DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES GOVERNING STANDARDS FOR INDIVIDUAL CAREER AND ACADEMIC PLANS

1 CCR 301-81

[Editor's Notes follow the text of the rules at the end of this CCR Document.]

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-2-136(1) of the Colorado Revised Statutes. The statutory basis for these rules is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-2-136(1), Institute Charter Schools – Individual career and academic plans; 22-30.5-525(1) and (2), Board of Education – specific duties; 22-32-109 and 22-32-109(oo)(I) and 22-32-109.5, Charter Schools – basic skills placement; 22-30.5-117, C.R.S.

1.00 Statement of Basis and Purpose.

Pursuant to SB 09-256, the State Board of Education is required to promulgate rules to establish standards for Individual Career and Academic Plans ("ICAP") for all students enrolled in public schools in the state. The intent of this provision in the legislation is to ultimately decrease dropout rates and increase graduation rates by assisting students in developing and maintaining a personalized postsecondary career and educational plan that ensures readiness for postsecondary and workforce success and aligns to requirements set forth in 22-7-1001 et seq. C.R.S. and 22-11-101, et seq. C.R.S. Pursuant to 22-2-136(1) C.R.S., an ICAP shall be designed to assist a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce. The passing of HB10-1273 necessitated modifications to the rules to include a definition of progress of visual and performing arts courses, and also to reflect the student's progress in visual and performing arts courses ,as defined in 22-1-104.5 (1) (a through c) C.R.S Additionally, the passing of HB12-1345 necessitated modifications to the rules to include definition of charter school and expansion of the individual career and academic plan to include institute charter school and basic skills placement or assessment records.

2.00 Definitions.

2.00(1) Department: The Department of Education created pursuant to section 24-1-115(1), C.R.S.

2.00(2) Individual Career and Academic Plan (ICAP): 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 that is used to help 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 school.

2.00(3) State Board: The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.

2.00(4) Contextual and Service Learning: 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 (i.e. Career and Technical Education, expeditionary learning, experiential education, internship or externships, and apprenticeships)

2.00(5) Implementation Plan: A plan developed and maintained by a local education school district that ensures every student and their parents or legal guardians has access to and assistance with the development of ICAP whose scope and sequence includes: district and school objectives, intentional district and school responsibilities, grade level appropriate timelines and key dates.

2.00(6) Approved Postsecondary Service Providers: Representatives of pre-collegiate service-providing programs who support middle and high school students' postsecondary objectives and planning and who have a formal service agreement with the schools they serve.

2.00(7) Progress in Visual Arts and Performing Arts Courses: Evidence of having participated in and grades earned in Visual Arts and Performing Arts Courses as defined in 22-1-104.5 (1) (a through c) C.R.S.

2.00(8) Institute Charter School: A charter school authorized pursuant to 22-30.5-501, C.R.S.

2.00(9) Local Board of Education or Local Board: A school district board of education as authorized in 22-32-103, C.R.S.

2.00(10) Postsecondary and Workforce Readiness (PWR): The combination of knowledge, skills, learning and behaviors essential to high school graduates to be prepared to enter postsecondary institutions or training and the workforce and compete in the global economy including content knowledge, learning and behavior skills, as set forth in the State Board of Education and the Commission on Higher Education's joint adoption on June 30, 2009 of the description of Postsecondary and Workforce Readiness.

2.01 Standards for Individual Career and Academic Plans.

2.01(1) Each ICAP shall include a career planning, guidance and tracking component and portfolio that reflects, at a minimum, standards as required, but not limited to 22-2-136, C.R.S.

2.01(1)(a) 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;

2.01(1)(b) The student's academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned;

2.01(1)(c) the student's progress in visual arts and performing arts courses;

2.01(1)(d) An intentional sequence of courses reflecting progress toward accomplishment of the student's postsecondary and workforce objectives;

2.01(1)(e) Relevant assessment scores; including basic skills placement or assessment tests. For schools districts and charter schools that choose to administer the basic skills placement or assessment tests, the student's scores on the basic skills placement or assessment tests administered pursuant to section 22-30.5-117, 22-30.5-526 or 22-32-109.5(4), C.R.S., any intervention plan created for the student and the student's progress in meeting the intervention plan;

2.01(1)(f) The student's plans for and experiences in Contextual and Service Learning, if applicable;

2.01(1)(g) A record of the student's college applications and resume, or alternative applications as they are prepared and submitted;

2.01(1)(h) The student's postsecondary studies as the student progresses through high school;

2.01(1)(i) The student's progress toward securing scholarships, work-study, student loans and grants;

2.01(1)(j) Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education.

