



## ICAP AND THE INDIVIDUAL EDUCATION PROGRAM (IEP)

SENATE BILL 09-256 was enacted into law with a requirement that by September, 2011, all students, grades 9-12 would have access to a system within their high school to create and manage an Individual Career and Academic Plan (ICAP). Final rules defining the requirements for ICAP were adopted by the State Board of Education in January, 2010.

The ICAP portfolio system, plan template, and process for development are designed and/or adopted by the local district or school to meet requirements outlined in the State Board Rules. The ICAP portfolio must 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 will follow.

The legislation specifies that, at a minimum, each ICAP shall include:

- the student's efforts in exploring careers, including a written postsecondary and workforce goal, yearly benchmarks, interest surveys, anticipated postsecondary studies;
- the student's academic progress including courses taken, any remediation and any concurrent enrollment credits earned; the student's experiences in contextual and service learning;
- a record of the student's college applications or alternative applications (DVR, CCB, Job Corps, etc.) and,
- other data reflecting student's progress toward postsecondary and workforce readiness.

The ICAP is reviewed by the student and parent, at least annually, to include but not be limited to: goal revision, new postsecondary career and education plans, long-term supports, financial aid opportunities, and changes in academic courses.

Students identified with a disability and determined to be eligible for special education services will also have an Individualized Education Program (IEP) in place that includes very similar information. Beginning with the IEP developed when the student is 15, but no later than the end of the 9th grade, the IEP must include:

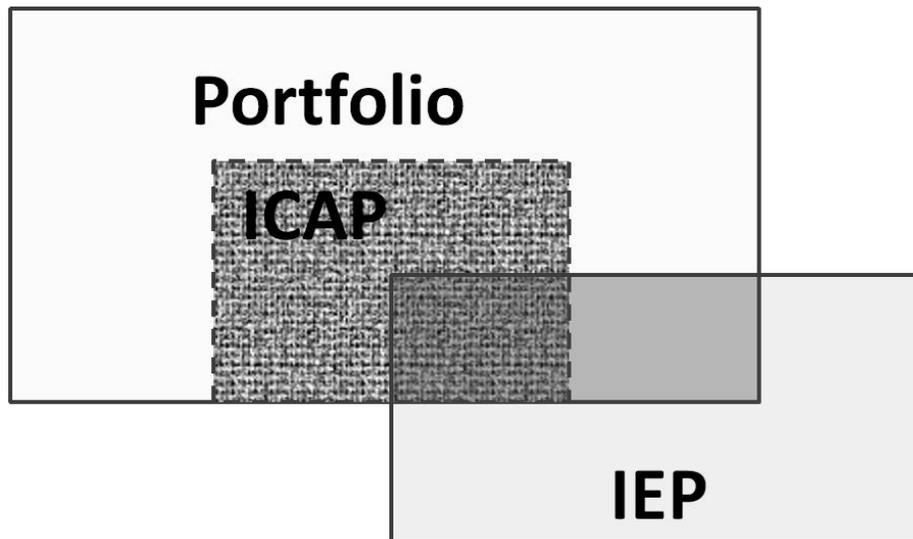
- Measurable postsecondary goals in education/training, career/employment, and independent living skills;
- Annual goals that align with the postsecondary goals/transition services;
- Transition assessment that informs the development of the entire IEP;
- Transition services including a course of study that is specific, multi-year, individualized, and linked to the postsecondary goals; and,
- Linkages to the appropriate postsecondary agencies that are likely to support the student in reaching identified adult outcomes.

The IEP is reviewed at least annually with the student and the parent including discussion of recent assessment activities and results, goal revision, interagency linkages, and changes in courses.

### HOW DO THE ICAP AND IEP ALIGN?

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Each student will have a portfolio system of some kind. The portfolio is the repository of all career and academic planning information for a student that will be accessible by the student, parent and/or legal guardian, and designated educators. Think of this as the body of evidence. Throughout high school (and possibly middle school), summaries of assessments, inventories, and career development experiences will be recorded in the ICAP portfolio.



The ICAP is a template that will include specific components from the portfolio.

The plan template will be designed by each district or school to pull specified data from the portfolio system. Not all of the information contained in the ICAP portfolio will appear in the ICAP plan at a given time, although it will be maintained as a body of evidence of the student's efforts.

