



ICAP Toolkit

Process for Individual Career and Academic Planning



COLORADO
Department of Education

December 2014 – DRAFT

www.cde.state.co.us/postsecondary/icap

ICAP image credit:
*Created by student Alexis Bradley for a class project
Warren Tech - Jeffco Public Schools*

Welcome and Introduction

Welcome to Colorado's Individual Career & Academic Plan (ICAP) 2015 Implementation Toolkit. The Colorado Department of Education (CDE) invites you to explore the comprehensive online version, where you will find rich tools, artifacts, crosswalks and guides, available at: www.cde.state.co.us/postsecondary/icap.

Since the release of ICAP legislation in winter 2009, students have been building ICAPs with the support and guidance of educators, industry partners and pre-collegiate groups. Beginning in ninth-grade (and earlier in many schools), students have been learning how to discover their interests, plan intentionally and build pathways to success for life after high school. In the last few years, the Colorado Department of Education partnered with the Colorado Community College System, career and technical education and the Colorado Department of Higher Education to conduct environmental scans, formal and informal interviews, statewide technical assistance and professional training. CDE received universal feedback:

- provide ICAP implementation support tools and resources;
- clarify and simplify the required elements for ICAP process;
- provide ICAP process and program recommendations;
- facilitate sharing ideas for innovation and promising practices; and
- support relevant professional development opportunities for implementing meaningful ICAPs.

From these recommendations, the ICAP work group, (*one of seven graduation guidelines committees convened in 2014*) worked to refresh the ICAP process in a few important ways:

Postsecondary and workforce readiness (PWR): ICAP is the vehicle by which Colorado students explore the world beyond high school and reflect their understanding and plan for these next steps. ICAP is also a tool that reflects how a student's PWR is achieved, accomplished and understood.

Process: ICAP is a multi-year process, one that will span the lives of students who are now in middle and high school and that will continue into adulthood. By adopting research-based best practices and by revamping our knowledge for developmentally appropriate ICAP activities with secondary students, Colorado's schools and districts now focus on a meaningful process which results in a plan.

School Culture: When all school leaders and educators are engaged in ensuring that students gain the knowledge, skills and aptitudes to explore career and academic pathways, a successful ICAP process is engrained in the future-focused school culture of school. CDE has renewed our focus to assist districts and schools in connecting with promising practices and strengthening partnerships with local industries, workforce, and higher education.

CDE encourages school district leaders to take this opportunity to explore the contents of this toolkit. We encourage you to build on your current process using the documents and recommendations here and on the CDE website. Strengthen your ICAP teams, develop and share your promising practices, learn and connect with colleagues and create and enhance your school/district ICAP action plan. Finally, we remind you to celebrate the results, growth and success of your intentional, meaningful process with your students and families.

Thank you for your dedication to the students of Colorado!

Colorado Department of Education



COLORADO
Department of Education



COLORADO
Department of
Higher Education

The High School Graduation Initiative
A program of the Colorado Department of Education



COLORADO COMMUNITY
COLLEGE SYSTEM

Table of Contents

History and Context..... 3

- ICAP is Integrated
- Data Landscape
- ICAP Makes an Impact
- Colorado by the Numbers

Key Messages and Talking Points 7

- How to Use These Messages
- Letter to Parents Introducing ICAP

ICAP is Refreshed 10

ICAP Implementation Toolkit 11

- How to Use this Toolkit
- How to Get Started or Update Your Process

ICAP Implementation Toolkit - Process..... 13

- ICAP Readiness/Development Guiding Questions
- ICAP Quality Indicators
- ICAP Basics
- ICAP Quality Indicator Growth Scale

ICAP Process Tools..... 17

Next Steps 18

- School/District Action Plan

ICAP is Collaborative 19

- Acknowledgements



History and Context

ICAP is Integrated

2008- CAP4K

In 2008 the Colorado legislature passed the most sweeping reform law in its history, Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K). The goal of CAP4K is to align Colorado's preschool through postsecondary education system calling for new standards and assessments for Colorado's children, with a focus on both school readiness and postsecondary and workforce readiness.

2009 – Senate Bill 09-256

In 2009, 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 mandatory process within their high school to create and manage an individual career and academic plan (ICAP.) The legislation also authorized the Colorado State Board of Education to adopt rules to define the requirements and processes for districts to accomplish this task.

2010 – Rules for ICAP

The state board of education adopted rules to define the requirements and processes for districts, which included the mandate that all school districts develop an ICAP implementation plan by September 2011.

2011 – Milestones and Survey

To guide and assist districts in the development and implementation of the ICAP, ICAP milestones and indicators were developed for each grade level, nine – 12.

2013 – Graduation Guidelines and the ICAP work group

- The state board of education adopted Colorado's graduation guidelines in May 2013. ICAP is embedded in these guidelines. Authorized by CDE, an ICAP work group was formed. The work group which includes stakeholders from across the state, was charged with accomplishing the following tasks:
- Identify opportunities, challenges and best/promising practices
- Develop implementation recommendations
- Explore and outline resources and tools
- Align skills, abilities and knowledge that are valued by business, industry and higher education.
- Outline systematic pathways for students to explore and develop these skills
- Identify stakeholder connections and messages
- Maintain a written record of implementation recommendations, tools and resources, best/promising practices and relevant discussions

CDE began researching current and promising practices and compiled resources and tools for ICAP implementation. A survey was conducted to gauge the status of ICAP in districts across the state.

2014 – ICAP Refresh and Recommendations

In 2014, the Colorado Department of Education refreshed the ICAP process. ICAP practitioners asked CDE to provide more guidance in implementing ICAP. Beginning in 2014, more than 400 teachers, school counselors, CTE and special education educators and school leaders gathered for an ICAP Summit to set in motion a refreshed process for developing and enhancing a meaningful ICAP process that students own.



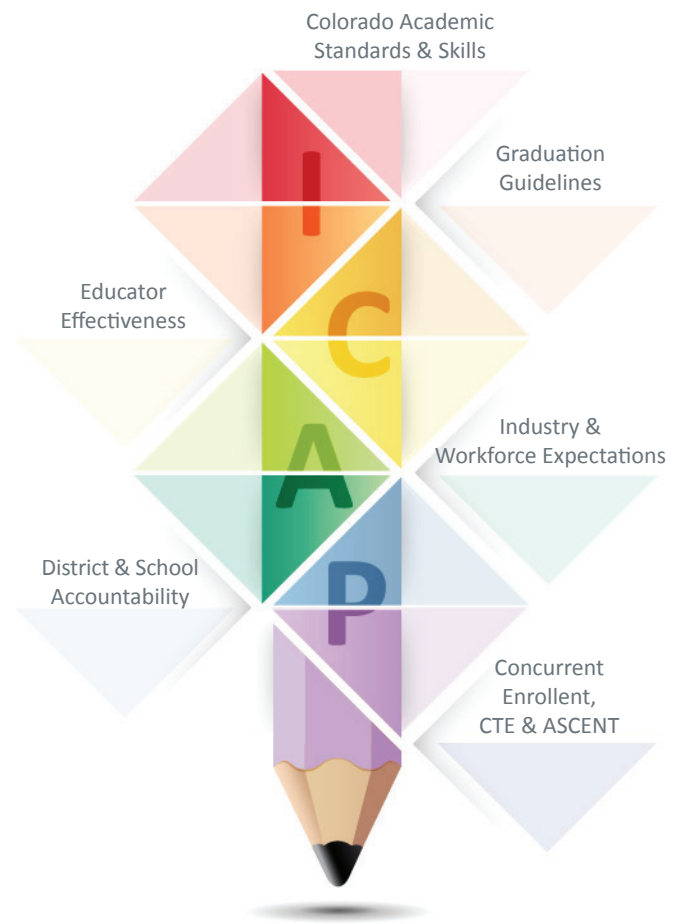
History and Context

ICAP is Integrated

ICAP has a strong, intentional connection with readiness for career and college. Also, ICAP is aligned with other PWR programs in Colorado.

ICAP is:

- an expectation for high school graduation beginning in the 2014-15 academic year as ICAP aligns with graduation guidelines;
- a key element of PWR that many districts and high school reference as a tool within their unified improvement plan (UIP);
- required for all students and reinforced by programs, including concurrent enrollment, Accelerating Students through Concurrent Enrollment (ASCENT) and career and technical education (CTE);
- connected with the Colorado Academic Standards and 21st century skills;
- embedded in multiple educator effectiveness rubrics as a student artifact and educator process;
- appreciated by companies across Colorado who continually reinforce their high expectations of a student's ability to articulate their transferable skills;
- connected with individualized education programs (IEP), advanced learning plans (ALP), career and technical education plans of study and integrated with students' industry career pathways.
- a process that can help the K12 system stay in touch with relevant developments in workforce and higher education.
- a foundational tool that gives students ownership of a process that helps them explore their unique talents and aspirations, participate in career and postsecondary options, and create pathways to financial success after high school.



