This tool is designed to inform you as to your readiness to implement or refine your ICAP process. It is designed to prompt rich and meaningful conversations and would best be completed by a group of stakeholders at the school or district level. There are eight categories. Each category prompts you to think about critical components of your program, then asks to rate where you are on a scale of 1-5 (1 = low or not known/established, 2 = starting out, 3 = developing, 4 = deepening and 5 = high or refining. As you look at each of the components, think about what you “have considered” and then think about what you “will consider” in order to thoughtfully develop your ICAP process. At the end of each category it is best to reflect on the conversation and responses in order to develop next steps.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **1** | | **2** | | | **3** | | **4** | **5** |
| **Not**  **Known/**  **Established** | | **Basic** | | | **Approaching** | | **Accomplished** | **Exemplary** |
| **\*CCR Policy and Best Practices Awareness** |  | | | | | | | | |
| **This section analyzes your background knowledge of college and career readiness. Using the scale of 1-5 rate where you are in regards to what you know about the following topics:** |  | | | | | | | | |
| Legislation – Graduation Guidelines |  | |  | | |  | |  |  |
| CCR Pedagogy |  | |  | | |  | |  |  |
| CCR Resources |  | |  | | |  | |  |  |
| CCR Curriculum |  | |  | | |  | |  |  |
| Total points for this section \_\_\_\_\_\_\_\_  If you scored less than 12 points for this section, you should stop and research information in the needed area, before proceeding. | Next steps: | | | | | | | | |
| **Stakeholder Buy-in** |  | |  | | |  | |  |  |
| **This section analyzes the amount or buy-in there is for the ICAP process in your setting. Using the scale of 1-5 rank the level of buy-in you have from each of the listed groups:** |  | |  | | |  | |  |  |
| Leadership buy-in |  | |  | | |  | |  |  |
| Teacher buy-in |  | |  | | |  | |  |  |
| Counselor buy-in |  | |  | | |  | |  |  |
| Other: |  | |  | | |  | |  |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 9 points for this section, you should think critically about how to get buy-in from key-stakeholders. | Next steps: | | | | | | | | |
| **Category** | **1** | | **2** | | | **3** | | **4** | **5** |
| **Not**  **Known/**  **Established** | | **Starting Out** | | | **Developing** | | **Deepening** | **Refining** |
| **Communication/Messaging** |  | |  | | |  | |  |  |
| **This section analyzes the messaging and communication plan you have in place in regards to the ICAP process. Using the scale of 1-5 rate the goals and communication plans you have in place for the following groups:** |  | |  | | |  | |  |  |
| There is a clearly stated goal for the ICAP Process |  | |  | | |  | |  |  |
| In-building staff: message/communication plan |  | |  | | |  | |  |  |
| Students: message/communication plan |  | |  | | |  | |  |  |
| Families: message/communication plan |  | |  | | |  | |  |  |
| Community: message/communication plan |  | |  | | |  | |  |  |
| Other: |  | |  | | |  | |  |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 12 points for this section, you should develop key messaging and/or develop a communication plan for each of the areas. | Next steps: | | | | | | | | |
| **Personnel** |  | |  | |  | | |  |  |
| **This section analyzes who will be working on ICAPs. It asks you to think about who will manage the process to who will be working with students, and whether the reallocation of roles and responsibilities are necessary. Rate the statements on a scale of 1-5:** |  | |  | | |  | |  |  |
| Management, there is clear evidence who will manage the ICAP process |  | |  | | |  | |  |  |
| Staffing/human capacity, we have thought about who can/should be a part of this process |  | |  | | |  | |  |  |
| Is the reallocation of roles/responsibilities necessary? |  | |  | | |  | |  |  |
| We know the existing talent/expertise in our staff |  | |  | | |  | |  |  |
| Professional Development – we know the PD needs of our teachers and have the resources to make it happen |  | |  | | |  | |  |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 15 points for this section, you should analyze each statement at a deeper level before moving forward. | Next Steps: | | | | | | | | |
| **Category** | **1** | | **2** | | | **3** | | **4** | **5** |
| **Not**  **Known/**  **Established** | | **Starting Out** | | | **Developing** | | **Deepening** | **Refining** |
| **Logistics** |  | |  | | |  | |  |  |
| **This section analyzes the time, space, and other details necessary to complete the ICAP process. Think about each component and then rate it on a scale of 1-5:** |  | |  | | |  | |  |  |
| Scheduling – we have thought about how students will be scheduled to work on their ICAPs |  | |  | | |  | |  |  |
| Space – we have dedicated space to work on the process |  | |  | | |  | |  |  |
| Time – per day/week/mo., etc. – we have thought about the frequency and duration of when/how we will complete our ICAP process |  | |  | | |  | |  |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 9 points for this section, you should analyze each statement at a deeper level before moving forward. | Next steps: | | | | | | | | |
| **Technology** |  | |  | | |  | |  |  |
| **If you plan on using technology, this section guides you through the current state of technology in your setting. Rate the following statements on a scale of 1-5.** |  | |  | | |  | |  |  |
| Bandwidth |  | |  | | |  | |  |  |
| Computers/availability |  | |  | | |  | |  |  |
| IT support |  | |  | | |  | |  |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 9 points for this section, you should analyze each statement at a deeper level before moving forward. | Next steps: | | | | | | | | |
| **Category** | **1** | | **2** | | | **3** | | **4** | **5** |
| **Not**  **Known/**  **Established** | | **Starting Out** | | | **Developing** | | **Deepening** | **Refining** |
| **Formal Curriculum** |  | |  | | |  | |  |  |