Non-confidential information about student activities and assessment summaries should be shared between the ICAP and the IEP. For example, summaries of career assessments, inventories, academic achievement, and community experiences could be added to the student portfolio throughout the year. Information contributed to the portfolio through general education efforts could supply relevant information to the special education teacher for development of the current IEP. There will be some information included in the student IEP files that will not become a part of the portfolio due to the confidential nature of the information (i.e., psychologist reports, disability specific information, and disciplinary action).

As schools design and implement the process for developing and managing ICAPs, special education providers can be essential partners to ensure the process and documents are handled efficiently for the benefit of the student with the least amount of duplication and confusion. Refer to the ICAP/Indicator 13 Crosswalk on the next page to assist in aligning the two plans.

More detailed information on ICAP is available on the CDE website at <http://www.cde.state.co.us/postsecondary>



## ICAP/IEP INDICATOR 13 CROSSWALK

The ICAP (Individual Career and Academic Plan) and Transition IEP (Individual Education Program) must be developed during a student’s 9th grade year. Both documents must be reviewed and updated annually. This document can assist in aligning the two plans to alleviate duplication and/or discrepancies.

ICAP Indicators	IEP (Indicator 13)
<p><b>1. Individual/Self</b> 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.</p>	<p><b>Question 3:</b> Evidence that the measurable postsecondary goals were based on age-appropriate transition assessment (career goals).</p> <p><b>Question 7:</b> Evidence of student invite</p>
<p><b>2. Career Awareness</b> Know the difference between jobs, occupations, and careers. Understanding how the choice might impact career satisfaction. Articulate a wide of range local, regional, national, and global pathways and opportunities. Consider economic and cultural influences, and the impact of stereotypes on career choice.</p>	<p><b>Question 3:</b> Evidence that the measurable postsecondary goals were based on age-appropriate transition assessment (career goals).</p> <p><b>Question 4:</b> Transition services in the IEP that reasonably enable the student to meet post-secondary goals in the area of career/employment.</p>
<p><b>3. Postsecondary Aspirations</b> Participate in career exploration activities centered on students’ passions, interests, dreams, and visions of their future self, and perceived options.</p>	<p><b>Question 5:</b> Transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals in career/employment and education/training.</p> <p><b>Question 6:</b> Annual IEP goal(s) related to the student’s PSGs/transition service’s needs, career/employment, and education/training.</p>
<p><b>4. Postsecondary Options</b> 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.</p>	<p><b>Question 1:</b> Appropriate measurable postsecondary goals that cover education or training, employment, and as needed, independent living.</p> <p><b>Question 2:</b> Postsecondary goals are updated annually.</p> <p><b>Question 4:</b> Transition services in the IEP that reasonably enable the student to meet postsecondary goals.</p> <p><b>Question 8:</b> Evidence that a representative of any participating agency was invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority.</p>
<p><b>5. Environmental Expectations</b> Consider how school, family, community, culture, and world view might influence the students’ career development and postsecondary plans.</p>	<p>This is not addressed through an Indicator 13 compliance question but is addressed throughout the IEP. Documentation would typically be found in the Present Level of Academic and Functional Performance (PLAAFP) section of the IEP.</p>



<p><b>6. Academic Planning</b> Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.</p>	<p><b>Question 5:</b> Transition services include courses of study that will reasonable enable the student to meet his or her postsecondary goals.</p> <p><b>Question 6:</b> Annual IEP goal(s) related to the student’s PSGs/transition service’s needs.</p>
<p><b>7. Employability Skills</b> Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.</p>	<p><b>Question 3:</b> Evidence that the measurable postsecondary goals were based on age-appropriate transition assessment. (Determine what gaps, if any, exist between students’ current skills and identified postsecondary goals.)</p> <p><b>Question 6:</b> Annual IEP goal(s) related to the student’s PSGs/transition service’s needs.</p>
<p><b>8. Financial Literacy</b> Recognize financial aid vocabulary and know what options are available to pay for postsecondary options. Articulate the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.</p>	<p><b>Question 1:</b> Appropriate measurable postsecondary goal in independent living (as identified by transition assessment).</p> <p><b>Question 4:</b> Transition services in IEP that reasonably enables the student to meet post-secondary goals.</p> <p><b>Question 6:</b> Annual IEP goal(s) related to the student’s PSGs/transition service’s needs.</p>

*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.*

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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