

# High School ICAP Quality Indicators

## Self-Awareness

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An understanding of how one's unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. Individual thoughts and feelings that get students excited about life and learning, and the ability to articulate passions and dreams, including recognizing challenges and potential barriers to attaining goals, and how healthy lifestyles contribute to personal and professional success.

**Element 1:** Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions. Students could:

- participate in self-discovery exercises/assessments in order to uncover potentially hidden talents, interests, and aspirations;
- identify the unique characteristics and attributes that set her/him apart from other people and allows them to express themselves as individuals
- articulate, through written essay or other creative work, how their unique attributes may contribute to or possibly hinder their career success

**Element 2:** Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles, self-management, and social skills. Students could:

- demonstrate critical thinking skills to make informed, ethical, and socially responsible decisions regarding their personal wants, needs, and aspirations in relation to their postsecondary goals
- demonstrate effective collaboration and cooperation skills by engaging in extracurricular activities with others who share the same interests, passions, or personal goals for success
- apply self-determination and self-discipline to learning in order to enhance their aptitude and self-confidence when faced with difficult tasks
- demonstrate their ability to work independently toward achieving an academic or personal goal
- demonstrate the ability to effectively balance academic, personal, and community activities in order to achieve a holistic sense of wellness

**Element 3:** Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults. Students could:

- develop a personal/professional network of adult mentors that she/he may access for guidance and support when developing career or postsecondary goals
- participate in specific assessments that identify unique, individual, leadership qualities. Those leadership qualities may be developed and enhanced through practice and self-reflection
- identify individuals (peers or adults) upon whom she/he may rely for support in order to effectively transition through challenging situations at home, school, or within their community
- demonstrate self-advocacy skills and be able to assert herself/himself through the use of appropriate oral and written communication

## Career Awareness

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An understanding of the difference between jobs, occupations, and careers and the impact this might have on one's career satisfaction. Ability to articulate the implications of a wide range of local regional, national, and global career pathways and opportunities, while giving consideration to economic, cultural influences, and the impact of stereotypes on career choice.

**Element 1:** Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas. Students could:

- identify one primary career pathway in which she/he discovers an interest, while recognizing the local, regional, national, and global implications for that career field
- identify two additional career pathways in which she/he discovers an interest, as identified by the Colorado Career Cluster model

**Element 2:** Students will be able to articulate and utilize information regarding the influences and impact of cultural biases and stereotypes on career options. Students could:

- identify the impact of negative stereotypes and how these cultural biases may cause barriers to a career pathway for themselves and others
- articulate through written essay or other creative work, the implications of how culture impacts career choices
- demonstrate an understanding of the economic influences and impact on career pathways in which they are interested
- identify and communicate the implications of multiple ways in which the average salary in a particular career field influences lifestyle choices
- identify and utilize multiple personal and community resources that inform them about career pathways and assist them in making career choices

**Element 4:** Students will demonstrate the necessary mindsets and behaviors that support an understanding of how the whole-self influences career awareness. Students could:

- articulate how self-management skills impact career awareness
- explain how the ethical and social responsibilities of careers they are considering

## Postsecondary Aspirations

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Participation in career exploration activities centered on students' passions, interests, dreams, visions of their future-self, and perceived options.

**Element 1:** Students could participate in activities that allow them to explore occupations based on dreams, passions, and individual interests. Students could:

- describe the future visions they have of themselves within the workforce, through a written paper or presentation designed to articulate future goals, dreams, and aspirations
- participate in extracurricular activities that support their life interests that relate to their postsecondary vision of themselves

**Element 2:** Students could develop mentoring relationships with at least one member of their community that represents a job within their identified career pathway. Students could:

- make professional connections to community members in their community, in order to obtain "real world" information regarding careers that exist within their community that support their chosen pathway
- demonstrate an understanding of the barriers to access that exist for certain careers within their local community, and identify areas in their state or other states where employment opportunity exists for the career field in which they are interested

