



## Overview and Initial Guidance on House File 2392 Division I—Individual Career and Academic Planning (ICAP)

[House File 2392](#) implements the [recommendations](#) of the Secondary Career and Technical Education (CTE) Task Force, which call for a modernization of secondary CTE to ensure consistent, equitable access to high-quality CTE and concurrent enrollment opportunities for all Iowa students.

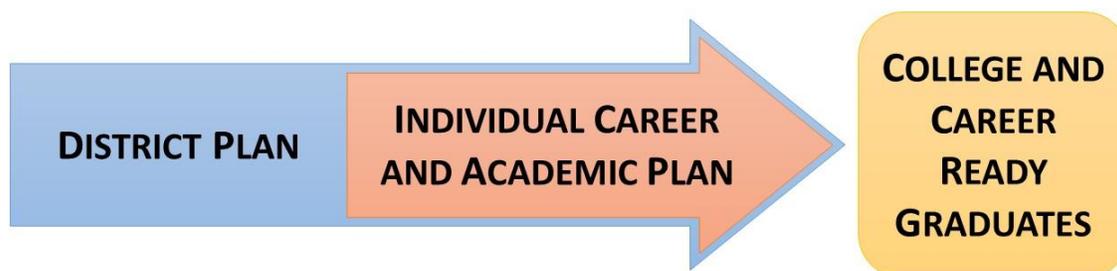
Division I of HF 2392 focuses on career and academic planning and proposes a redesign of the existing planning process established under Iowa Code chapter 279, section 61. The end goal is a system focused on the student experience and preparation for postsecondary success, and moving away from a compliance-driven process. This will be achieved through measures which prompt a more holistic, integrated approach to the delivery of career guidance and a process more rooted in meaningful student activities and experiences, and less on a career guidance software tool.

The legislation grants authority to the Iowa State Board of Education (SBE) to adopt standards through administrative rules for the new career and academic planning process. To assist the Iowa Department of Education in establishing standards and creating administrative rules, an advisory group consisting of school counselors, area education agency (AEA) consultants, and experts from school counseling training programs was convened. Over several meetings, the advisory group worked with Department consultants to develop standards and best practices for the statewide career and academic planning system envisioned in HF 2392. This work served as the foundation for the administrative rules subsequently developed by the Department.

The administrative rules were brought before the SBE on June 9, 2016 and will be effective immediately upon publication in the Administrative Rules Bulletin (typically 4-5 days following SBE approval). While immediate enactment of the administrative rules allow the Department and the field to move forward with implementation immediately, feedback is requested through a public comment period open until 4:30 PM on July 26, 2016. Comments should be directed to the Department's policy advisor, Phil Wise. A public hearing will be held on July 26, 2016, at which time persons may present their views, either orally or in writing.

Following is a summary of the administrative rules. Please refer to Appendix A for more comprehensive guidance.

## Iowa's Vision for High-Quality Career and Academic Planning



### Individual Career and Academic Plan (ICAP)

The clear purpose of this bill is to provide *quality career guidance opportunities* through meaningful career and academic planning. Students, and their parent(s) or guardian(s), will be engaged in a holistic process which culminates in creation of an Individual Career and Academic Plan (ICAP). This *well-thought out plan* is annually reviewed and revised to ensure alignment with the student's career and academic goals. The ICAP is a requirement for *all* students beginning in 8<sup>th</sup> grade. The basic requirements are to:

- prepare the student for successful completion of the required curriculum by graduation;
- identify coursework in 9<sup>th</sup> through 12<sup>th</sup> grade to support postsecondary education and career options; and
- prepare the student to complete, prior to graduation and following the timeline in the plan, all Essential Components of a career information and decision-making system that meets standards adopted by the SBE.

Annually, districts shall report to each student, and if a student is under the age of 18, to the student's parent(s) or guardian(s) on the student's progress toward meeting the basic requirements described above.

### Essential Components

The Essential Components represent the foundation of Iowa's career and academic planning system. They are the common experiences and activities which all students must complete as part of the individual career and academic planning process. A summary of the five Essential Components is provided below, with a more detailed description and a listing of example activities included in Appendix A.

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

- **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.
- **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.
- **Career and Postsecondary Decision:** Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention.

### **District Plan**

The district plan is a roadmap for implementation of the career and academic planning process outlined in statute and this guidance. It provides context, outlining who is expected to do what, when, and how. A student's individual career and academic planning happens within the framework established by the district plan. At a minimum, the district plan must:

- Include a summary of the activities to be undertaken in each grade-level in support of each Essential Component outlined above.
- Detail how the career and academic planning process will integrate with the district's comprehensive school improvement plan and school counseling program.
- Designate a district team to establish, implement, and maintain the district plan. The superintendent will designate individuals to serve on the team to include, at a minimum, a school administrator, a school counselor, teachers, including career and technical education teachers, and the work-based learning coordinator.
- At the district's discretion, outline components and outcomes *in addition* to those required by statute to be integrated into the career and academic planning process.

### **Career and Academic Planning Software and Tool**

Each district must use a career information and decision-making system which supports the requirements for the career and academic planning process established in statute and meets the standards adopted by the SBE. To this end, the Department will establish an approval process for career information and decision-making systems and will maintain a listing of all approved tools on its website. The approval of career information and decision-making systems will be completed by August 2016.

Of the approved career information and decision-making systems, one will be designated as the state-approved system. Districts may use the state-designated system to meet the requirements for the career and academic planning software tool, but are not required to do so. This designation will be determined by a formal Request for Information (RFI) process conducted by the Department. This process is expected to be completed by the end of summer 2016.

**Compliance and Reporting Requirements**

The Department will monitor district compliance with the requirements for career and academic planning through the school accreditation process. The district must maintain evidence of parent or guardian notification, signed by the parent or guardian, of the career and academic plan created in 8th grade in the student's cumulative record. Basic student utilization statistics must be reported by the district to the Department, and made available to the public.

Contact the following Department staff for questions or comments:

Amy Vybiral, Consultant  
Bureau of Career and Technical Education  
515-281-3169  
amy.vybiral@iowa.gov

Pradeep Kotamraju, Bureau Chief  
Bureau of Career and Technical Education  
515-281-4716  
pradeep.kotamraju@iowa.gov

## APPENDIX A: Initial Comprehensive Guidance for Implementing House File 2392, Division I—Individual Career and Academic Planning (ICAP)

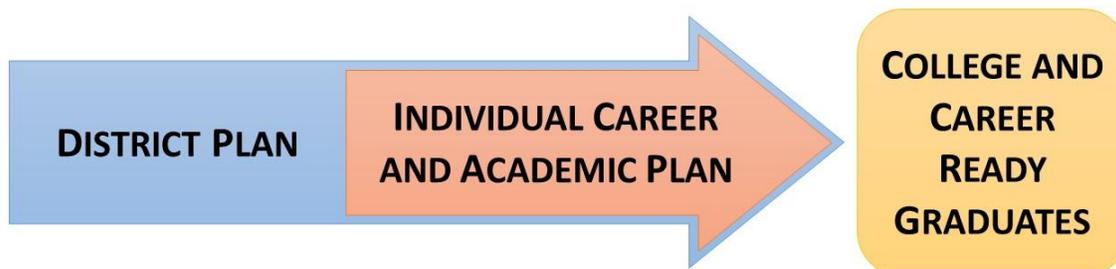
**Purpose:** The purpose of this document is to provide guidance for districts as they develop a district plan to implement quality career guidance and support students in development of their Individual Career and Academic Plan (ICAP). The ICAP includes a high school course plan and career and postsecondary plans.

**Essential Components of a Quality Career Guidance System:** Districts are required to provide these Essential Components, which are the foundation for the district plan, for all students from 8<sup>th</sup> through 12<sup>th</sup> grade. The activities within each component will guide students and advisors as they build and/or revise the ICAP.

- |                       |                                      |
|-----------------------|--------------------------------------|
| 1. Self-understanding | 4. Postsecondary Exploration         |
| 2. Career Information | 5. Career and Postsecondary Decision |
| 3. Career Exploration |                                      |

**District Plan and Systems Support:** Districts are also required to create and maintain a district plan to implement quality career guidance.

### Iowa's Vision for High-Quality Career and Academic Planning



**Figure 1: District and Individual Plans:** The district career guidance plan supports students in 8<sup>th</sup> through 12<sup>th</sup> grade as they develop, revise, and use their ICAP to guide them through high school and beyond.

