District Career and Academic Planning (DCAP): Team Evaluation Tool for Individual Career and Academic Planning (ICAP) Five Essential Components

The *DCAP: Team Evaluation Tool for ICAP Five Essential Components* can be used by districts to evaluate their current implementation of ICAP requirements surrounding the five essential components. This internal evaluation provides a platform to bolster the work of 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 of ICAP's five essential components for all students. Consideration for gaps in implementation, data collection and student outcomes should be considered.
- Once evaluated, the DCAP team should move towards greater ICAP implementation and action planning to strengthen the district support for each student's ICAP. The goal is to create a meaningful ICAP process for all students in grades 8-12. Action steps should be recorded for implementation.
- 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. There is limited development outside of a very basic connection to student's ICAP.
Beginning	There is limited overview of the DCAP/ICAP requirement/best practice. 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 implementation. It was clear that the DCAP team attempted to show the district's work surrounding the ICAP requirement but did not exceed the basic overview, discussion of implementation or provide details on how the ICAP was being implemented with strong support or for all students.
Excelling	The ICAP component was implemented above and beyond the basic requirements. It is clear that the DCAP team considered the how, what, when, why and by whom with robust attention to detail. The information provided clarification beyond just the basic list of activities associated but provided details to support outcomes, timeline, reflection, team members involved (not the same person), CIS usage or other resources used and implementation is for all students. Data has been used to fully support this requirement or best practice.

Essential Component #1: Self Understanding

Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work and engage in meaningful reflective activities about the results.

Inventories and assessments may include but are not limited to:

- Interest inventories
- Work values assessments
- Personal values inventories
- Abilities, strengths and skills assessments

- Career cluster assignments
- Learning styles inventories
- Noncognitive skill assessment

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	Students in grades 8-12 complete at least one developmentally appropriate self-understanding inventory; the same assessment is not used every year.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies a timeframe that each student 8-12 will complete the self-understanding inventory; a progression or connection is present between all five essential components.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies resources including the CIS that will be used at each grade level to complete the Self-Understanding component.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP describes each activity and experience in grades 8-12 associated with the self-understanding component including the intended learning and application outcomes.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The student engages in meaningful reflection following each self-understanding activity/experience. There is a connection present to the other essential components and 4-year planning/yearly review.	

Essential Component #2: Career Information

Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.

Career information shall include, but is not limited to:

- State and national wage earnings
- Employment outlook data for a given occupation
- Education and training requirements

- Job descriptions including such information as:
  - Aptitudes
  - Essential duties
  - Work conditions & physical demand

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	Students in grades 8-12 fully research at least one career based upon the results from Self-Understanding, Essential Component #1. The staff members included showed a clear indication that a system or district approach is being used to support ICAP.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies a timeframe that each student 8-12 will complete the career research; a progression or connection is present between all essential components.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies resources including the CIS that will be used at each grade level to complete the career information component; details are included to support the usage and data is collected and considered to ensure that all students have engaged with Essential Component #2.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP describes the activity and intended outcomes of the career information component. In the explanation of the activity or experience description, it is clear that a connection to the student-learning and reflection from their self-understanding was connected to the career information research.	

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The student engages in meaningful reflection following career information activity/experience. There is a connection present to the other essential components and 4-year planning/yearly review based upon career information.	

Essential Component #3: Career Exploration

Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.

Career exploration experiences may be face-to-face or virtual and may include, but are not limited to:

- Job tours/industry tours
- Career days
- Career fairs

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	Students in grades 8-12 engage in at least one career exploration experience; the activities and experiences are tied to career information and self-understanding. The staff members included showed a clear indication that a system or district approach is being used to support ICAP.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies a timeframe that each student in grades 8-12 will engage and complete a career exploration activity/experience; the career exploration is sequential and developmentally appropriate.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies resources including the CIS that will be used at each grade level to complete the career information component; details are included to support the usage and data is collected and considered to ensure that all students have engaged with Essential Component #3.	

Self-Evaluation Rating	Action	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP describes the activity and intended outcomes of the career information component. In the explanation of the activity or experience description, it is clear that a connection to the student's learning and reflection from their self-understanding and career research was connected to career exploration.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The student engages in meaningful reflection with each experience. A connection is clear between the other essential components and 4-year planning/yearly review based upon career exploration.	

Essential Component #4: Postsecondary Exploration

Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.

Postsecondary exploration activities may be face-to-face or virtual and may include, but are not limited to:

- Site or campus visits
- Career, employment, or college fairs
- Visits with recruiters and representatives of postsecondary education and training options.

Self-Evaluation Rating	Stakeholders	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	Students in grades 8-12 engage in at least one postsecondary exploration activity; the activities and experiences are varied and connect to career information and self-understanding. Exploration activities and experiences are not limited to only one postsecondary example.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The DCAP identifies a timeframe that each student 8-12 will engage and complete postsecondary exploration; the postsecondary exploration is sequential and developmentally appropriate.	

Self-Evaluation Rating	Stakeholders	Reflection Notes and Action Steps
☐ Not Considered ☐ Beginning ☐ Emerging ☐ Excelling	The DCAP identifies resources including the CIS that will be used at each grade level to complete the postsecondary exploration component; details are included to support the usage and data is collected and considered to ensure that all students have engaged with Essential Component #4.	
☐ Not Considered ☐ Beginning ☐ Emerging ☐ Excelling	The DCAP describes the activity and intended outcomes of the postsecondary exploration component. In the explanation of the activity or experience description, it is clear that a connection to the student's learning and reflection from their self-understanding, career research and career exploration was connected to postsecondary exploration.	
☐ Not Considered ☐ Beginning ☐ Emerging ☐ Excelling	The student engages in meaningful reflection with each postsecondary exploration activity. A connection is clear between the other essential components and 4-year planning/yearly review based upon postsecondary exploration.	

Essential Component #5: Career and Postsecondary Decision

Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention.

Relevant career and postsecondary decision activities may include, but are not limited to:

- Completion of required college or university admission or placement examinations
- Completion of relevant entrance applications and documents
- Job applications, résumés, and cover letters
- Completion of financial aid and scholarship applications

- Review and comparison of award letters
- Completion requirements for different postsecondary options, such as engagement with concurrent enrollment options, the role of remedial courses, course-of-study requirements, and the role of the academic advisory

Self-Evaluation Rating	Program Partner	Reflection Notes and Action Steps
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	It is clear that the DCAP team has implemented the activities and experiences of the five essential components in a manner that indicates a broad system or school-wide approach. One person or small group is not responsible for the full implementation of the ICAP five essential components.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	There is a clear connection between the activities and experiences for each component. Please consider whether your current essential component development provides the opportunity for the components to build and connect to one another. I.e. self-understanding activities and reflection connect through the additional work in components 2-5	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	For each year, the activities, experiences and resources are varied to continue to provide value and student engagement.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	Communication surrounding student's essential components is provided to parents/guardians to continue to support the process in the student's home world and provide additional clarification in the course planning process. This includes concurrent enrollment opportunities to match career and postsecondary decisions.	
☐Not Considered ☐Beginning ☐Emerging ☐Excelling	The student engages in meaningful reflection with each career and postsecondary decision activity. A connection is clear between the other essential components and 4-year planning/yearly review based upon postsecondary exploration.	