**Element 3:** Students could demonstrate knowledge and understanding of how their dreams and interests translate into career fulfillment. Students could:

- create a presentation or write an essay describing their future vision of themselves within the workforce, including how they plan to make this vision a reality
- include in their essays or presentations, how their values and academic aspirations support future personal life needs, wants, and goals, and how their plan of action addresses these issues

## Postsecondary Options

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The knowledge and application of a variety of postsecondary and career opportunities and advancements available by using tools such as career clusters, personality assessments and learning style inventories highlighting individual strengths and capabilities.

**Element 1:** Students could develop self-awareness of their personal motivations, abilities, limitations, interests, and skills and apply these to career options and selections. Students could:

- apply knowledge gained from career and college-ready assessments to their own postsecondary plans.
- apply knowledge of personal strengths and challenges to the selection of their postsecondary career options.
- demonstrate critical thinking and informed decision making skills to assess possible career pathways that best fit their skills, abilities, and interests.
- utilize what they know about themselves in relation to the world, in order to communicate an academic action plan to achieve future goals through a portfolio or multiple print or digital sources.

**Element 2:** Students could demonstrate their knowledge through a written essay or other creative work, the variety of postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals. Students could:

- articulate the difference between types of colleges, as well as technical and apprenticeship programs, and how these college and career choices best fit the whole self
- communicate the interconnections between self-knowledge, self-directed learning and postsecondary opportunities
- demonstrate the ability to navigate and use a variety of technological tools in order to identify and select their career and college options
- calculate the costs, benefits, and challenges (including personal, social, environmental and/or family implications) to make informed decisions regarding their individual postsecondary options

**Element 3:** Students could understand and apply the self-management, academic, social skills, and behaviors necessary to reach their optimal postsecondary potential.

- actively engage in challenging coursework, advanced placement opportunities, extra-curricular clubs, organizations, and college or workforce preparation programs available to them
- demonstrate knowledge of basic vocabulary, mindsets, and behaviors appropriate for professional interaction
- demonstrate knowledge of the application and interviewing process: including dressing for success, identifying personal strengths and abilities, and communicating effectively as demonstrated through verbal and written assessments
- demonstrate executive processes or self-management skills including, effective reasoning, critical thinking, using logic, forming arguments in a socially acceptable manner, assuming personal responsibility, and managing personal life transitions

## Environmental Expectations

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An ecological system in which school, family, community, culture, and worldview influence the students' career development and post-secondary plans.

**Element 1:** Students could demonstrate, in written or other creative form, how their academic environmental resources influence their career choice. Students could:

- actively participate in programs and activities, which focus on issues of equitable distribution of resources
- identify and utilize available academic resources in their region that minimize academic environmental limitations
- demonstrate through written or other creative work, the academic environmental strengths and limitations of their community, and how she/he will utilize those strengths to support their future educational or employment goals

**Element 2:** Students could actively participate in extracurricular activities in order to decrease the likelihood of engaging in risky behaviors while demonstrating behavior that positively impacts postsecondary and career options. Students could:

- actively avoid involvement in negative environmental associations, in order to reduce the likelihood of negative impact on their postsecondary options and career choices
- actively pursue participation in positive environmental resources (community afterschool programs and clubs) which have a beneficial impact on postsecondary and career choice

**Element 3:** Students could understand how values and beliefs within multiple environments (school, home, and community) influence future career and other postsecondary options. Students could:

- articulate through written essay or other creative work, their cultural and environmental norms, values, and beliefs as they relate to career choices
- identify their own family structural and financial limitations influencing postsecondary and career options
- identify specific limitations to their career choice based on their geographical region
- identify specific environmental factors that influence their physical, emotional, and mental health in relation to career choice, and develop a plan for combating those factors to reduce negative impact

## Academic Planning

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The skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

