li> <li>- Involvement of all school staff</li> </ul> </li> <li>▪ Building School Capacity               <ul style="list-style-type: none"> <li>- ICAP instruction</li> <li>- Mentoring/supportive adult relationships</li> </ul> </li> <li>▪ Building Community Capacity               <ul style="list-style-type: none"> <li>- Family support</li> <li>- Community stakeholder support</li> </ul> </li> </ul>				

# 3.

Get Started continued...	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
<p><b>Service Delivery</b></p> <ul style="list-style-type: none"> <li>▪ Assess               <ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Financial Knowledge</li> <li>- S.M.A.R.T. (specific, measurable, attainable, realistic, timely) goal-setting</li> </ul> </li> <li>▪ Explore               <ul style="list-style-type: none"> <li>- Career exploration</li> <li>- World of work and LMI</li> <li>- Postsecondary education and training exploration</li> </ul> </li> <li>▪ Plan               <ul style="list-style-type: none"> <li>- Planning skills</li> <li>- The plan</li> </ul> </li> <li>▪ Act               <ul style="list-style-type: none"> <li>- Execution of the plan</li> <li>- Review and revision of the plan</li> <li>- ICAP conferencing</li> </ul> </li> </ul>				
<p>E. Assess other staff, students, parents and the community about awareness and understanding of components of ICAP: legislation definition, purpose, self-exploration, career exploration, career development, career preparation and career management.</p>				

# 4

Plan for ICAP Implementation	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
<p>A. Define the <b>need</b>.</p> <ul style="list-style-type: none"> <li>▪ Identify a shared definition of the issues and challenges.</li> <li>▪ Focus on improving student outcomes in <b>and</b> beyond Pre-K-12.</li> <li>▪ Define a common framework using common language around the <u>5 critical adult transition areas</u>:               <ol style="list-style-type: none"> <li>1. School-based preparatory</li> <li>2. Career preparation and work-based learning</li> <li>3. Connecting services</li> <li>4. Family involvement</li> <li>5. Youth development and leadership</li> </ol> </li> </ul>				
<p>B. Set <b>goals and strategies</b>.</p> <ul style="list-style-type: none"> <li>▪ Review district and building strategic initiatives.</li> <li>▪ Focus on how ICAP infrastructure and components fit into the strategic plan and goals.</li> <li>▪ Ask:               <ul style="list-style-type: none"> <li>- <i>What ICAP steps and strategies should be considered?</i></li> <li>- <i>What strategies/tactics are necessary to realize the ICAP vision?</i></li> </ul> </li> <li>▪ Design action plan goals and strategies that link to how ICAP supports school goals.               <ul style="list-style-type: none"> <li>- Use S.M.A.R.T. goals.</li> </ul> </li> </ul>				

4.

Plan for ICAP Implementation continued...	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
<p><b>C. <u>Outline scope of content.</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>What content should be covered? How?</i> <ul style="list-style-type: none"> <li>- Activities link to standards (literacy, numeracy, science, social studies)</li> <li>- Activities include self-exploration and goal-setting (<b>assess</b>)</li> <li>- Activities include career-exploration (<b>explore</b>)</li> <li>- Activities include career planning and decision-making, career management skills (<b>plan/act</b>)</li> </ul> </li> </ul>				
<p><b>D. <u>Outline grade level sequence.</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>How should content activities scaffold through each grade?</i> <ul style="list-style-type: none"> <li>- Elementary (PK-5)</li> <li>- Middle school (6-8)</li> <li>- High school (9-12)</li> </ul> </li> </ul>				
<p><b>E. <u>Outline resources.</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>What new tools, practices and partners are required to realize the vision?</i> <ul style="list-style-type: none"> <li>- Operational considerations</li> <li>- Costs and procurement</li> <li>- Training and professional development</li> <li>- Other structural, functional or process resources</li> </ul> </li> </ul>				
<p><b>F. <u>Define roles and responsibilities.</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>What is the role for each critical player?</i> <ul style="list-style-type: none"> <li>- Administrative leaders</li> <li>- Team leaders</li> </ul> </li> </ul>				

# 4.

Plan for ICAP Implementation continued...	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
<ul style="list-style-type: none"> <li>- Counselors/classroom teachers</li> <li>- Support staff</li> <li>- Students</li> <li>- Family</li> <li>- Communities/employers</li> </ul>				
<p><b>G. Communicate.</b></p> <ul style="list-style-type: none"> <li>▪ <i>How can we build this movement?</i> <ul style="list-style-type: none"> <li>- Identify communication requirements for each strategy</li> <li>- Identify stakeholders</li> <li>- Create urgency about need for ICAP</li> <li>- Build awareness and gain support</li> <li>- Acknowledge and remove obstacles</li> <li>- Determine formats, distribution and delivery of communications</li> <li>- Build a communications matrix</li> </ul> </li> </ul>				

# 5.

Implement plan, Evaluate plan, Improve plan.	WHO	CONSIDERATIONS/ CONSTRAINTS	BY WHEN	COMPLETED
A. Determine data and intervals to capture.				
B. Collect baseline data.				
C. Survey and measure outcomes at designated intervals.				
D. Review measures and outcomes with the ICAP team.				
E. Identify areas for improvement.				
F. Implement improvement strategy.				
G. Review and evaluate strategy implementation effectiveness.				
H. Annually publish report. - Target short-term wins and celebrate success!				
I. Anchor change in practice and culture.				