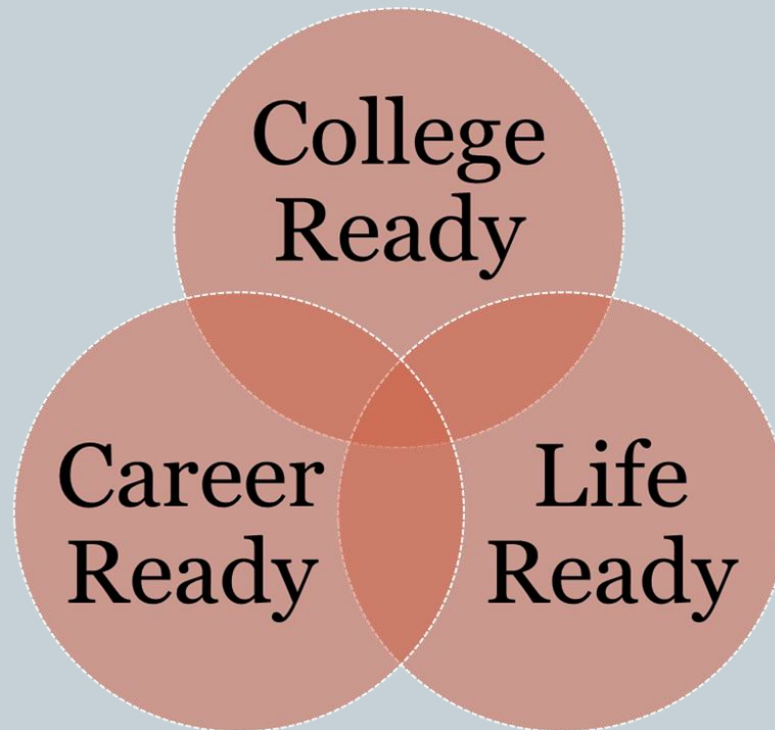


iCAPs: Individualized Career & Academic Plans



09.29.16



The Need for Change



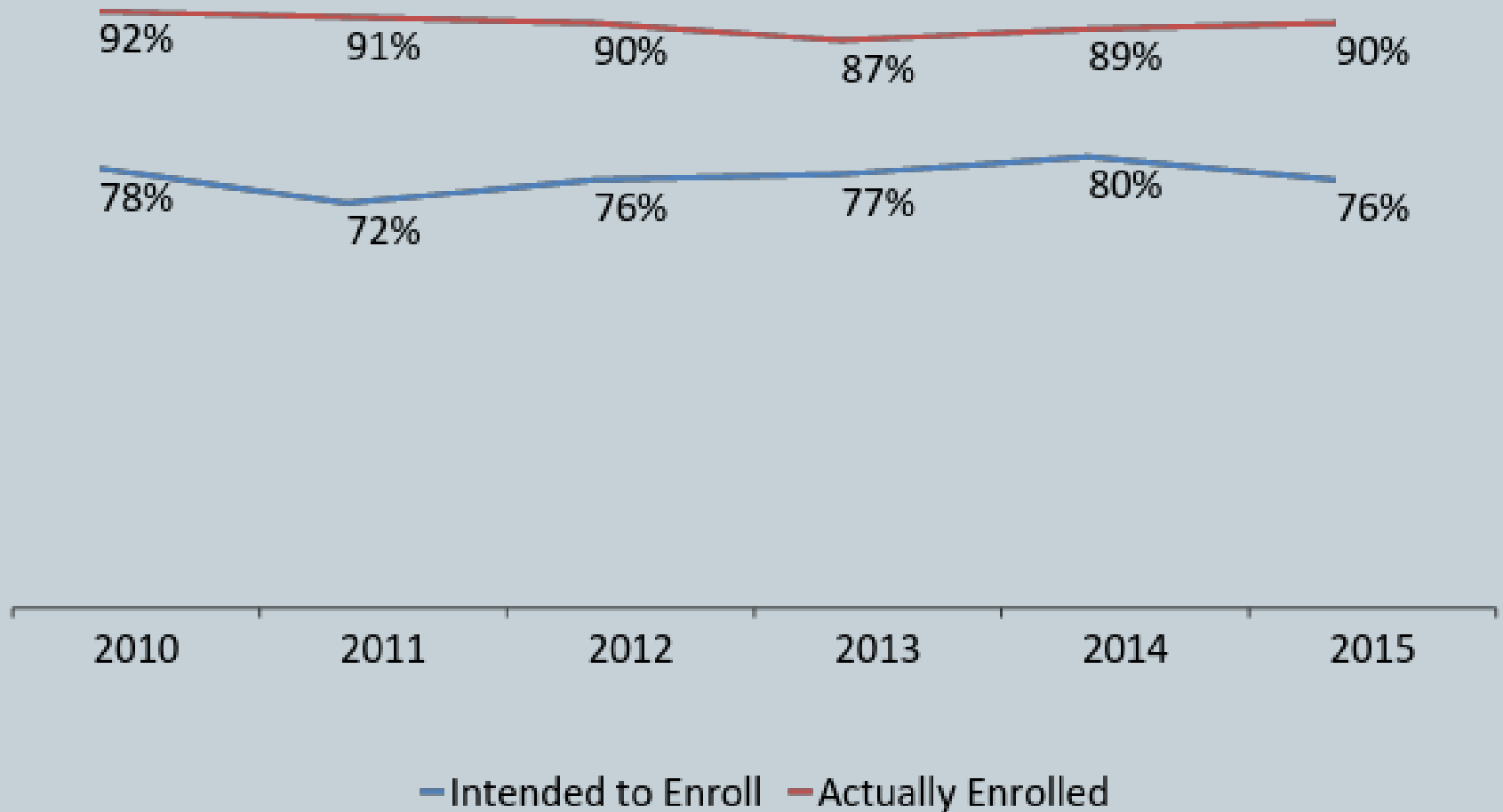
Standard Practice



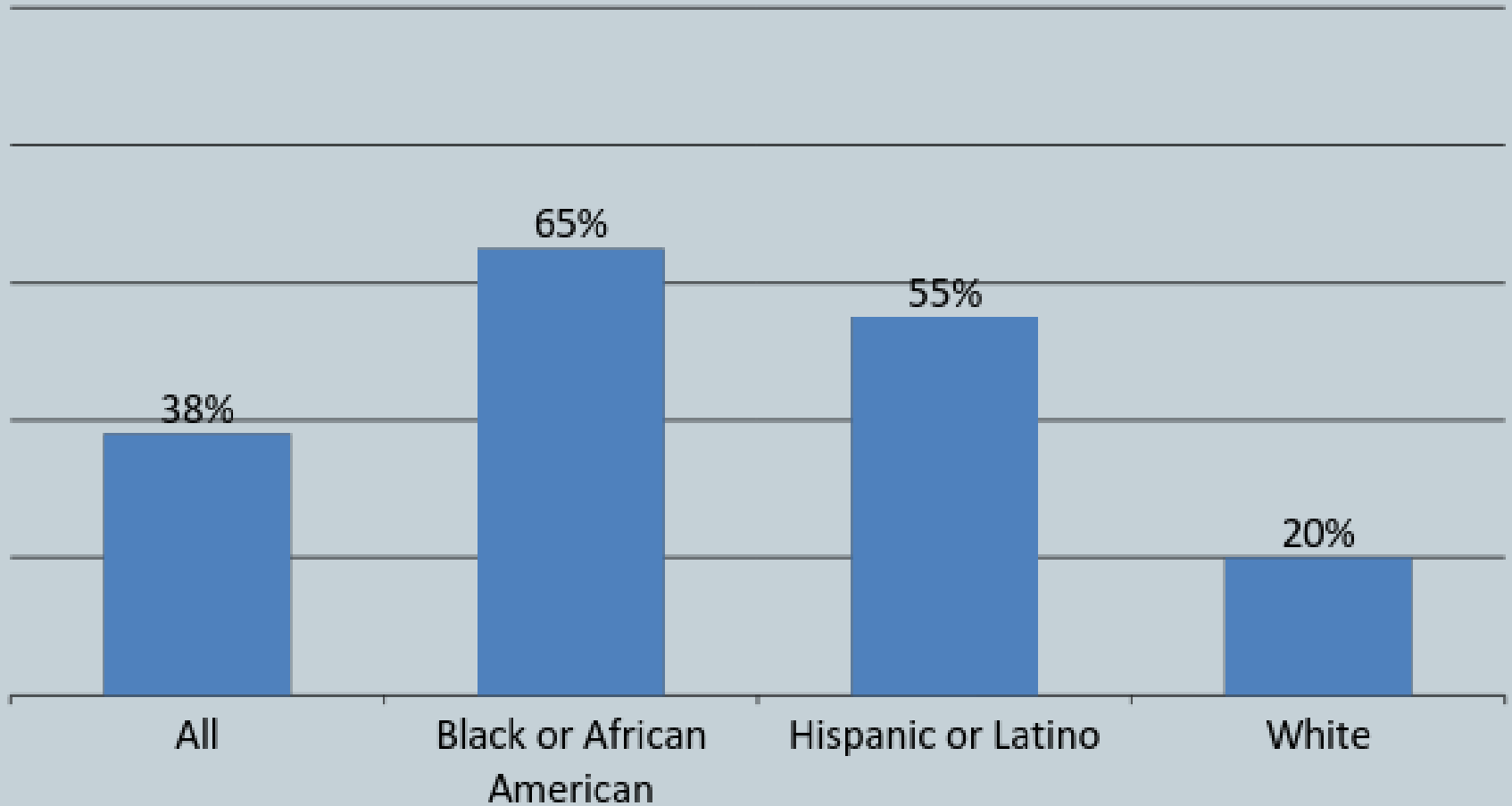
- **Small group counselor meetings**
 - Intro to high school
 - Career exploration
 - Standardized testing
 - Scholarships and transition
- **Individual appointments**
 - Course planning
 - Course scheduling
 - Post-secondary planning
 - On Demand

College Intent vs. Enrollment

(% of ETHS Graduates)



% of 2008 ETHS Graduates - No College Degree in 7 Years



Paradigm Shift




High School Graduation \neq Success

College Admission \neq Success

College Graduation \neq Success

Why place such a high value on career exploration?