| **This is perhaps the largest section, in the section you will analyze whether there is a developmentally appropriate curriculum that focuses on ensuring all students are college and career ready. Rate each of the following statements of a scale of 1-5:** |  | |  | | |  | |  |  |
| It has been decided who will develop/prepare the curriculum. |  | |  | | |  | |  |  |
| A developmentally appropriate scope and sequence has been created and aligned. |  | |  | | |  | |  |  |
| It has been determined what will be included in each ICAP |  | |  | | |  | |  |  |
| The curriculum includes elements of: Individual Exploration/Self-Discovery |  | |  | | |  | |  |  |
| Career Exploration |  | |  | | |  | |  |  |
| Academic/Career Planning and Management |  | |  | | |  | |  |  |
| Collection and management of artifacts system |  | |  | | |  | |  |  |
| Personal Financial Literacy |  | |  | | |  | |  |  |
| It has been determined what materials will be used |  | |  | | |  | |  |  |
| The appropriate resources to implement a comprehensive curriculum have been compiled |  | |  | | |  | |  |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 27 points for this section, you should analyze each statement at a deeper level before moving forward. | Next steps: | | | | | | | | |
| **Informal Curriculum** |  |  | |  | | |  | |  |
| **This section analyzes all the things that happen in your school that are related to college and career readiness, but aren’t part of a formal curriculum. Evaluated whether these opportunities are available to the students in your setting. . Rate the following statements on a scale of 1-5:** |  |  | |  | | |  | |  |
| **Category** | **1** | **2** | | **3** | | | **4** | | **5** |
| **Not**  **Known/**  **Established** | **Starting Out** | | **Developing** | | | **Deepening** | | **Refining** |
| CCR culture and climate of school |  |  | |  | | |  | |  |
| Internships |  |  | |  | | |  | |  |
| Job shadowing |  |  | |  | | |  | |  |
| Career fairs |  |  | |  | | |  | |  |
| Mentorships |  |  | |  | | |  | |  |
| Informational Interviews |  |  | |  | | |  | |  |
| Other: |  |  | |  | | |  | |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 18 points for this section, you should analyze each statement to determine whether these components should be included in your program. |  | | | | | | | | |
| **Partnerships** |  |  | |  | | |  | |  |
| **The ICAP Process is best when done collaboratively with others. This section prompts you to think about partners both internal and external that can help facilitate the process. Rate the following statements on a scale of 1-5:** |  |  | |  | | |  | |  |
| Internal -  Counselor and teacher teamwork, other |  |  | |  | | |  | |  |
| External -  Other school districts, programs (Gear Up, TRIO), higher education, business and industry, workforce, community, etc. |  |  | |  | | |  | |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 6 points for this section, you should analyze each statement to determine whether these components should be included in your program. |  | | | | | | | | |
| **Category** | **1** | **2** | | **3** | | | **4** | | **5** |
| **Not**  **Known/**  **Established** | **Starting Out** | | **Developing** | | | **Deepening** | | **Refining** |
| **Accountability/Reporting** |  |  | |  | | |  | |  |
| **This section asks to you look at the data in order to ensure accountability in your program. Rate the following statements on a scale of 1-5:** |  |  | |  | | |  | |  |
| Is process data collected? If yes, what? |  |  | |  | | |  | |  |
| Is perception data collected? If yes, what? |  |  | |  | | |  | |  |
| Is outcome data collected? If yes, what? |  |  | |  | | |  | |  |
| Are the school/district’s ICAP goals aligned to the UIP? |  |  | |  | | |  | |  |
|  |  | | | | | | | | |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 12 points for this section, you should analyze each statement to determine what data you can collect to determine the success/needs of your program. |  | | | | | | | | |
| **Evaluation** |  |  | |  | | |  | |  |
| **This section asks you to analyze the results from your ICAP program in order to evaluate its effectiveness. . Rate the following statements on a scale of 1-5:** |  |  | |  | | |  | |  |
| Have you completed an analysis of your ICAP data? |  |  | |  | | |  | |  |
| Do you/have you reflected on your ICAP program? |  |  | |  | | |  | |  |
| Based on analysis, what adjustments need to be done |  |  | |  | | |  | |  |
| Total points for this section: \_\_\_\_\_\_\_\_  If you scored less than 9 points for this section, you should analyze each statement to determine what you can collect/analyze to determine the success/needs of your program. |  | | | | | | | | |
| Final Thoughts: |  | | | | | | | | |
| Now that you have completed the steps in the development tool, look back at your scores from each of the areas to determine your greatest needs. What did you discover from this process? \_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Out of the 235 possible points, how did you rate yourself?  \_\_\_\_\_\_\_\_\_\_\_\_/235.  Use the right had column to outline your next steps. | Next steps: | | | | | | | | |
| **Resources:** |  | | | | | | | | |
| **CDE ICAP Resource Page** | <http://www.cde.state.co.us/postsecondary/icap> | | | | | | | | |
| **CCCS ICAP Resource Page** | <http://www.coloradostateplan.com/ICAP.htm> | | | | | | | | |
| **CDE Graduation Guidelines Page** | <http://www.cde.state.co.us/postsecondary/graduationguidelines> | | | | | | | | |
| **CDE UIP Resource Page** | <http://www.cde.state.co.us/uip> | | | | | | | | |
| **National Collaborative on Workforce and Disability – Resource Page – Individual Learning Plans (ILPs)** | <http://www.ncwd-youth.info/ilp> | | | | | | | | |
| **Legend of Terms:** |  | | | | | | | | |
| **CCR – College and Career Readiness** |  | | | | | | | | |
| **Process Data – What you did for whom?** |  | | | | | | | | |
| **Perception Data – What do people think they know, believe or can do?** |  | | | | | | | | |
| **Outcome Data – Evidence that the activity or intervention had an impact on students’ knowledge, attitudes and skills** |  | | | | | | | | |
|  |  | | | | | | | | |