

ALP Blended with an ICAP

What is an Advanced Learning Plan - ALP?

The Advanced Learning Plan (ALP) is an individualized plan for identified gifted students grades K-12. The ALP is a record of programming options and academic or talent goals that support the student's strength area(s) and affective or behavioral development. Input from parent/guardian, student, teacher/s and gifted education specialist guide the development, implementation, and revisions of the ALP. The ALP guides educational planning, course selection and instructional decisions that lead to post-secondary and career success. (22-20-R-12.00, C.R.S.)

What are essential attributes of the ALP?

- A written record – electronic or hard copy
- A body of evidence that includes both qualitative and quantitative data to document interests, strengths and needs
- Annual academic goal(s) in area(s) of strength
- Annual affective goal
- Evidence of programming options matched to the strength area(s)
- A tool for educational planning and instructional decisions
- Evidence of ongoing progress reviews in collaboration with the student, teachers, parent/guardian, and other school personnel – may be at typical progress report times
- Documentation of student progress toward and attainment of ALP goals
- A record keeping system aligned with district student records policies, including transfer of student records and the ALP when a student moves out of district

What is an ICAP?

The Individual Career and Academic Plan (ICAP) is an individualized plan, developed by the student and the student's parent or legal guardian, in collaboration with their school counselors, school administrators, school personnel and/or approved postsecondary service providers. The ICAP is used to identify and establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce. (22-2-R-2.00 (2), C.R.S.)

May districts choose to integrate the ALP and ICAP at the secondary level?

Yes. Administrative units may blend the two systems into one at the secondary level. This could potentially save duplication of efforts and time. The requirements of both the ALP and ICAP must be met through the singular portfolio system where data is collected and goals are established and monitored. * Note: Districts may choose to retain separate ALP and ICAP systems for students and parent/guardian, and their teachers.



What are expectations for personnel to develop the ALP/ICAP process?

Personnel who support gifted students in developing the combined ALP/ICAP should have: 1) training in the understanding of gifted students and their academic/affective needs, and 2) information for appropriate programming in the strength area(s) with appropriate course selection, rigor, acceleration methods or concurrent enrollment. This may require training for counselors or other school personnel who work with gifted students on their ALP/ICAP.

What are descriptors required on the ALP compared to ICAP?

| Advanced Learning Plan | Individual Career and Academic Plan |
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| <p>Interests. The document must clearly state the student’s areas of interest(s) and strength(s).</p> | <p>The ICAP provides documentation of interest surveys that the student completes; and, the student’s efforts in exploring careers including a written postsecondary and workforce goal.</p> |
| <p>Academic Goal or Goals. The document must list an academic goal(s) for each year matched to the student’s strength area(s) and instructional level. Note: Annual academic goals required for gifted students support postsecondary targets.</p> | <p>The document shows an intentional sequence of courses reflecting progress toward accomplishment of postsecondary and workforce objectives. Note: Annual academic goals support postsecondary targets.</p> |
| <p>Programming Note: The ALP is a direct link between the student profile created during the identification process and the implementation of programming guided by academic and affective goals matched to a student’s strengths/interests.</p> <p>Programming includes the recording of course selection to develop the strength area(s) at a pace and level of rigor appropriate for the student’s performance and level of instruction.</p> <p>Programming includes the recording of extracurricular, mentorships, internship or special study experiences for evidence of meeting needs of interests or application and transfer of knowledge and skills in authentic learning and workforce environments.</p> | <p>EXPERIENCES ARE RECORDED.....The document includes the student’s plans for and experiences in Contextual and Service learning, if applicable; a record of the student’s college applications or applications to other post-secondary options; the student’s postsecondary studies as the student progresses through high school; and the student’s progress toward securing scholarships, work-study student loans and grants.</p> |
| <p>Affective Goal or Goals. The document must record a goal(s) that records social emotional and/or behavioral focus of the student for each year.</p> | <p>The document records various goal areas including affective, self-advocacy and behavioral goals. Note: Various portfolio systems will display affective goals in different locations of the particular portfolio system.</p> |
| <p>Career Goal or Goals align with the development of academic and affective goals to reach post-secondary targets and success. The district may establish yearly benchmarks for gifted students that differentiate for special provisions (e.g., grade 8: discussion of strengths, interests and career exploration; grade 10: independent or group project in strength area)</p> | <p>The document includes documentation of the student’s efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes; and anticipated postsecondary studies.</p> |
| <p>Growth Results. The document must include a process to indicate whether the goals have or have not been met each year. A space or box included after the goals that can</p> | <p>The document must show the student’s academic progress including courses taken, any remediation or credit recovery, any concurrent enrollment earned, and relevant</p> |



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| <p>be checked (with room for a brief comment) could be a way to show growth.</p> | <p>assessment data. The document shows other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education.</p> |
| <p>Format. Each ALP is a written or electronic form that may be in hard-copy or stored in the district’s student record system. The ALP is transferable from one school or district to another.</p> | <p>Each ICAP portfolio shall be transferable in print or electronic for internal/external district use so that when a student transfers from one school or district to another, his/her career and academic plans follow him/her.</p> |
| <p>Accessibility. Each ALP is accessible to educators, students, parents, and legal guardians. Testing protocols/results for cognitive ability or other special education assessments remain under the provisions of confidentiality and the district’s filing system for confidential data. Some gifted students may also have an IEP. Confidentiality and requirements of federal law, different from the ICAP, must be maintained. Parents and students must be informed about the ALP process when blended with ICAP.</p> | <p>Each ICAP is accessible to educators, students, parents, legal guardians and approved postsecondary service providers. Effective September 30, 2011, each school counselor or school administrator shall ensure that every student in grades nine through twelve and their parents or legal guardians has access to and assistance in the development of an ICAP</p> |
| <p>Assistance. Guidance for the development and monitoring of the ALP is provided annually in grades K-12 for all identified gifted students.</p> | <p>ICAP access and assistance shall be provided, at a minimum, annually in grades nine through twelve and should include participation by the student, parents/guardian, school counselors, school administrators, school personnel and/or approved postsecondary service providers as applicable.</p> |
| <p>Review. The ALP is reviewed annually or more often to progress monitor goals; adjust goals as needed; and record academic and/or talent courses and content extensions for the next school year or beyond. There is evidence to indicate that parents and students have collaborated on the contents of the ALP.</p> | <p>Each year’s ICAP review shall indicate any differences from the previous year’s ICAP including but not limited to: goal revision, new postsecondary career and educational plans, financial aid opportunities and changes in academic courses. It will be ensured that each student and the parent or legal guardians receive information and advising regarding the relationship between the ICAP and postsecondary goals and expectations.</p> |
| <p>Program Evaluation. The rules for implementation of gifted education require administrative units to monitor gifted programs through self-evaluation and stakeholder feedback.</p> | <p>The district shall include a method to evaluate the implementation of effectiveness of the standards set forth in 22-2-136(1) C.R.S. for ICAP.</p> |
| <p>Statute References C.R.S. 22-20-109; 22-20-104.5 Rules: 1 CCR 301-8 (12.02 and 12.05)</p> | <p>C.R.S. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-2-146(1) Rules: 1 CCR 301-81</p> |

Where can I learn more?

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- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs