

Crosswalk: Individual Career and Academic Plan (ICAP) with Colorado Rules and the Secondary Transition IEP



ICAP Quality Indicators Retrieved from http://www.cde.state.co.us/postsecondary/icap-implementation	CDE Standards for ICAP Per Colorado Revised Statute 220-2-106	Secondary Transition Individual Education Program (IEP) Per IDEA [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)] Per IDEA [34 CFR 300.320 (b) and (c)] Per ECEA 4.03(6)(d)(i); (ii); (iii)
Self-Awareness: Understand how one’s unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.	<ul style="list-style-type: none"> • Interest surveys • A written postsecondary and workforce goal for the student • Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education • The student’s scores on basic skills and the student’s level of postsecondary and workforce readiness (PWR) • The student’s advanced and intervention plans • Academic support services utilized by the student 	<ul style="list-style-type: none"> • Consider the student’s strengths, interests, and preferences. This information may be obtained through an interview, situational assessment and/or observation. It is not sufficient to interview only the parent(s). • Transition assessment could include academic achievement, aptitude, behavior, skills, and personality evaluations, as well as interest and preference inventories. • Postsecondary Goals (PSGs) are based on transition assessment and required in the areas of education/training and career/employment. Include independent living if appropriate. • Update Postsecondary goals annually.
Career Awareness: Know the difference between jobs, occupations and careers. Articulate a wide range local regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.	<ul style="list-style-type: none"> • Interest surveys • Resume 	<ul style="list-style-type: none"> • Assessment of aptitude, behavior, skills, personality, interests, and preferences. • Postsecondary employment goals relate to the demand of current and future working environments. • Specific career goals are addressed through transition services. • Career awareness can be developed through career speakers, field trips, in-school jobs, service learning, self-determination, Workforce Centers, job tours, etc.
Postsecondary Aspirations: Participate in career exploration activities centered on students’ passions, interests, dreams and visions of their future self and perceived options.	<ul style="list-style-type: none"> • Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education 	<ul style="list-style-type: none"> • Enroll students in classes that will enable them to make progress towards meeting their postsecondary career/ employment and education/training goal (courses of study). • Document progress towards meeting these goals. • Provide opportunities for students to participate in career exploration activities that could include apprenticeships, career counseling, career pathways, internships, job shadows, mentorships, volunteering related to student’s interests, dreams, personality, preferences, etc.
Postsecondary Options: Be aware of and participate in a variety of postsecondary and career opportunities. Use tools such as career clusters, personality assessments and learning style inventories to highlight individual strengths and capabilities.	<ul style="list-style-type: none"> • A written postsecondary and workforce goal for the student • Annual benchmarks for reaching that (postsecondary) goal • A record of the student’s college application or alternative applications as they are prepared and submitted 	<ul style="list-style-type: none"> • Postsecondary goals are developed in education/training, career/employment, and as needed, independent living. • Annual goals state what the student will do or learn within the next school year to move the student towards achieving his/her postsecondary goals. • Document progress toward the attainment of each goal.

<h2>ICAP Quality Indicators</h2> <p>Retrieved from http://www.cde.state.co.us/postsecondary/icap-implementation</p>	<h2>CDE Standards for ICAP</h2> <p>Per Colorado Revised Statute 220-2-106</p>	<h2>Secondary Transition Individual Education Program (IEP)</h2> <p>Per IDEA [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)] Per IDEA [34 CFR 300.320 (b) and (c)] Per ECEA 4.03(6)(d)(i); (ii); (iii)</p>
<p>Environmental Expectations: Consider how school, family, community, culture and world view might influence the students' career development and postsecondary plans.</p>	<ul style="list-style-type: none"> • The student's plans for and experiences in work and project-based learning (examples, CTE, capstone, etc.) and service learning, if applicable • Activities performed by the student that establish connections between school-based instruction and the world of work, careers and learning that occurs beyond the school itself 	<ul style="list-style-type: none"> • Consider the student's skills, strengths, needs, interests, and preferences when determining PSGs, work and community-based experiences. • Agency connections that will enable the student to meet his/her PSGs. • Self-determination/self-advocacy skills to enable the student to make connections
<p>Academic Planning: Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.</p>	<ul style="list-style-type: none"> • A written postsecondary and workforce goal for the student • Annual benchmarks for reaching that (postsecondary) goal • An intentional sequence of courses reflecting progress toward the student's goals • Academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment courses and credits earned • The student's postsecondary studies as the student progresses through high school 	<ul style="list-style-type: none"> • A written postsecondary education and career/employment goal for the student • Annual benchmarks for reaching that (postsecondary) goal • An intentional sequence of courses reflecting progress toward the student's goals • Document progress towards meeting goals. • Include documentation of any postsecondary education classes taken through concurrent enrollment or ASCENT.
<p>Employability Skills: Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.</p>	<ul style="list-style-type: none"> • A record of the student's college application and resume or alternative applications as they are prepared and submitted 	<ul style="list-style-type: none"> • Determine gaps, if any, that exists between students' current skills and identified PSGs • Address student's career/employment PSGs and annual goals • Determine additional needs in the areas of career awareness, exploration, and preparation.
<p>Personal Financial Literacy: Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary. Understand and articulate personal financial literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.</p>	<ul style="list-style-type: none"> • Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education • The student's progress toward securing scholarships, work study, student loans and grants • Articulation and understanding of personal financial literacy Colorado Academic Standards 	<ul style="list-style-type: none"> • A written postsecondary education and/or independent living skills goal for the student • Goals to increase a student's understanding of the cost of postsecondary education and/or living independently • Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education • Transition services that will enable the student to meet PSGs.

*Career and Technical Education (CTE)/Alternative Cooperative Education (ACE) programming provide direct instruction and work-based learning opportunities in these areas.

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE's recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU's policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