**Element 1:** Students could demonstrate the academic discipline mindsets and behaviors for successful course completion (*academic discipline* includes organization, planning, and effort). Students could:

- demonstrate the ability to complete coursework in a timely manner using organizational skills (i.e., electronic calendar, graphic organizer)
- demonstrate appropriate personal/social and conflict resolution skills, in order to reduce disciplinary outcomes
- demonstrate self-advocacy and self-assertion through use of appropriate communication skills when engaging teachers, parents, and fellow students as issues arise over coursework
- demonstrate through written essay or other creative work, an understanding of how their own academic behaviors and mindsets influence their career and college choices such as, setting high academic goals, demonstrating self-discipline, motivating themselves, managing stress, and organizing their lives to get better grades

**Element 2:** Students will demonstrate the necessary knowledge of how the Colorado State Standards apply to their chosen future career clusters and any other postsecondary options they are interested in pursuing. Students could:

- identify the importance of using effective communication, teamwork, collaboration, cooperation, and problem-solving skills in the workplace, and be able to demonstrate those skills in the classroom.
- apply personal responsibility and accountability skills as evidenced by a turning in assignments on time, and reducing instances of tardiness and absenteeism

**Sub-Indicator 3:** Students will enroll in necessary courses to complete high school graduation through Individual Career and Academic Plan (ICAP) completion and curriculum alignment. Students could:

- apply information from personal interests, values, and abilities assessments to select college and/or career options
- select high school coursework that is compatible with their individual career cluster interests
- demonstrate intentional, self-directed, educational planning by accessing academically challenging course work, (i.e., concurrent enrollment, Advanced Placement, or other options to align their career aspirations)

## Employability Skills

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To define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

**Element 1:** Students will demonstrate their knowledge of skills, aptitude, and educational requirements related to a particular career field. Students could:

- identify relevant employability systems, including interpersonal, technological, and community systems
- access multiple employability resources within their local, state, national, and international community

**Element 2:** Students will actively develop personal and professional employability traits by engaging in classroom and community opportunities. Students could:

- articulate, through written essay or other creative work, their personal and professional strengths related to meeting individual educational or occupational goals
- articulate the specific ways in which she/he are actively working toward enhancing personal and professional traits in relation to a given career pathway

**Element 3:** Students will articulate the ways in which they are developing essential employability skills. Students could:

- demonstrate how she/he is actively working toward improving academic competencies related to basic employability skills (i.e. math, writing)
- actively work toward the goals outlined on their personal action plan for improving basic employability skills (i.e. math, writing)
- articulate through written essay or other creative work, the impact academic performance may have on their future career options

## Personal Financial Literacy

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To have an awareness of and be able to articulate the cost of postsecondary options and apply this awareness to their postsecondary career and academic planning process.

**Element 1:** Students will demonstrate the ability to recognize financial aid vocabulary and know what options are available to pay for postsecondary options. Students could:

- demonstrate an understanding of what a FAFSA is, have access to it, and complete it, along with any other financial aid application related to their individual, post-secondary goals
- locate the *cost of attendance* (COA) for a particular post-secondary institution, and demonstrate the knowledge about how this amount is determined
- articulate what *expected family contribution* (EFC) means, how it is calculated, and how this total impacts their means for attending a particular institution

**Element 2:** Students will demonstrate by the beginning of 11<sup>th</sup> grade, knowledge of specific financial options available to them through the State of Colorado in order to pursue their postsecondary options. Students could:

- utilize *College in Colorado*, along with other postsecondary resources to assist them in the financial aspect of individual postsecondary planning
- complete a budget that includes future earnings and expenses
- complete the *Colorado Opportunity Fund* application, if she/he has not already done so
- identify and utilize the financial support options that are best suited to fund their postsecondary plans. These options may include traditional scholarships, federal or private student loans, technologically-based funding resources, or other non-traditional means of financial support

Comments, questions, or concerns should be directed to:

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