### Essential Component #1: Self-understanding

**Required Practice:** 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.

**Assessments and inventories** may include, but are not limited to:

- interest inventory;
- work values assessment;

- personal values/inventory;
- abilities/strengths/skills assessment;
- career cluster assessment;
- learning styles inventory; and/or
- non-cognitive skills assessment or activity.

**Recommended practice** includes the use of more than one type of assessment or inventory (e.g., interests, skills, and values), which is developmentally appropriate. Students will have diverse responses to assessments within and across academic years. Students should have an opportunity to complete multiple activities on multiple occasions during their secondary school years. Opportunity for reflection must be included with each self-understanding activity.

**Research indicates** that non-cognitive factors play a key role in college and career readiness and success (Farrington et al., 2012; Robbins et al., 2004). It is strongly recommended that a non-cognitive assessment (such as ACT Engage, Non-Cognitive Questionnaire, College Student Inventory, and Mindset assessments) is included sometime between 8th and 12th grade. Interpreted assessment results is a component of effective career interventions with interpretations provided by the school counselor being more effective than activities that do not include the school counselor (Whiston et al., 2003).

Students should use the results of inventories and assessments to choose careers or career clusters for further investigation as part of their ICAP.

**Reflection** can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

## Essential Component #2: Career Information

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

**Information** that must be available includes, but is not limited to:

- wages, earnings, and employment outlook [opportunities and trends] (state and national data);
- job description (tasks performed, skills, aptitudes, work conditions, and physical demands); and
- training and educational requirements (career cluster, education level, postsecondary training and education programs, and licensing requirements).

**Recommended practice** includes exposure to a wide variety of career information (work environment, outlook, earnings, training/educational requirements, etc.). Students will have opportunities to explore and research career information. Information may be accessed online, through videos, discussions with or exposure to peers, school counselors, teachers, or individuals employed in different careers, and other appropriate formats. Opportunity for reflection must be included with exploration and research of the world-of-work.

**Research indicates** that exposure to career information is a critical ingredient in effective career development interventions (Brown & Ryan-Krane, 2000).

**Reflection** can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

### **Essential Component #3: Career Exploration Experiences**

**Required practice** includes students engaging 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, such as videos, and may include, but are not limited to:

- job tours;
- career day/fair;
- lunch and learns with colleges/employers;
- job shadows;
- job interviews;
- other work-based learning;
- internships; and
- volunteer opportunities.

**Recommended practice** includes opportunities to engage with career information gained from self-understanding and career information activities. Students should have opportunities to research careers more deeply, including activities that are part of the guidance curriculum, advisories, or integrated into existing classes (e.g., using the research and presentation as the topic for English Language Arts standard). Students should also have exposure to a variety of careers and individuals at various stages of their own career exploration and development. Guest speakers, older peers, teachers, school counselors, and staff can all share their own career paths within the schools. Outside of school students should have opportunities to have in-person or electronic contact for job shadows, informational interviews, career days/fairs, etc. Students must have opportunities to reflect upon their career exploration experiences.

**Research indicates** that observing and interacting with individuals who have successfully explored their career options, made decisions, and have started carrying out these plans is an effective component of career development interventions (Brown & Ryan-Krane, 2000).

**Reflection** can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

### **Essential Component #4: Postsecondary Exploration**

**Required Practice:** 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 programs or pathways related to career interests may include, but are not limited to:

- apprenticeships, on-the-job training, skilled labor;
- training programs in the military;
- industry-based certifications;
- certificate or licensure programs; and/or
- two- or four-year degree programs.

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;
- visit with recruiters/representatives (military, industry, apprenticeship, colleges, etc.);
- lunch-and-learns; and/or
- learn about financial aid, scholarships, and the financial impact of postsecondary options.

**Recommended practice** includes opportunities for students to explore a variety of postsecondary options and engage in purposeful goal setting to achieve desired career and educational goals. They should explore postsecondary education, military, and other postsecondary training opportunities through in-person and electronic means; talk with individuals attending/participating in these options; meet with recruiters/representatives of these options; and visit/observe the training and education opportunities. Students might also interact with representatives or individuals currently studying/working in these environments.

