



June 6, 2023

Blending IEP and ICAP: Assessment Tool

Purpose

The purpose of the Blending IEP and ICAP: Assessment Tool is to provide a platform to bolster district DCAP work surrounding the connection between the district career and academic plan (DCAP) and students' ICAP and IEP process by highlighting areas of consideration and development of questions for school districts to evaluate progress and guide in action planning.

How to Use the Tool

- District teams should evaluate each section included in this tool and indicate their current level of implementation.
- Teams should then reflect on current practices and how connected they are to implementation of ICAP for all students within the IEP process.
- Once evaluated, the 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, student centered 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 implementation.

Level	Definition
Not Yet Considered	The district has not yet considered this area in the connection of ICAP and the IEP process
Beginning	District has not started or is just starting to consider and implement these practices
Progressing	District has implemented some of these practices but it is limited to individual educators
Advancing	District has developed a systematic approach that provides a strong platform for implementation and connection of ICAP incorporation for all students



ICAP Concentrator 1: System Evaluation

Theme	Focused Team Discussion	Internal Rating	Action Plan
Data Analysis	<ul style="list-style-type: none"> Students with IEPs are consistently represented in data elements reviewed by teams in the system evaluation process. Action planning addresses disproportionalities observed in data. Postsecondary early warning indicators¹ are evaluated yearly. Course sequence opportunities including access and enrollment in CTE sequence are evaluated. Students eligible for concurrent enrollment coursework are identified and enrolled based upon postsecondary goals. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	
Postsecondary Readiness	<ul style="list-style-type: none"> IEP student postsecondary intent including, postsecondary goals/planning, enrollment, remedial and persistence rates, are reviewed each year; gap action planning is implemented. Number of students that engage in postsecondary action planning² is analyzed for potential support needs. District resources and support efforts rooted in data are used to support postsecondary readiness for all students; action planning is implemented following data analysis. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	
District Staff Professional Learning	<ul style="list-style-type: none"> Professional learning around ICAP, postsecondary readiness and employability skill development is provided and supported by district/administrators. Time to analyze postsecondary readiness data points are prioritized for staff to develop a clear vision for student ICAP development and postsecondary goals. School leaders are involved in data analysis with a focus on student postsecondary indicators; district messaging is present for supporting all students. Professional development is provided for all staff to collaborate efficiently with IEP team and processes. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	

¹ Early warning indicators can include but are not limited to GPA, attendance, course failure, math and literacy sequence and grade level scores, postsecondary admission or placement test scores and statewide testing measures.

² Postsecondary action planning can include but is not limited to: campus visits, participation in WBL opportunities, connecting with admissions representative(s), placement or admission tests completed, submission of college application(s), FAFSA completion, scholarship applications, thinking about postsecondary before 10th grade, supportive adult engagement.



Theme	Focused Team Discussion	Internal Rating	Action Plan
Identify and Address Barriers ³	<ul style="list-style-type: none"> ● Systematic approaches are used to identify and address barriers³ each year. ● System-wide expectations for student success and connection to rigor are in place. ● Equity gaps; review of data indicates that all students are accessing postsecondary at a similar rate and with a similar level of success. ● Students have access to general education coursework specifically in core areas, concurrent enrollment coursework and CTE concentrators that support postsecondary student goals. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	

³ Barriers can include but are not limited to scheduling issues, teacher perspective, administration support, availability of CTE sequence options, core course placement tied to postsecondary goals, parent/guardian involvement, access to resources and information to support postsecondary planning including transportation, clothing and employability and executive functioning skills.



ICAP Concentrator 2: DCAP Implementation.

Theme	Focused Team Discussion	Internal Rating	Action Plan
<p>Connection to School Counselor</p>	<ul style="list-style-type: none"> • Postsecondary planning process is connected to the school counselor(s) for wrap-around support including development and implementation of postsecondary transition goals and referral/connection to community support services. • Parent/guardian and student communication is provided that targets opportunities including financial aid, WBL, CTSO, course options, future ready skill incorporation, ICAP experiences and any potential. opportunities that would support the student's postsecondary planning • Provides access to resources⁴ that support postsecondary planning for all students. • School counselors have a basic understanding of the Iowa Secondary Transition Model. • School counselors are able to support the Secondary Transition Model/SDI Framework planning process by identifying and working with the team to address concerns related to the student's postsecondary expectations and intentions. 	<p> <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing </p>	
<p>Sequencing ICAP and Course Planning</p>	<ul style="list-style-type: none"> • ICAP sequencing/activities encourages students to consider larger career clusters and pathway exploration. • Embedded WBL opportunities are included in student course planning; WBL is tied to student indicated pathway(s) of interest. • Review of postsecondary education and training requirements is present in the course selection process to increase student access. • Communication with parents/guardians includes focus on how student's IEP course planning is connected to ICAP. • Consideration is given to when/how ICAP is implemented within the school day to ensure that all students have access. 	<p> <input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing </p>	

⁴ Test prep materials, application/testing waivers, admission/application/scholarship information, NCAA/NAIA requirements, summer melt opportunities, industry connections.



Theme	Focused Team Discussion	Internal Rating	Action Plan
DCAP Team	<ul style="list-style-type: none"> • Vision for student ICAP access and participation are effectively communicated internally. • The DCAP team uses ICAP participation data to make informed decisions in planning for sustainable expansion that includes looking for and addressing implementation gaps. • Special education voice is included on the DCAP team. • All students have access to career development lessons embedded in the general education setting. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	
Secondary Transition Planning Process	<ul style="list-style-type: none"> • Iowa Secondary Transition Model/SDI Framework is used to guide secondary transition planning starting in 8th grade for optimum opportunities to address individualized needs. • Students are encouraged to pursue an academically rigorous course of study that is aligned with their individual postsecondary expectations and goals. • All applicable postsecondary summary resources are considered in the process and included in secondary transition planning within the IEP process. • Students and families understand how to access and apply for disability support at the postsecondary level. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	



ICAP Concentrator 3: IEP and ICAP Connected Implementation within IEP Process

Theme	Focused Team Discussion	Internal Rating	Action Plan
<p>Course of Study: Courses and Activities</p>	<ul style="list-style-type: none"> • Clear connection is present to incorporate student’s postsecondary goals into 4-year course planning and annual IEP meetings. • Course of study focus is based on postsecondary intentions and student expressed goals to include Senior Year Plus and concurrent enrollment opportunities. • Work-based learning experiences, CTE course sequence and CTSO options are explored and encouraged based upon student goals. • Communication with parents/guardians surrounding ICAP and course planning is clear, scaffolded, and encourages families to become involved in their student’s ICAP. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	
<p>ICAP 5 Essential Components</p>	<ul style="list-style-type: none"> • Results/outcome information from the 5 essential components are reviewed and included in living, learning and working planning to support student strengths, interests, preferences. • The ICAP Essential Components are prioritized for incorporation into the IEP process to include goal setting, exploration of multiple postsecondary pathways, reflection and at minimum tied to transition goal setting. • The district’s grade level outcomes for each of the 5 essential components are embedded into each student’s course of study, activities, and services. • The Iowa Secondary Transition Model is used to identify discrepancies and address individual support needs related to ICAP experiences. • District career information system (CIS) materials and ICAP activities are differentiated based upon individual student’s accommodations and modifications. 	<input type="checkbox"/> Not Yet <input type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing	