

Elementary School ICAP Quality Indicators

Self-Awareness

An exploration of how one's unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. How students' thoughts and feelings can enhance their excitement about life and learning. The ability for students to articulate passions and dreams, including recognizing how life challenges, and healthy lifestyles contribute to personal and professional success.

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

Students will (be able to):

- 3-5: Utilize creative work including how their unique attributes may contribute to or possibly hinder their academic and/or career success;
- 3-5: Participate in experiences that identify unique, individual, leadership qualities and utilize pro-social skills and school readiness skills;
- K-5: Participate in self-discovery exercises/assessments to begin the process of uncovering potentially hidden talents, interests, strengths and aspirations.

Element 2: Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles and non-cognitive skills.

Students will (be able to):

- K-2: Initiate efforts to develop effective collaboration and cooperation skills by engaging in school and community activities with others;
- 3-5: Begin to develop effective collaboration and cooperation skills by engaging in school and community activities with others who share their similar interests, passions, or personal goals for success;
- K-5: Develop appropriate school readiness skills and life skills that lead to success;
- K-5: Learn the importance of persistence and self-control in order to enhance their self-confidence when faced with challenges and difficult tasks;
- K-5: Explore opportunities to develop the skills necessary for independent learning;
- K-5: Understand the importance of balancing 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 will (be able to):

- K-2: Identify trusted adults in the school, home, and community and when it's appropriate to seek an adult's help;
- K-2: Identify likes and dislikes, needs and wants, strengths and challenges;
- K-2: Demonstrate pro-social skills and school readiness skills;
- K-2: Become aware and begin to develop emotional regulation and assertiveness skills to appropriately respond to daily challenges;
- 3-5: Evaluate the factors that influence a supportive or non-supportive relationship;
- 3-5: Develop awareness of the types of individuals (peers or adults) upon whom they may rely for support in order to effectively address and manage challenging situations at home, school, or within their community;
- 3-5: Become aware and begin to develop emotional regulation and assertiveness skills to appropriately respond to daily challenges.

Career Awareness

Elementary School ICAP Quality Indicators

An exploration of the difference between jobs, occupations, and careers. Students become aware of a wide range of local, regional, national, and global career pathways and opportunities. Consideration is given to how family and cultural influences, along with stereotypes impact career choice and traditional and nontraditional career choices.

Element 1: Students will develop personal awareness about career pathways available in local, regional, national and global arenas.

Students will (be able to):

- K-2: Name a job, an occupation and a career;
- 3-5: Initiate research on careers available locally, nationally, and internationally;
- 3-5: Consider the relationship between career pathways and educational coursework;

- K-5: Investigate a career pathway within their family in which they might be interested;
- K-5: Explore the career pathways as identified by the Colorado Career Cluster model as well as globally. https://secure.collegeincolorado.org/images/cic/pdfs/cluster_diagram.pdf
- K-5: Consider traditional and nontraditional career paths.

Element 2: Students will explore the influences of culture and stereotypes on career options for individuals.

Students will (be able to):

- K-5: Explore career types free of gender defining terminology;
- K-5: Explore external (e.g., cultural and familial) factors and their impact on career choice.

Element 3: Students will be able to understand that people get paid for work in their jobs and careers.

Students will (be able to):

- K-2: Understand that it takes money to get individual needs and wants met;
- K-2: Acknowledge there are different ways to make money and items have different monetary values;
- 3-5: Explore what a salary is;
- 3-5: Compare and contrast different careers, education required, and salaries;
- 3-5: Understand that lifestyle will depend on income and career choice.

Postsecondary Aspirations

Career exploration is centered on students' passions, interests, dreams, visions of their future self, and perceived options.

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

Students will (be able to):

- K-2: Begin to explore a future vision of themselves in a career;
- K-2: Become aware of school activities and community partnerships that enhance their interests relating to postsecondary vision;
- 3-5: Begin to develop a future vision of themselves in a career;
- 3-5: Develop a plan for involvement in school activities and community partnerships that enhance their interests relating to postsecondary vision.

Element 2: Students will be exposed to members of their community that represent a variety of career pathways.

Students will (be able to):

- K-2: Become aware of careers within their community
- K-2: Begin to explore careers not represented within their community;
- 3-5: Identify several professions in their community that represent "real world" careers
- 3-5: Identify professionals whose careers are not represented within their local community, but exist elsewhere.

Elementary School ICAP Quality Indicators

Element 3: Students will, through guidance and support from their school counselor, parents/caregivers, family members, and community, explore how their dreams and interests translate into career fulfillment.

Students will (be able to):

- K-2: Explore a wide variety of careers and interests;
- K-2: Understand that school and education is a means to achieving their goals and dreams;
- K-2: Acknowledge that individual interests, talents, and dreams may differ from others;
- 3-5: Explain the importance of balancing academic, personal, and community activities;
- 3-5: Demonstrate knowledge and understanding of the relationship between personal interests and available career pathways;
- 3-5: Compare and contrast postsecondary options and the implications on career fulfillment;
- 3-5: Identify a career pathway of interest based of their unique interests, talents, and dreams.

Postsecondary Options

The awareness of the wide variety of postsecondary and career opportunities. Students understand how advancements are available using tools such as career clusters, personality assessments, and learning style inventories to highlight individual strengths and capabilities.

Element 1: Students will develop a sense of self-awareness of postsecondary options by exploring individual motivations, abilities, strengths, interests, and skills.

Students will (be able to):

- K-2: Explore their individual interests, strengths, skills, and challenges;
- 3-5: Explore their individual strengths, motivations and challenges, as they relate to academic and/or career success;
- 3-5: Begin to demonstrate academic plans and future dreams through creative works based on self-exploration.

Element 2: Students will become aware of a variety of postsecondary opportunities.

Students will (be able to):

- K-2: Become aware of the wide range of postsecondary options;
- K-2: Explore the idea of using web resources for career exploration and Colorado Career Clusters;
- 3-5: Identify different postsecondary options (e.g., 2-year, 4-year, career and technical, military, apprenticeships and work-based learning);
- 3-5: Utilize online tools and resources for career exploration and Colorado Career Clusters;
- K-5: Raise awareness of what personal influences impact postsecondary choices;
- K-5: Become aware of the potential costs and benefits of postsecondary opportunities.

Element 3: Students will gain exposure to basic academic and school readiness skills that will support their postsecondary options. Students become aware of how their executive processes or self-management skills. These concepts include effective reasoning, critical thinking, using logic, forming arguments in a socially acceptable manner, assuming personal responsibility, and managing personal life transitions that impact the achievement of their postsecondary options.

Students will (be able to):

- K-2: Follow school and classroom procedures and rules and other school readiness skills;
- K-2: Know how and when to ask for help appropriately;
- K-2: Develop an understanding of why school attendance and timeliness is important;
- K-2: Develop an understanding of why organization and setting routines at home and school is important;
- K-2: Begin to set priorities and learn how to set simple goals;
- K-5: Follow school and classroom procedures and rules and other school readiness skills;
- 3-5: Apply effective communication strategies appropriate to the situation and learning environment;
- 3-5: Explain why school attendance and timeliness is important;
- 3-5: Demonstrate organization skills and develop an at-home and school routine;

Elementary School ICAP Quality Indicators

- 3-5: Understand what a SMART goal is and how to write one to promote academic success and life tasks.

Environmental Expectations

An ecological system in which school, family, community, culture, and worldview has influence on a student's career development and postsecondary plans.

Element 1: Students will have an introduction to how their academic environmental resources influence their career exploration and options.

Students will (be able to):

- 3-5: Explore the impact of academic environmental strengths and challenges;
- K-5: Have equitable access to programs, activities and resources which influence their career exploration;
- K-5: Explore local, regional and global academic resources that maximize academic strengths;
- K-5: Develop skills to overcome perceived barriers.

Element 2: Students will explore and access developmentally appropriate extracurricular activities that can decrease the likelihood of engaging in risky behaviors. Students develop behaviors that positively impacts academic, postsecondary, and career opportunities in those settings.

Students will (be able to):

- K-5: Consider how involvement with negative environmental associations and friendships can increase the likelihood of negative impact on their academic, postsecondary options, and career choices;
- K-5: Explore participation in positive environmental resources (community afterschool programs and clubs), which have a beneficial impact on postsecondary and career choices.

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

Students will (be able to):

- K-5: Explore cultural and environmental norms, values, and beliefs as they relate to career choice;
- K-5: Explore-family structural and financial limitations that influence postsecondary and career options;
- K-5: Explore limitations to career choice based on geographical regions;
- K-5: Explore environmental factors that influence physical, emotional, and mental health in relation to future career choice.

Academic Planning

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

Element 1: Students will acquire the academic discipline necessary for course completion. Academic discipline includes school readiness, organization, planning, and effort.

Students will (be able to):

- K-2: Demonstrate appropriate school readiness skills such as lining up appropriately, getting adult attention, taking turns, school voice, using school materials appropriately, accessing classroom agenda, and other age appropriate skills;
- 3-5: Demonstrate the ability to complete coursework in a timely manner using some type of organizational system (e.g. electronic calendar or planner);
- K-5: Use appropriate conflict resolution and problem-solving skills;
- K-5: Demonstrate self-advocacy and self-assertion through use of appropriate communication skills when engaging teachers, parents, and fellow students;

Elementary School ICAP Quality Indicators

- K-5: Begin developing an understanding of how their own academic behaviors and mindsets influence career and college choices such as: setting high academic goals, demonstrating self-discipline, self-motivation, managing stress, and organizing their lives to get better grades.

Element 2: Students will gain the knowledge and understanding of how the Colorado Common State Standards apply to their future college and career choices.

Students will (be able to):

- K-5: Be introduced to the importance of communication skills, teamwork, and problem-solving skills in the workplace;
- K-5: Be introduced to personal responsibility and accountability skills that promote academic success;
- 3-5: Initiate concepts of reasoning skills such as critical thinking, using logic, and forming arguments in a socially acceptable manner.

Element 3: Students will understand which courses are necessary to complete graduation requirements in high school to promote individual career readiness.

Students will (be able to):

- 3-5: Apply information from their personal interests, values, and abilities assessments to select a career cluster;
- 3-5: Be exposed to the selection of high school coursework that is compatible with their individual career cluster interests;
- 3-5: Gain knowledge and understanding of the challenging coursework that is available to them in high school, through concurrent enrollment, Advanced Placement, or other options that align with her/his career aspirations.

Employability Skills

Defining, developing, and honing skills that increase the likelihood of becoming and remaining successfully employed and responsible citizens.

Element 1: Students are able to explore and utilize a variety of systems that offer employment information.

Students will (be able to):

- K-2: Investigate the skills needed for a particular career and begin to identify relevant employability skills including: interpersonal, interviewing and courtesy skills, technological, and community networking;
- 3-5: Research the skills needed for a particular career and begin to identify relevant employability skills;
- 3-5: Explore employability resources within their local, state, national, and global communities;
- K-5: Understand how employability skills, such as timeliness, task completion, etc. will contribute to maintaining employment in the future.

Element 2: Students will be able to identify and develop personal employability traits.

Students will (be able to):

- K-2: Verbalize 1-2 personal strengths, interests, and preferences;
- 3-5: Summarize personal strengths, interests, and preferences;
- 3-5: Create an initial academic goal in relation to a given career pathway.

Element 3: Students will identify and develop essential employability skills.

Students will (be able to):

- K-2: Become aware of their academic competencies related to basic employability and interviewing skills (i.e. math, writing);
- K-5: Generate goals and an action plan for improving her/his basic employability skills (i.e. math, writing);
- K-5: Develop an awareness of the impact academics have on her/his future career choices.

Personal Financial Literacy

Having an awareness of the cost of postsecondary options and types of available financial resources that exist.

Element 1: Students will understand the financial impact for different types of postsecondary options.

Students will (be able to):

- K-2: Develop an understanding of the cost of things they would like to buy (market economy);
- K-2: Differences between what you need and what you want, what you can afford and what you cannot afford;
- 3-5: Explore how financial responsibility impacts their postsecondary options;
- 3-5: Be introduced to specific financial aid vocabulary.

Element 2: Students will explore different options for financing postsecondary pathways.

Students will (be able to):

- 3-5: Explain terms related to financing postsecondary options;
- K-5: Develop an awareness that postsecondary options are not free.

Element 3: Students will explore the variety of academic assistance the State and Federal government can assist with when considering postsecondary options.

Students will (be able to):

- K-5: Explore various state and federal options for financial support ie., *College in Colorado*, Pell grants, student loans, Stafford loans, scholarships, college-based aid, grants, 529 savings plan, work study, etc.);
- K-5: Develop an awareness of the *Colorado Opportunity Fund* application and FAFSA;
- 3-5: Explore how their grades relate to how much support they might receive for postsecondary training.

Comments, questions, or concerns regarding the standards should be directed to Rhonda Williams, Ed.D., University of Colorado- Colorado Springs (rwilliam@uccs.edu),