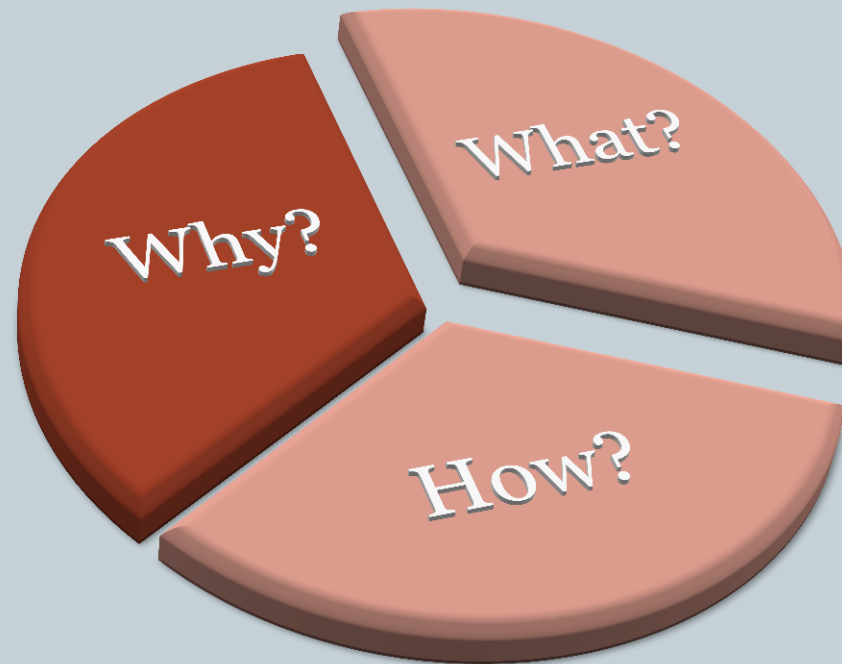
- **Uncertainty**  **“aimlessness”**
 - Prolonged education without acquiring a degree
 - Residential dependence
 - Frequent job changes



- Lower wages

Staff, J., Harris, A., Sabates, R., & Briddell, L. (2010). Uncertainty in early occupational aspirations: Role exploration or aimlessness?. *Social Forces*, 89(2), 659-683.

The Route



Post-Secondary Planning Committee Mission:



ETHS is committed to empowering all students and their families with the tools to make informed decisions about post-high school options using current information on the multiple pathways to achieve their personal, academic and professional goals.

Our strategic, student-centered, approach provides opportunities for every student, grades 9-12, to connect high school experiences and learning to their personal, academic and professional goals.

Our goal is for every student to develop a broader awareness of self and the breadth of opportunities available to them after high school.

(11.15.13)

iCAP Description



- An Individualized Career and Academic Plan (iCAP) is both a document and a process that students use – with support from *school counselors, teachers and parents/guardians* – to develop their career goals and post-secondary plans in order to inform the student’s decisions about their courses and activities throughout high school.

Document



A document (iCAP Portfolio) consisting of:

- Four-year course plan
- Long-term & short-term goals
- Results from career & interest inventories
- A resume
- A schedule of assigned, upcoming and completed tasks
- Education & career plans
- Standardized test scores & GPA
- Reflective writing
- Journal notes and documents
- Scholarships
- Service hours

Process



- A process that enhances the relevance of school and out-of-school learning opportunities and provides the student access to career development opportunities that incorporate self-exploration, career exploration, and career planning activities.

Research



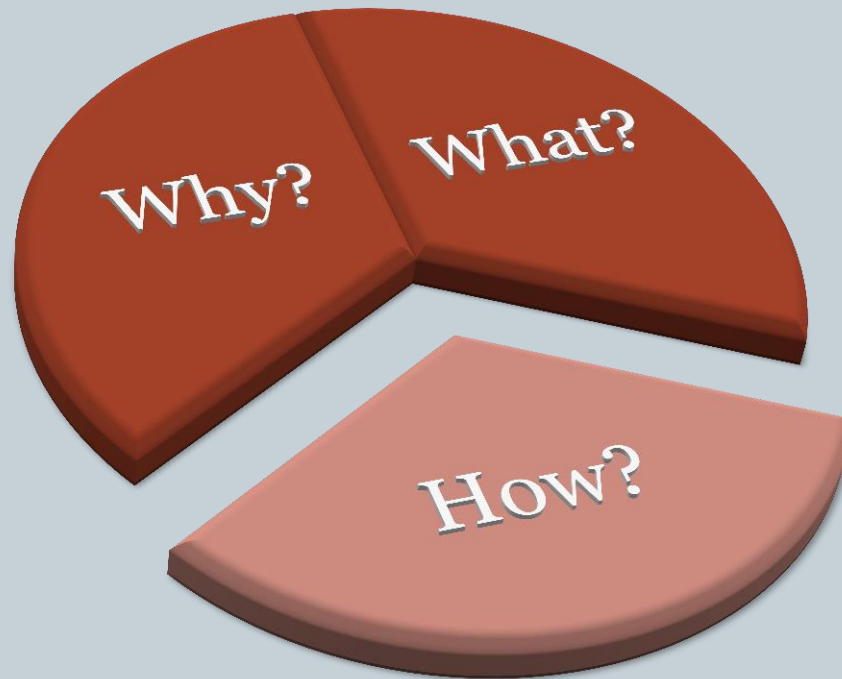
Students engaged in the iCAP process benefit from increased:

- engagement and self-efficacy in their academic work
- engagement in more challenging coursework
- understanding of their post-secondary and career options
- interest and readiness to engage in post-secondary decision making.

Students engaged in the iCAP process benefit from improved:

- relationships with educational personnel
- communication skills
- goal setting and planning skills
- understanding of their own abilities

Implementation

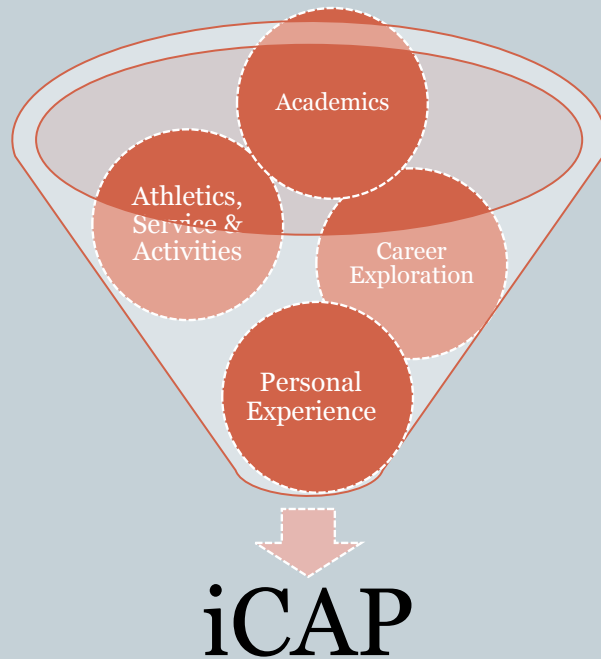


The Roadmap: iCAP Tasks



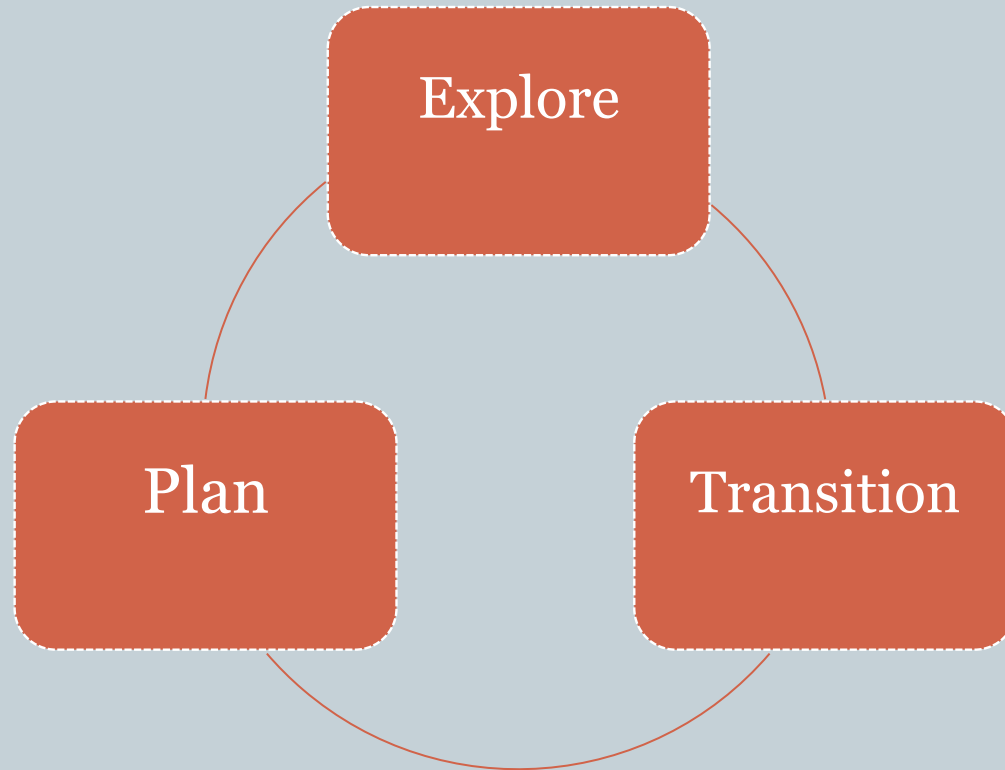
- Individual students or groups of students are assigned a series of tasks that complete their iCAP.
- iCAP tasks allow students to get to know themselves and connect high school experiences to their personal, academic and professional goals.
- Maintained in Naviance
- Accessible by students and shared with counselors, parents/guardians and other essential school supports.

iCAP Development Model

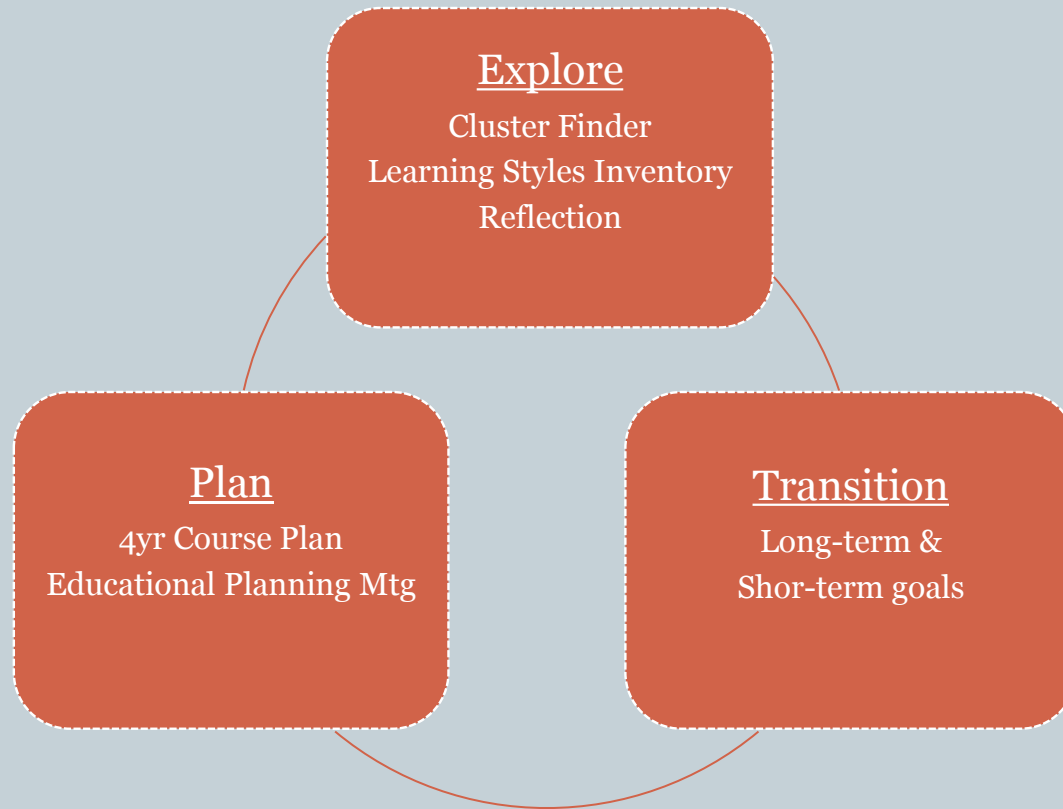


“tasks”
=
filter

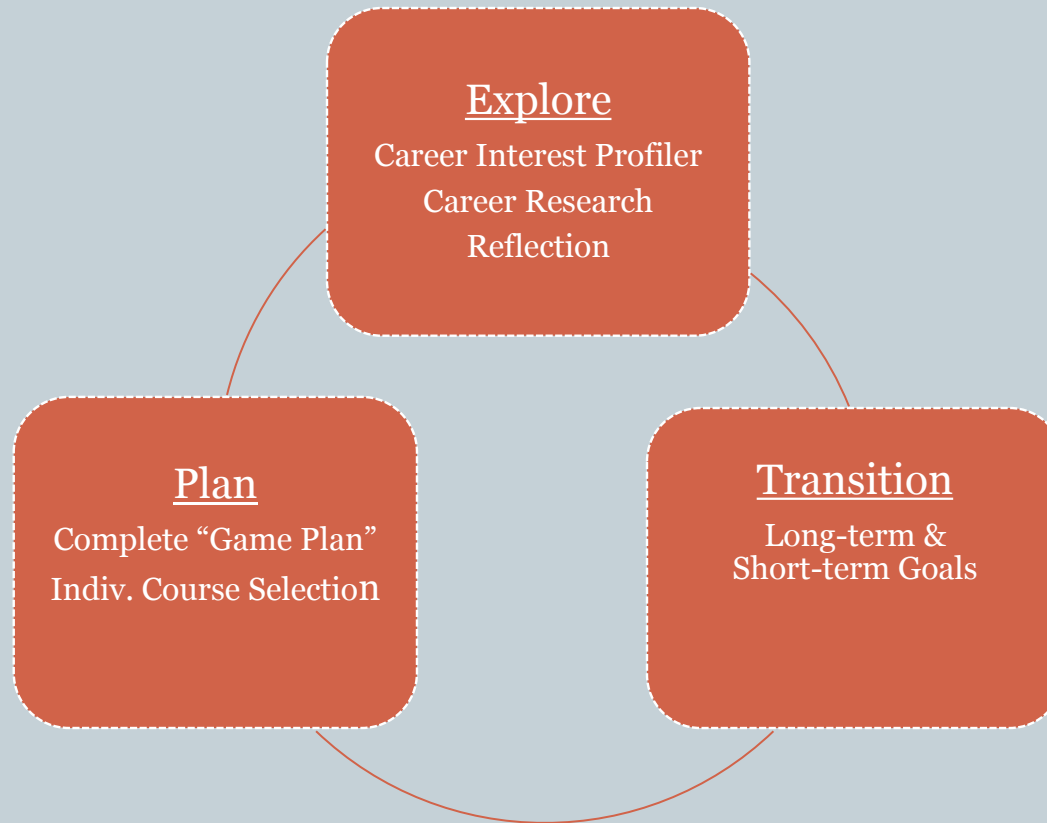
iCAP Phases



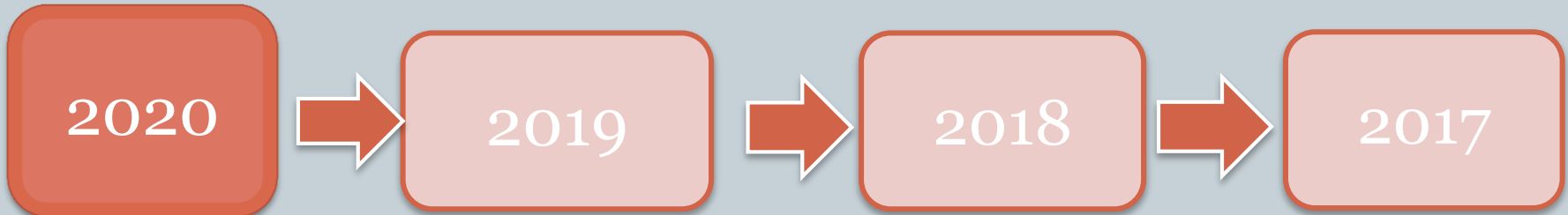
Phase Tasks - Freshmen



Phase Tasks – Sophomores



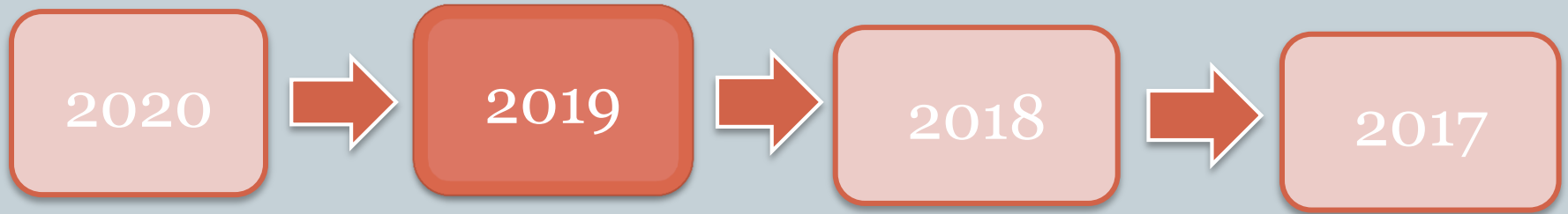
Class of 2020



- Attend Individual Freshman Conference with Counselor
- Four - year academic Plan (Documents)
- FASH: Academic Supports
- FASH: Get Involved in Activities*
- FASH: Complete Career Cluster Finder*
 - Add Career Clusters to my list
- FASH: What's your GPA?*
- FASH: Complete Learning Styles Inventory
 - Complete Learning styles Inventory Reflection
 - Set short-term academic goals
- FASH: Electives*
- FASH: Course Selection
- FASH: Summer Opportunities
- FASH: Understanding Your Transcript*

* Favorite topics as reported in FASH survey results Class of 2019.

Class of 2019

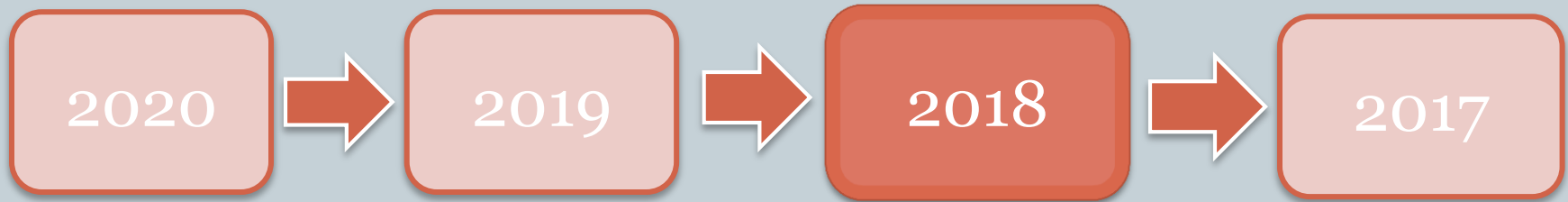


- Complete Career Interest Profile
 - Complete Career Screener Survey

- CIP Follow-up
 - Add careers to my list
 - Complete Career Research Reflection
 - Complete Roadtrip Nation Video Reflection
 - Complete Game Plan Survey
 - Set short-term goal(s)
 - Set long-term goal(s)

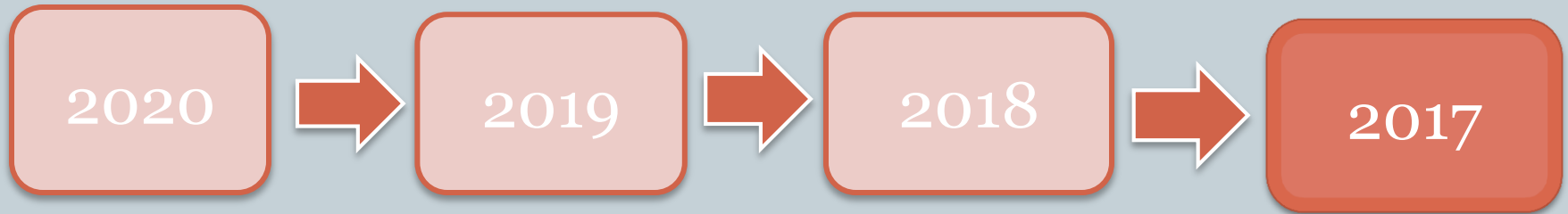
- Shmoop Registration

Class of 2018



- Create College Board Account
- Take PSAT
- Match College Board Account to Kahn Academy
- Take SAT
- [Take ACT]
- Post-Secondary Planning Conference
- Update Game Plan
- Junior Survey

Class of 2017



- Fall Senior Survey
- Wildkit Futures Day– Senior Seminars
- FAFSA Completion
- Countdown to Graduation & Transition

Making Connections

Career Interest Profile Reflections

Browser tabs: Evanston Township High School, Sign in - Google Accounts, Student Journal

Address bar: <https://succeed.naviance.com/studentsmain/index.php?viewJE=1&jeid=1640498&sid=28732253§ion=9&type=student>

NAVIANCE | Students | Planner | Scholarships | Colleges | Careers | Connections | Reports

Search for Student

Class of 2018

Quick Links: edit profile, add applications, add/edit scores, send a message, college compare, college match, college search, add scholarships

General | Plan | Scores | Assessments | Colleges | eDocs | Resume | Scholarships | **Journal** | Documents | Careers | Success Plan | Post-grad

VIEW JOURNAL ENTRY

Subject: CIP Reflection

Author: [Redacted] Date: October 7, 2015 8:27 AM

Type: N/A Access: share with counselors

Notes: I researched chief executives, sales agent in commodities and securities, financial managers, and real estate brokers. I choose these particular careers because they are interesting to me and they can make a lot of money. What they have in common is that they are all enterprising. The careers also all have something to do with money, buying and selling, budgeting, etc. The careers require at least a bachelors degree and training. I would be willing to do the training required to do the job. School courses would include business management, economics, etc. One career that especially interest me is sales agent in commodities and securities, it interest me because is buying and selling, making profits, etc.

Class of 2018

Quick Links: edit profile, add applications, add/edit scores, send a message, college compare, college match, college search, add scholarships, scholarship match, add journal entry, add document, family connection, print folder, delete student, make inactive

Change Student: Last name or last, first [Go]

Browse by Alphabet: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

General | Plan | Scores | Assessments | Colleges | eDocs | Resume | Scholarships | **Journal** | Documents | Careers | Success Plan | Post-grad

VIEW JOURNAL ENTRY

Subject: CIP reflection

Author: [Redacted] Date: October 7, 2015 8:46 AM

Type: N/A Access: share with counselors, share with parent

Notes: I researched these careers because they garbed my most interest. Dental Assistance, Emergency medical technicians and paramedics, Nursing Assistance. I choose these careers because i really look forward to work in the medical fields.

Files: N/A

SCHOOL ENTRIES: No journal entries associated with this student.

STUDENT ENTRIES

Subject	Files	Access	Type	Author	Date
CIP reflection		shared	N/A	Joe Adams	October 7, 2015 8:46 AM

th this student.

Files	Access	Type	Author	Date
	shared	N/A	Santino Accattato	October 7, 2015 8:47 AM
	shared	N/A	Santino Accattato	October 7, 2015 8:27 AM
	shared	N/A	Santino Accattato	April 27, 2015 12:37 PM



Making Connections



Students By Career

NAVIANCE Students Planner Scholarships Colleges Careers Connection **Reports** Search for Student

VIEW REPORT

[All Reports](#) » **Students By Career**

⇒ This report is not scheduled.

⇒ This report has changed. To save your changes, please use the options below.

Options: [Customize](#) [Print](#) [PDF](#) [CSV](#) [Email](#) [Schedule](#) [Save a Copy](#) [Revert](#)

Settings: Class Year/Grade: **class of 2018 (grade 10)**
Sorting: Careers data sorted by **Category, Ascending**
Students data sorted by **Careers, Ascending**

Category	Students
Arts, Design, Entertainment, Sports, & Media	
Careers	
Actors	49
Art Directors	12
Athletes and Sports Competitors	3
Broadcast News Analysts	24
Broadcast Technicians	1
Camera Operators, Television, Video, and Motion Picture	5
Choreographers	11
Coaches and Scouts	8
Commercial and Industrial Designers	7
Copy Writers	1
Craft Artists	1
Dancers	9
Directors- Stage, Motion Pictures, Television, and Radio	16
Editors	13
Entertainers and Performers, Sports and Related Workers, All Other	2
Fashion Designers	11
Film and Video Editors	25
Fine Artists, Including Painters, Sculptors, and Illustrators	12
Floral Designers	4
Graphic Designers	24

My Custom Reports

- 2019 FASH LSI
- Career Cluster Completion - Cuevas
- Career Cluster Completion - Freedman
- Career Cluster Completion - Fuerte
- Career Cluster Completion - Lucas
- Career Cluster Completion - Piekarz
- Career Cluster Completion - Spillane
- Career Cluster Completion - Tiziano Dreher
- Career Cluster Completion Summary
- Class of 2011 attending
- FASH Task Completion 15-16
- LSI - Cuevas
- LSI - Freedman
- LSI - Fuerte
- LSI - Lucas
- LSI - Piekarz
- LSI - Spillane
- LSI - Tiziano Dreher

Windows Taskbar: Start, Internet Explorer, VLC, File Explorer, PowerPoint, Word, Chrome, System Tray (12:46 PM, 5/11/2016)



Making Connections



Learning Style Inventory

The image displays two screenshots of the Learning Style Inventory (LSI) website. The left screenshot, labeled 'Staff view', shows a user interface for managing student profiles. It includes a navigation menu with options like 'Students', 'Planner', 'Scholarships', 'Colleges', 'Careers', 'Connections', and 'Reports'. A search bar is present. The main content area shows a profile for 'A's learning style' with a progress bar at 100% and a completion date of 03/02/2015. Below this is a chart titled 'Preferred Style' with various learning preferences listed on the y-axis and a horizontal scale on the x-axis. A red arrow points from the text 'Staff view' to this screenshot.

The right screenshot, labeled 'Student view', shows the student's perspective of the LSI report. It features the 'The Learning Style INVENTORY' logo and navigation tabs for 'Overview' and 'Preferences'. The main content area contains an introductory paragraph about the LSI, followed by a detailed chart titled 'Preferred Style' with 'No preference' in the middle. The chart shows various learning preferences on both sides of the scale, with white arrows indicating the student's score. A red arrow points from the text 'Student view' to this screenshot.