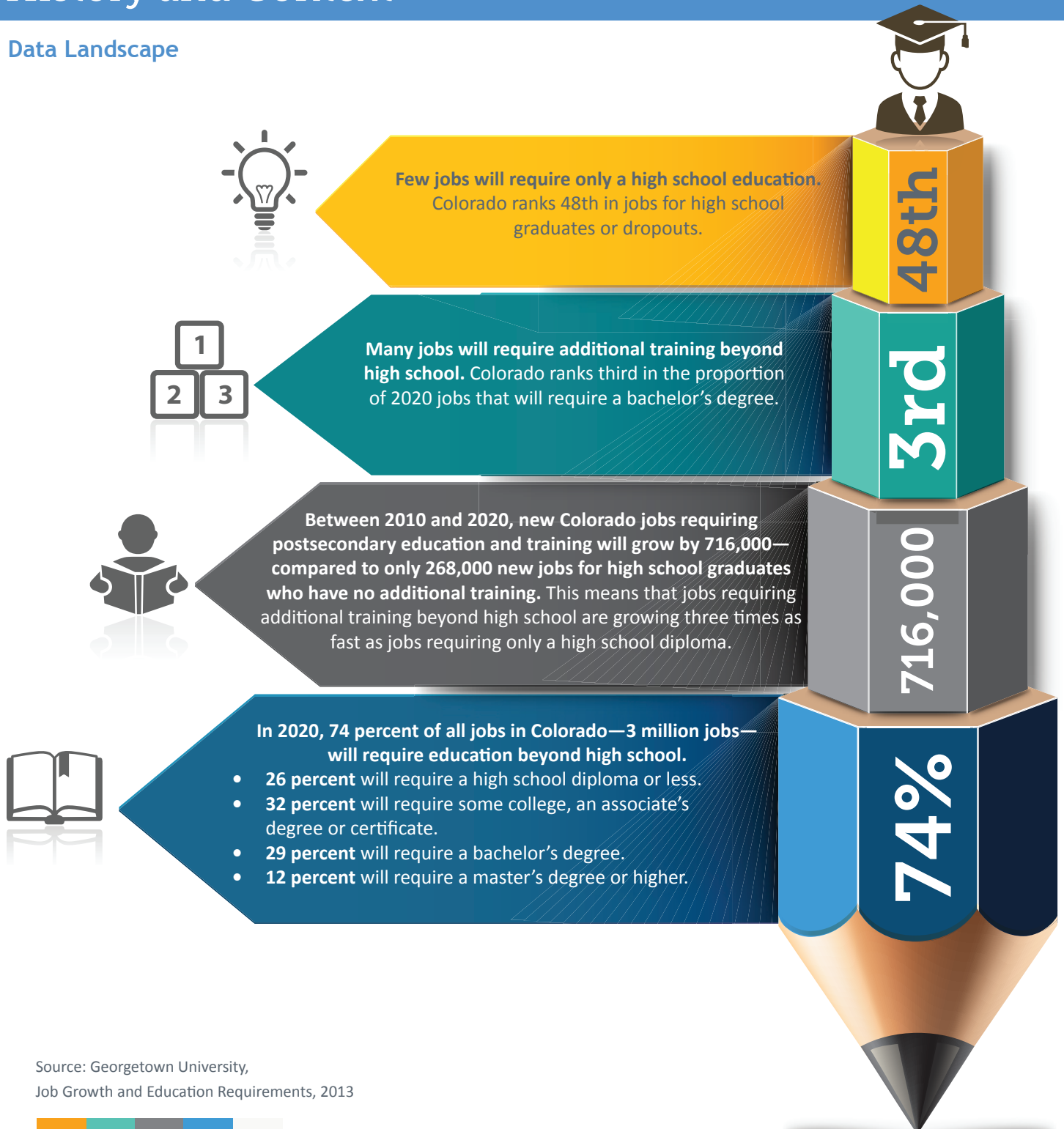
A meaningful ICAP for all Colorado schools:

- begins in ninth-grade as an annual process (*schools and districts can voluntarily choose to begin ICAP in sixth-grade*);
- is captured in an electronic or paper format to be saved with the student's record;
- encompasses individual/self-discovery, career exploration, academic planning and personal financial literacy.



History and Context

Data Landscape

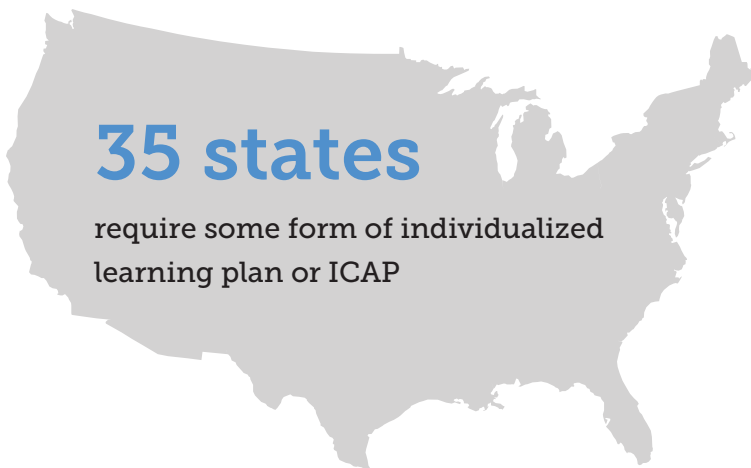


Source: Georgetown University, Job Growth and Education Requirements, 2013



History and Context

ICAP Makes an Impact



96% of Colorado districts have begun to implement ICAP

40% of Colorado districts and schools indicate they have a meaningful student ICAP

