

ICAP and the IEP

During the 2009 Colorado Legislative Session, SENATE BILL 09-256 was enacted into law with a requirement that by September, 2011, ALL students grades 9-12 would have access to a system within their high school to create and manage an Individual Career and Academic Plan (ICAP). Final rules defining the requirements for ICAP were adopted by the State Board of Education in January, 2010.

The ICAP portfolio system, plan template, and process for development will be designed and/or adopted by the local district or school to meet requirements outlined in the State Board Rules. The ICAP portfolio must be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his/her career and academic plans will follow.

The legislation specifies that, at a minimum, each ICAP shall include:

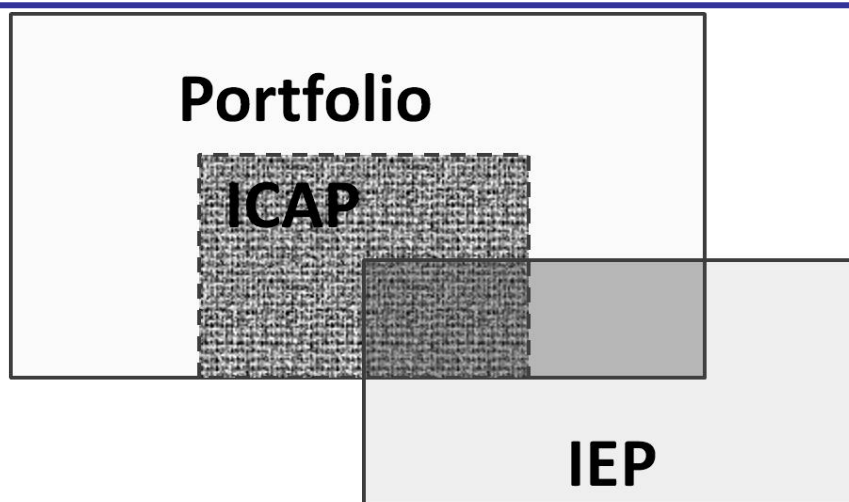
- the student's efforts in exploring careers, including a written postsecondary and workforce goal, yearly benchmarks, interest surveys, anticipated postsecondary studies;
- the student's academic progress including courses taken, any remediation and any concurrent enrollment credits earned;
- the student's experiences in contextual and service learning;
- a record of the student's college applications or alternative applications (DVR, CCB, Job Corps, etc.) and,
- other data reflecting student's progress toward postsecondary and workforce readiness.

The ICAP is reviewed by the student and parent, at least annually, to include but not be limited to: goal revision, new postsecondary career and education plans, financial aid opportunities, and changes in academic courses.

Students identified with a disability and determined to be eligible for special education services will also have an Individualized Education Program (IEP) in place that includes very similar information. Beginning with the IEP developed when the student is 15, but no later than 9th grade, the IEP must include:

- Measurable postsecondary goals in education/training, career/employment, and independent living skills;
 - Annual goals that align with the postsecondary goals/transition services;
 - Transition assessment that informs the development of the entire IEP;
 - Transition services including a course of study that is specific, individualized, and linked to the postsecondary goals; and,
 - Linkages to the appropriate postsecondary agencies that are likely to support the student in reaching identified adult outcomes.
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The IEP is reviewed annually with the student and the parent including discussion of recent assessment activities and results, goal revision, interagency linkages, and changes in courses.



How Do the ICAP and IEP Align?

Each student will have a portfolio system of some kind.

The portfolio is the repository of all career and academic planning information for a student that will be accessible by the student, parent and/or legal guardian, and designated educators. Think of this as the body of evidence. Throughout high school (and possibly middle school), summaries of assessments, inventories, and career development experiences will be recorded in the ICAP portfolio.

The ICAP is a template that will include specific components from the portfolio. The plan template will be designed by each district or school to pull specified data from the portfolio system. Not all of the information contained in the ICAP portfolio will appear in the ICAP plan at a given time, although it will be maintained as a body of evidence of the student's efforts.

Non-confidential information about student activities and assessment summaries should be shared between the ICAP and the IEP. For example, summaries of career assessments, inventories, academic achievement, and community experiences could be added to the student portfolio throughout the year. Information contributed to the portfolio through general education efforts could supply relevant information to the special education teacher for development of the current IEP. Of course, there will be some information included in the student's IEP files that will not become a part of the portfolio due to the confidential nature of the information (i.e., psychologist reports, disability specific information, disciplinary action).

As schools design and implement the process for developing and managing ICAPs, special education providers can be essential partners to ensure the process and documents are handled efficiently for the benefit of the student with the least amount of duplication and confusion.

More detailed information on ICAP is available on the CDE website at

<http://www.cde.state.co.us/SecondaryInitiatives.htm>.