



District Career and Academic Planning (DCAP): Team Evaluation Tool for Individual Career and Academic Planning (ICAP) Requirements

The *DCAP: Team Evaluation Tool for ICAP Requirements* can be used by districts to evaluate their current implementation of ICAP requirements surrounding the established DCAP team. This internal evaluation provides a platform to bolster the work of the DCAP team surrounding the connection between the DCAP team surrounding the connection between the DCAP and ICAP process.

Steps for Usage

- DCAP teams should evaluate each section and indicate their current level of implementation of the requirements/best practices.
- DCAP teams should then reflect on current practices and how connected they are to implementation for all students' ICAP. Consideration for included DCAP team members and their role should be the main focus; please consider if the team is complete and what can be done to increase and fully implement ICAP.
- Once evaluated, the DCAP team should move towards greater ICAP implementation and action planning to best strengthen the district team. The goal is to create a meaningful ICAP process for all students in grades eight-twelve. Action steps should be recorded for implementation including steps to incorporate additional team members and district support.
- Teams should begin their action planning process in areas that are marked as not considered or beginning and work towards action planning for all areas for full improvement.

Level	Definition
Not Considered	The section/component is missing entirely or so minimal that it is clear it is an afterthought.
Beginning	There is limited overview of the DCAP/ICAP requirement/best practice/team composition. There is a lack of clarification or connection to being fully implemented to support all students.
Emerging	District has taken the steps necessary to meet or include the connection to the ICAP requirement and best practices for the district team. It was clear that the DCAP team shows the district's work surrounding the ICAP requirement but did not exceed the basic requirements and team member involvement.
Excelling	The ICAP component was implemented above and beyond the basic requirements. It is clear that the DCAP team considered all elements of ICAP and has created a team ready to fully implement and support all student's ICAP process.



ICAP Implementation Components

Bolded items outlined below are **required** to be included in the process of ICAP implementation.

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	<p>A team has been established to implement and maintain the district plan.</p>	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	<p>The team has established goals and a yearly timeline for implementing ICAP through the DCAP process.</p>	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	<p>The team includes (at minimum) a school administrator, a school counselor, teachers including career and technical education teachers and individuals responsible for coordinating work-based learning activities.</p>	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	<p>The team reviews, evaluates and revises the district plan (at minimum) annually.</p>	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	<p>The District Plan is presented annually to the directors of the school district (school board). See DCAP template for outline of school board review topics.</p>	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	<p>The team works to implement the DCAP into action which includes coordinating activities, learning experiences, CIS usage surrounding the Essential Components into classroom instruction and other facets of the school district educational program.</p>	



Self-Evaluation Rating	Action	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The team regularly consults with representatives of employers, state and local workforce systems and centers, higher education institutions, and postsecondary training programs to ensure activities are relevant and align with labor and workforce needs of region and state	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	A state-approved career information system (CIS) is identified.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	DCAP team reviews RPP evaluation of prior year DCAP; sets goals for improvement and implementation.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The DCAP is integrated with the district's comprehensive school improvement plan and school counseling program.	

Additional Considerations

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The team regularly uses data to evaluate the DCAP implementation of ICAP and identifies gaps in the program. Suggestions for data collection include prior year DCAP data, course taking data, postsecondary readiness data, gaps in ICAP, CIS access and benefit, family and student engagement, student outcome data, etc.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	If/when gaps are identified in data evaluation, the team reviews and revises the DCAP to close the gaps in implementation.	



Self-Evaluation Rating	Action	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	A scope and sequence of the ICAP is completed to include developmentally appropriate tasks and components of the ICAP; at minimum, the scope and sequence identifies CIS usage and implementation grades 8-12.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The team has identified opportunities to implement ICAP systemwide: this can include within existing coursework, established framework or new collaboration options.	

Barriers

Identify barriers to fully implementing ICAP requirements in grades 8-12.

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The DCAP team identifies barriers to ICAP implementation for all students.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The team has worked together to turn the barrier reduction strategies into action steps to fully implement ICAP in grades 8-12 complete with timeline and identification of team lead(s).	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The team feels supported by the district/school(s) in their efforts to fully implement ICAP requirements for all students; this includes but is not limited to school board, administration and teaching faculty.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The district/high school (8-12) has established a clear message showing commitment to creating a culture of "future ready" students.	



Communications

Establish clear communication to all stakeholders surrounding the goals of ICAP/DCAP.

- Indicate the level of communication associated with each of the following stakeholders.

Self-Evaluation Rating	Stakeholders	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Central office/district administration	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	School Board	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	District teachers/staff	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Professional development opportunities surrounding ICAP are conducted on an annual basis for system or school-wide implementation of ICAP.	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Administration/teachers K-7	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Students	



Self-Evaluation Rating	Stakeholders	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Families	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Community including industry, economic development & postsecondary partners	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	As part of communication, student success stories, student opportunities, data and ICAP engagement are highlighted in district publications.	

Consulting

Regularly engage with representatives from program partners to ensure activities are relevant and align with labor market and workforce needs.

- Indicate the level of communication associated with each of the following program partners.

Self-Evaluation Rating	Program Partner	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Employers	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	State and local economic development and workforce systems	



Self-Evaluation Rating	Program Partner	Reflection Notes and Action Steps
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	Higher education	
<input type="checkbox"/> Not Considered <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Excelling	The DCAP team includes Iowa's College and Career Readiness Definition in the student's ICAP process. This includes activities, experiences, communication and engagement with relevant partners.	