Individual Career and Academic Plan (ICAP) Comparison

This document is designed to provide basic comparison between the individualized plans being developed for students.
The chart is intended to be used for technical assistance and planning purposes only and does not provide legal interpretation.

	Individual Career and Academic Plan (ICAP)	**College in Colorado (CIC) Portfolio**	**Advanced Learning Plan (ALP)**	**Individualized Education Program (IEP) Transition Requirements**	**Summary of Performance (SOP)**	**Academic Plan of Study for Concurrent Enrollment**
Legal Authority	**State Board Rules 1 CCR 301-81**	**Senate Bill 09-256, Colorado Revised Statutes 22-32-109(nn)** Note that if a district chooses to use CIC to create the ICAP, it can individually select from among various portfolio items which will automatically transfer from the portfolio to the ICAP	**Colorado Revised Statutes 22-20-103(2) 22-20-104.5** **State Board Rules 1 CCR 301-8 2220-R-12.02(1)(d)(viii) 12.05(3)**	**Individuals with Disabilities Education Act 2004 34 CFR 300.43 20 U.S.C. 1416(a)(3)(B)** **State Board Rules 1 CCR 301-8**	**Individuals with Disabilities Education Act 2004 34 CFR 300.305(e)(3)** The Summary of Performance includes a summary of a student's academic achievement and functional performance and recommendations on how to assist the student in meeting the student's postsecondary goals	**State Board Rules 1CCR 301-86**
Students Impacted	All students (general and special education)	All students (general and special education)	All identified gifted students including twice exceptional	Students with a disability	Students with a disability	Students who wish to concurrently enroll in an Institution of Higher Education

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Age Requirements	Beginning with a student's ninth grade year… Rule 2.02(1)(e)	To ensure that each student who enrolls in the sixth grade in a public school of the school district, including but not limited to a district charter school, on the day of enrollment is registered with the state-provided, free on-line college planning and preparation resource, commonly referred to as "CollegeInColorado.org" Although students are required to have a College in Colorado account, districts are not required to use College in Colorado to create the ICAP	Beginning with gifted student awareness and programming in kindergarten (Under early access provisions when permitted in an administrative unit, a child age 4 may enter kindergarten; a child age 5 may enter first grade.) continuing through high school/post secondary programming… Determination and ALP writing may occur after response to intervention at any grade level.	Beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade…or earlier if appropriate…. ECEA Rules 4.03(6)(d)(i)	Must be provided to students who graduate with a regular diploma or will be leaving school because they have exceeded maximum age of 21 CDE also recommends that school districts provide a SOP for students who are graduating with a modified diploma or certificate	Qualified Student: A person who is less than twenty-one years of age and is enrolled in the ninth grade or a higher grade level in a Local Education Provider Rule 2.00(16)

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Review Period	ICAP access and assistance shall be provided at a minimum, annually in grades nine through twelve… Rule 2.02(1)(f)	Online, portable student portfolio data, including ICAP, is visible to students and site-specific professionals 24/7.	Annual collaborative review teachers, parents, students, and other appropriate personnel. Monitors success and makes recommendations for pacing, selection of courses, extension options, social-emotional growth and extracurricular activities to maximize potential.	Meetings to review and revise each child's IEP and to determine the child's placement shall be initiated and conducted at least once every 365 days ECEA Rule 4.03(3)	The SOP should be developed during the student's last year of school and provided to the student shortly before graduation	Prior to the Qualified Student's Concurrent Enrollment in the Institution of Higher Education, the principal, a counselor, or a teacher advisor of the Qualified Student's Local Education Provider shall approve the academic plan of study Rule 2.02(1)
Student Involvement	Developed by the student and the student's parent or legal guardian in collaboration with school counselors, school administrators, school personnel, and/or Approved Postsecondary Service Providers Rule 2.00(2)	Designed to be both self-navigating and used in classrooms with guidance. Tools, such as Guideways, tutorials and Webinars are provided as well as extensive lesson plans and curriculum for professional use	Rules require a collaborative process involving teachers, parents and the student.	Student invitation— it must be documented that the student was invited to the IEP meeting	A Recommended (Supplemental) Student Input form is included – the SOP is provided to the student at an exit meeting	No corresponding requirement