**Reflection** can be written or verbal (such as facilitated in a group setting), with evidence particularly supporting the value of written reflections (Brown & Ryan-Krane, 2000).

## Essential Component #5: Career and Postsecondary Decision

**Required Practice:** Students shall complete relevant activities to meet their postsecondary goals consistent with the Individual Career and Academic Plan (ICAP) and stated postsecondary intention.

**Activities** may include, but are not limited to:

- complete required admission or placement examinations;
- complete relevant entrance requirements:
  - admissions application,
  - enlistment documents, and/or
  - job application, resume, cover letter;
- complete financial aid and scholarship applications; and
- compare award letters and completion requirements of opportunities such as:
  - annual financial aid requirements (i.e., annual Free Application for Federal Student Aid [FAFSA] and other aid applications),

- role of remedial courses,
- course of study including credits per semester for on-time graduation, and
- role of academic advisor.

**Research indicates** that a student's confidence in the ability to make a career choice (career decision-making self-efficacy) impacts the career decision process (Fouad, 2007). Observing and interacting with individuals who have successfully explored their career options, made decisions, and have started carrying out these plans are effective components of career development interventions (Brown & Ryan-Krane, 2000). Research also suggests that setting goals supports effective career development and exploration among secondary school students (Creed, et al., 2013).

### **District Plan and Systems Support:**

**Required practice:** The district shall maintain a team to carry out the work that includes, but is not limited to, the school counselor, teachers, including career and technical education (CTE) teachers, the work-based learning coordinator, and a building administrator. The team is responsible for:

- annually reviewing and, as necessary, proposing to the board of directors of the school district, revisions to the district plan;
- coordinating activities which integrate essential components into classroom instruction and other facets of the school district's educational program; and
- regularly consulting 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 the labor and workforce needs of the region and state.

### **Recommended practice:**

- Professional development (career guidance, current best practice for career guidance, and postsecondary decision-making) local trends (state and nationally recommended) for entire team, appropriate to their roles on the team.
- Parent engagement opportunities beyond signing the Individual Career and Academic Plan (ICAP) such as:
  - student-led conferences;
  - volunteer opportunities (i.e. mock interviews, lunch-and-learns, career fairs),
  - parent information sessions (on tool being used); and/or
  - inclusion in career and postsecondary events.
- Team reviews disaggregated data by demographics for equity and review of program effectiveness.
- Support and participation from administrators and teachers at the site level.

## Definitions:

**Career Information and Decision-Making System/Career Information System (CIS):** An electronic, online system that typically includes career assessments, access to organized, comprehensive career information, links to additional information, and possible opportunities; ability to save information (e.g., favorite careers, assessment results), upload documents (e.g., resume, cover letter), and write reflections or other activities designed to make use of the information in the system.

**District Career Guidance Team:** The team of local educators responsible for development, implementation, and maintenance of the district plan.

**District Plan to Implement Quality Career Guidance:** The career guidance plan developed by each school district detailing the delivery of career guidance in compliance with Iowa Administrative Code chapter 49.

**Individual Career and Academic Plan (ICAP):** The ICAP created by each student of the school district in 8<sup>th</sup> grade and updated annually. The ICAP includes a high school course plan and career and postsecondary plans. At a minimum, this plan meets the requirements of chapter 49, section 3 and is used to guide the high school course enrollment.

**Reflection:** Purposeful, thoughtful consideration of activities and/or learning (e.g., written information, assessment results, career exploration activity at worksite/business, college visit), sometimes in reaction to a prompt that includes written or stated impact upon the individual's current and/or future view of self.

## References:

- Brown, S. D., et al. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior*, *62*, 411-428.
- Brown, S. D., & Ryan-Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown and R. W. Lent (Eds.), *Handbook of Counseling Psychology*. New York: John Wiley & Sons, Inc.
- Creed, P., Buys, N., Tilbury, C., & Crawford, M. (2013). The relationship between goal orientation and career striving among young adolescents. *Journal of Applied Social Psychology*, *43*, 1480-1499.
- Farrington, C. A., et. al. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance: A critical literature review*. The University of Chicago Consortium on Chicago School Research.
- Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstorm, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, *130*, 261-288.
- Whiston, S. C., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior*, *62*, 390-410.