2.01(1)(k) The student's scores on basic skills or assessment tests and based on an analysis of the scores (if a district chooses to administer), the student's level of postsecondary and workforce readiness (PWR) at the time of the test. If a student's scores indicate that he or she is at risk of being unable to demonstrate PWR prior to or upon high school graduation, school personnel shall work with the student and the student's parent or legal guardian to create an intervention plan that identifies the necessary courses and education support services that the student requires to achieve PWR prior to or upon high school graduation to be prepared to continue into a postsecondary education option.

2.01(2)(a) Each ICAP is accessible to educators, students, parents, legal guardians, and Approved Postsecondary Service Providers; and may be shared in compliance of the "Federal Family Education Rights and Privacy Act of 1974"; and

2.01(2)(b) Each ICAP portfolio shall be transferable in print and/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 follow him/her;

2.01(3) Each public school, in assisting students and parents in creating and maintaining ICAPs shall comply with the requirements of the Federal "Family Educational Rights and Privacy Act of 1974", 20 U.S.C. 1232g.

2.02 District Responsibility and Institute Charter School

2.02(1) In implementing ICAPs, each district shall develop an Implementation Plan by September 30, 2010. The Implementation Plan shall include:

2.02(1)(a) Policies and procedures in place that meet or exceed the requirements of 22-32-109(1)(nn) and also meet or exceed the standards set forth in 22-2-136(1), C.R.S including a clear designation of the roles and responsibilities of the student, parents and district staff(including administration, counselor and teachers;

2.02(1)(b) Evidence of a plan for ICAP implementation process based on recommendations from school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers;

2.02(1)(c) Where possible, the district's demonstration that professional development is in place for school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers for implementation of ICAP process;

2.02(1)(d) Effective September 30, 2011, each school counselor and/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;

2.02(1)(e) Beginning no later than a student's ninth grade year, the ICAP shall include goals for the student based on academic and career interests and shall identify required academic courses, career courses, electives, and Contextual and Service Learning opportunities

aligned to the district's programs of instruction related to postsecondary and workforce readiness (PWR);

2.02(1)(f) ICAP access and assistance shall be provided at a minimum, annually in grades nine through twelve and should include participation by the student, parents or legal guardian, school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers as applicable; the board of education may require the schools of the school districts to assist the students and his or her legal guardian to develop and maintain the student's ICAP in any grade prior to ninth grade;

2.02(1)(g) 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;

2.02(1)(h) School counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers at middle schools, and high schools shall collaborate to ensure that each student and their parents or legal guardians receive information and advising regarding the relationship between ICAP and postsecondary goals and expectations;

2.02(1)(i) ICAP and ICAP related data shall be available upon request to the student, parents or legal guardian, educators, and/or Approved Postsecondary Service Providers and in electronic and/or printable form;

2.02(1)(j) The Implementation Plan shall include provisions to include a means to insert ICAP related data into an electronic database for an individual student to the extent practicable;

2.02(1)(k) Where possible, the district shall ensure and verify that ICAP processes aligns with the American School Counselor Association's adopted standards;

2.02(1)(l) Schools will assist each student who is enrolled in the school and has an ICAP to use the plan effectively to direct the student's course selections and performance expectations in at least grades nine through twelve; to assist the student in meeting his or her academic and career goals as described in ICAP; and to enable the student to demonstrate PWR prior to or upon high school graduation at a level that allows the student to progress toward his or her postsecondary education goals, without requiring remedial education services or courses.

2.02(2) **Institute Charter Schools Responsibilities.** In implementing ICAPs, each institute charter school shall develop an Implementation Plan. The Implementation Plan shall include:

2.02(2)(a) Beginning no later than a student's ninth grade year, the ICAP shall include goals for the student based on academic and career interests and shall identify required academic courses, career courses, electives and Contextual and Service Learning opportunities aligned to the district's programs of instruction related to postsecondary and workforce readiness;

2.02(2)(b) Policies and procedures in place that meet or exceed the requirements of 22-32-109(1)(nn) and also meet or exceed the standards set forth in 22-2-136(1), C.R.S including a clear designation of the roles and responsibilities of the student, parents and district staff;

2.02(2)(c) Schools will assist each student who is enrolled in the school and has an ICAP to use the plan effectively to direct the student's course selections and performance expectations in at least grades nine through twelve; to assist the student in meeting his or

her academic and career goals as described in ICAP; and to enable the student to demonstrate PWR prior to or upon high school graduation at a level that allows the student to progress toward his or her postsecondary education goals, without requiring remedial education services or courses.

2.03 Evaluation of Program

2.03(1) The district shall establish specific policies for school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers to ensure every student has access to and assistance in the development of an ICAP;

2.03(2) The policies shall include a method to evaluate the implementation and effectiveness of the standards set forth in 22-2-136(1) C.R.S.

Editor's Notes

History

Entire rule eff. 03/10/2010.

Entire rule eff. 06/30/2011.

Entire rule eff. 04/15/2013.