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Adult Responsibility	Each district shall develop an Implementation Plan by September 30, 2010…to include policies and procedures…including a clear designation of the roles and responsibilities of the student, parents and district staff Rule 2.02(1)(a) 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 Rule 2.00(6)	*Portfolio Reviews*: Includes advisor, parent, and student comment regarding portfolio, student can invite parent to view high school plan of study *High School Planning*: Includes planning for my goals, AP exams, support for academic goals	The ALP is a collaborative process involving teachers and parents. The adults guide the student in: understanding academic, affective and behavioral strengths and needs; making decisions about goals and content extensions; becoming a self-directed learner; and using self-advocacy skills.	Transition services—a coordinated set of activities/strategies provided by the community of adults to help the student achieve his/her postsecondary goals	The public agency (special education administrative unit) must develop and provide the Summary of Performance to the student. Typically this would be done by the student's special education case manager	Prior to the Qualified Student's Concurrent Enrollment in the Institution of Higher Education, the principal, a counselor, or a teacher advisor of the Qualified Student's Local Education Provider shall approve the academic plan of study. Rule 2.02(1)

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Postsecondary Goals	A written postsecondary and workforce goal for the student Rule 2.01(1)(a) Anticipated postsecondary studies Rule 2.01(1)(a)	*Career Plans*: Includes career goals, Colorado clusters and career pathways, career finder searches, work history, career plans, working for yourself *Looking Ahead*: Includes Annual Postsecondary and Workforce Goals and Benchmarks, Ultimate Goals, Long-term Goals, Intermediate-term Goals, Short-term Goals *College Planning*: Includes after high school transition plan, ACT/SAT/GRE test prep and coaching, postsecondary planning factors, saved programs and majors saved colleges and postsecondary schools	Includes career awareness and post secondary goals for gifted students. Administrative units provide in their program plan means by which they will provide/address post secondary options for gifted students.	Measurable postsecondary goals • Education/training • Career/employment • Ind. Living skills (if appropriate)	Identified postsecondary goals may be listed on the SOP	Concurrent Enrollment courses must align with Postsecondary and workforce objectives

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Assessment	Interest surveys Rule 2.01(1)(a) Relevant assessment scores Rule 2.01(1)(d) Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education Rule 2.01(1)(i)	*Experiences/ Activities*: Extracurricular activities, awards, distinctions, community service, service learning, physical health activities, leadership experiences, networking, projects *How You See Yourself*: Self-knowledge, annual reflection, self-advocacy strategies, personal values and priorities, personal management style, life roles *All About You*: Includes work interest areas, work values, aptitudes, personality type, learning style, Basic skills, general workplace skills, transferable skills *Test Scores*: PSAT, SAT, SAT subject tests, EXPLORE, PLAN, ACT, Work Keys, AP exams, TOEFL, ASVAB	Measurable ALP goals Observation notes pertaining to honors, awards and distinguished performance, community service and leadership experiences Achievement data aligned with district and state assessments including standardized assessments and results Colorado growth data pertaining to the individual student	Transition assessment—the foundation of the entire IEP: measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance are all based on transition assessment In addition to specific transition assessment tools (interest inventories, employability skills, life skills, etc.), assessment can also include a review of academic achievement data, behavior ratings, adaptive functioning, etc.	Information about present levels of academic achievement and functional performance must be included and should be based on the most current assessment	Assessment scores relevant to the student's postsecondary and workforce objectives Rule 2.02(2)(d)

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Course Plan	Academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned Rule 2.01(1)(b) An intentional sequence of courses reflecting progress toward accomplishment of the student's postsecondary and workforce objectives Rule 2.01 (1)(c)	*High School Planning*: Coursework planner uses 81 Colorado career cluster & pathway recommended courses, student planning grid for grades 7 – 12, analysis if on track for graduation and Colorado college admission, shows Colorado Community College System plans of study, can add early college access programs, enrichment courses and workshops, extracurricular activities, customizable at local level	A sequence of course planning begins early with gifted students at the elementary and middle level for most gifted students in their student strength area. ALP planning includes tiered academic, affective and behavioral support for the gifted student based upon individual strengths and needs. The ALP meeting includes conversation about progress, pacing selection of courses, extracurricular activities and extension options.	Course of study— the class schedule which must be multi-year (from the current school year to anticipated exit), specific and individualized, and linked to the postsecondary goals It may include information about general graduation requirements	Finalized course outline and/or transcript would be included	A description of the courses that the student intends to complete to satisfy his or her remaining requirements for graduation from the Local Education Provider Rule 2.02(2)(a) The Qualified Student's academic progress including the courses taken, any remediation or credit recovery and any Concurrent Enrollment credits earned Rule 2.02(2)(b) An intentional sequence of courses reflecting progress toward an accomplishment of the student's postsecondary and workforce objectives Rule 2.02(2)(c)

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Goals	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 Rule 2.00(4) The student's plans for and experiences in Contextual and Service Learning, if applicable Rule 2.01(1)(e) Yearly benchmarks for reaching that (postsecondary) goal Rule 2.01(1)(a)	*Looking Ahead:* Goals into action *Getting Ready for Work:* Includes resume, cover letters, interview practice, job interviews, thank you letters builders, job search activities *Work Experience:* Includes work experiences, professional association memberships, job shadowing experiences, early work experience	Goals are stated in the ALP, measurable (SMART) goals are individualized based upon the student's strength area, interests and needs.	Annual measurable goals that contain specific, direct, and genuine linkage to the postsecondary goals and transition services	No corresponding Summary of Performance requirement	Academic plan of study describes intended courses

Agency Involvement	None	College In Colorado provides free staff professional development on Website use and in-classroom student support.	None	Agency invitation— if the IEP staffing team invites an outside agency, it must be documented that parental consent was obtained prior to the actual agency invitation	Recommendations for student support are suggested for use by postsecondary providers – agency representative contact information may be provided	Secondary and higher education institutions
College Planning	A record of the student's college applications or alternative applications as they are prepared and submitted Rule 2.01(1)(f)	Includes college applications and recruiting, intent to register, school finder searches, saved programs or majors, career plans	The ALP would include planning and decision making regarding college/career goals. Often gifted students require early onset of this planning process.	No corresponding IEP requirement for applications. However, could be application to adult agencies (DVR, Disabled Student Services office)	Recommendations related to postsecondary education and training are included	Application form will include a list of all college courses in which the student intends to enroll
Concurrent Enrollment	The student's postsecondary studies as the student progresses through high school Rule 2.01(1)(g)	Students are informed of concurrent enrollment opportunities and may add to their plan of study	The ALP supports concurrent enrollment decisions based upon the student's learning needs.	No corresponding IEP requirement	No corresponding Summary of Performance requirement	Qualified Student's academic progress, courses taken, credit recovery, remediation, Concurrent Enrollment credits earned Rule 2.02(2)(b)
Financial Aid	The student's progress toward securing scholarships, work-study, student loans and grants Rule 2.01(1)(h)	Includes Free Application for Federal student Aid (FAFSA) submittal, components of financial aid plan, saved scholarships, scholarship finder searches, estimated family contribution, financial aid planning wizard, savings calculator, financial aid award estimator	None	None	No corresponding requirement	No corresponding requirement

Accessibility	Each ICAP is accessible to educators, students, parents, legal guardians, and Approved Postsecondary Service Providers Rule 2.01(2)(a)	Site is free, portable, customizable statewide, Screen Reader compatible, lifelong access to tools and individual portfolio, parents and designated professionals may view, ICAP may be PDF, e-mailed, printed	The ALP is accessible to the educators working with the gifted learner, the parents and the student. Administrative units have included the ALP systems with other electronic data systems in the district for ease of use	The IEP is a confidential document accessible by appropriate school personnel ECEA Rule 6.01 The IEP process involves procedural safeguards ECEA Rule 6.02	The Summary of Performance is provided to the student – the student may share as necessary and appropriate	No corresponding Academic Plan of Study requirement
Transferability	Each ICAP portfolio shall 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 follow him/her Rule 2.01(2)(b)	When a student moves or transfers to another system, the student re-links to new school or institution to grant access to their portfolio, in full or in part. Student can also grant secondary access to Approved Postsecondary Service Providers	The ALP transfers from one school district to another. The ALP is either in paper form or electronic form – dependent upon district data systems.	The IEP will transfer from one school or district to another The IEP is a confidential document and can be transferred among school officials ECEA Rule 6.01 The IEP requires procedural safeguards and due process procedures ECEA Rules 6.02	No corresponding requirement	No corresponding Academic Plan of Study requirement
Confidentiality	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" Rule 2.01(3)	A CIC account is set up by an individual student with an access code. The student's assigned counselor and the parent(s) have read-only access to the student portfolio. No record level data is released to any outside agency or group	Individually identifiable records are confidential and protected in accordance with applicable federal and state laws and regulations. FERPA 12.05(4)	The IEP is a confidential document protected by FERPA and IDEA ECEA Rules 6.01	No corresponding requirement	Student gives permission to the Institution of Higher Education to inform the Local Education Provider in compliance with the Family Educational Rights and Privacy Act (FERPA) as it relates to successful completion of the postsecondary course Rule 2.01(2)(e)(iv)