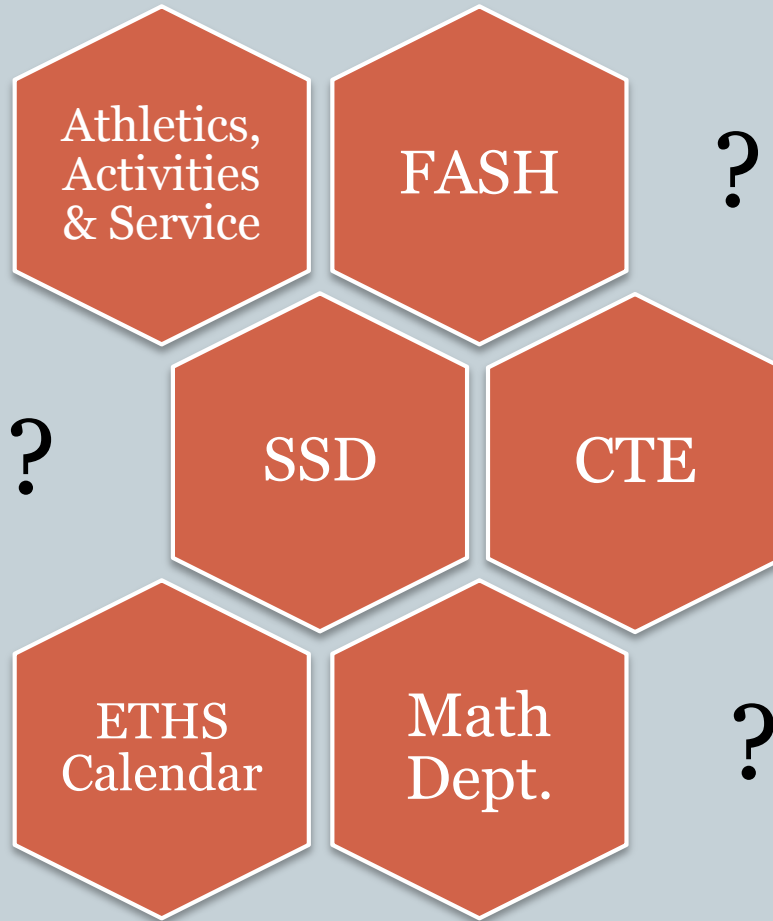
Staff view

Student view

t h i n k i n g



Structured Collaboration



Why?

What?

How?

ETHS Career Pathways Programs of Study



Career Pathways are multi-year programs of academic and technical study that prepare high school students for a full range of post-secondary options within each of the 16 career clusters. Below is a part of the ETHS STEM Program of Study:

	9th Grade	10th Grade	11th Grade	12th Grade	
ETHS Courses	Freshman Humanities English	Sophomore Level English	Junior Level English	Senior Level English	
	1 Algebra, Geometry, or Geo. in Construction	Geometry, Geo. in Construction or 2 Algebra	2 Algebra, Trig. Analysis	Trig. Analysis, Calculus or Statistics	
	Biology	Chemistry, Chem/Phys	Physics, Chem/Phys	Science or Computer Programming	
	Introduction to Engineering Design	PLTW Elective	PLTW Elective	PLTW Elective	
	Physical Education	Physical Education	Physical Education	Physical Education	
	Freshman Humanities History	Global Perspective Studies	U.S. History	Game Design & Progrm. in Flash	
	World Language	World Language	Art Elective	Art Elective	
	Project Lead the Way (PLTW) Electives: (These courses carry grade weight equivalent to Advanced Placement (AP) courses.)				
	Introduction to Engineering Design			Civil Engineering & Architecture	
	Principles of Engineering			Computer Integrated Manufacturing	
Digital Electronics			Software Engineering		

Evidence

Student Portfolio

The screenshot shows a web browser window with the URL <https://connection.naviance.com/family-connection/main/ilp>. The page title is "family connection" and the user is logged in as "A Arey". The navigation menu includes "home", "colleges", "careers", "about me", and "my planner". A red box highlights the "about me" category, with a callout box stating "Categories stored in student portfolio." and a red arrow pointing to a list of portfolio items: "Personal Profile", "Goal Planning", "Career Planning", "Academic Planning", and "College Planning". Below this list, the "Personal Profile" section is visible, containing "Student Information" and "Parent or Guardian Information".

family connection

home colleges careers about me my planner

interesting things about me:

- > resume
- > game plan
- > documents
- > journal
- > survey history

official things:

- > profile
- > inbox
- > account
- > test scores

surveys to take:

- [survey history](#)

Portfolio

Prepared for A Arey

Confidential Report

[Personal Profile](#) [Goal Planning](#) [Career Planning](#) [Academic Planning](#) [College Planning](#)

Personal Profile [\(back to top\)](#)

Student Information

Class of:	2017	Home Phone:	847-424-7161
Counselor:	Beth Arey	Email:	areyb@eths.k12.il.us
ID Number:	-		

Parent or Guardian Information

Name:	-
Address:	-

Categories stored in student portfolio.

Naviance Planner Reports



- Current Task Completion Status, Goal Category Completion Status, Program Completion Status
- Task Completion Summary

Class of 2018

53% have completed the Cluster Finder

72% have a documented Four-Year Course Plan

Class of 2017

79% have completed the Career Interest Profiler

64% have selected career areas of interest

47% have completed the “game plan”

55% have set at least one short-term *and* one long-term goal

On the Horizon



- Integration of career awareness, exploration and reflection throughout all course curriculum including core and elective courses
- Reflective writing included in all extracurricular activities
- Increased opportunities to engage in a range of work-based exploration/training experiences
- Videos of current ETHS students, ETHS alumni and Evanston community partners highlighting career/work choices and experiences

So, what do iCAPs have to do with you?



- iCAPs are not a “counselor thing” or a “career thing”; The successful implementation and execution of iCAPs is an “schoolwide thing” and requires a school wide effort.

Considerations & Challenges



Whether you call it a culture shift, change in mindset or belief system, it will take a strategic school-wide effort which requires sufficient resources and time to fully implement the processes and protocols established.

- All stakeholders need an awareness of iCAPs and a common understanding of the value of iCAPs
- Embedding iCAPs into curriculum will require all academic departments.
- Need to provide ongoing professional development to continue awareness efforts and the design and implementation of iCAP activities.
- A communications/promotions/branding plan will need to be created and executed.