7% of Colorado districts and schools say that ICAP is fully embedded in their curricula

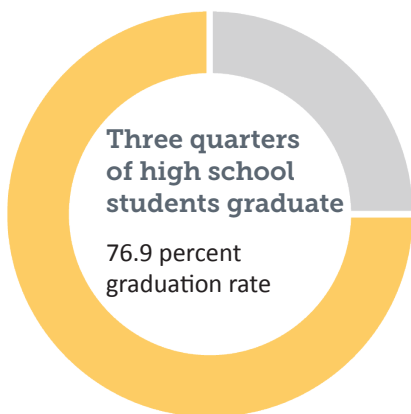
SOURCES:

Association for Career and Technical Education
Career Readiness Partner Council

Colorado Department of Education
Colorado School Counselors' Association

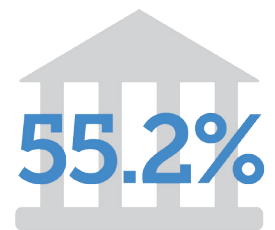
National Governors Association
NCWD/Youth's research

Colorado by the Numbers



More than one-third of high school students take an Advanced Placement exam

36.1 percent earned a score of 3 or higher (on a 1-to-5 scale)



More than half of high school graduates enroll in college
(55.2 percent)



More than 10,664 students drop out of high school (2.5 percent)

\$3.8 billion lost lifetime earnings

Source: Alliance for Education Excellence



1 in 5 Colorado eleventh-graders and graduating seniors participate in dual enrollment, taking college courses in high school
(22 percent)



More than one-third of high school students participate in career and technical education courses
(38 percent)

NEW!

85 percent of students enrolled in dual enrollment classes enroll in college

Data from 2011-12 academic year



More than one-third of high school graduates need remedial classes in college

37 percent remediation rate



Key Messages and Talking Points

How to Use These Messages

Consider selecting key messages and talking points to communicate about Individual Career and Academic Plans (ICAP) in presentations, conversations and written materials. Customize them with testimonials, video clips, or other stories.

In a nutshell

Life beyond high school is different than what it used to be.

Most jobs in Colorado now and in the future require training or education beyond high school. There are fewer jobs for high school graduates now that at any other time in Colorado history. Students who graduate and work in Colorado will need in-demand skills that meet business, industry and higher education standards.

ICAP is a multi-year process that intentionally guides students as they explore career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes and skills to create their own meaningful and PoWeRful pathways to be career and college ready.

ICAP helps students imagine a future career and helps them design the way to get there. Students have a chance to look inside – to determine their interests and passions and outside – to explore and experience career opportunities. With greater knowledge, they can imagine and then craft their individual career pathway to success.



The why

Three out of four jobs in Colorado will require education or training beyond high school. When students take the initiative to complete a meaningful ICAP, they find out which pathways fit their learning styles and their unique talents, which careers ignite their imagination and what kind of training and academic experiences will prepare them for in-demand jobs now and for jobs that may not exist when they graduate from high school.

When students complete a meaningful ICAP process, they:

- Are more motivated to attend school and stay engaged
- Become confident learners who can actively set goals
- Have access to quality career guidance activities
- Connect the relevance of education to future aspirations
- Understand and demonstrate self-exploration, career exploration and career planning and management
- Make secondary and postsecondary course plans to pursue career and life goals
- Are connected to their college and career goals
- Select a pathway that strategically aligns with self-defined career, college and life goals
- Are able to articulate their transferable skills and apply knowledge about how their actions today connect with their goals
- Establish better communication and relational connections between school and home



Key Messages and Talking Points

The what

ICAP is in legislation (2009). Following Colorado's Achievement Plan for Kids (CAP4K) in 2008, schools and districts were required to develop an ICAP process in their schools for students in grades nine-12.

ICAP gives students ownership of a process that helps them explore their unique talents and aspirations, participate in career and postsecondary options and create pathways to financial success after high school.

In 2014, the Colorado Department of Education refreshed the ICAP process. ICAP practitioners asked CDE to provide more guidance in implementing ICAP. Beginning in 2014, more than 400 teachers, school counselors, CTE and special education educators and school leaders gathered for an ICAP Summit to set in motion a refreshed process for developing and enhancing a meaningful ICAP process that students own.

The ICAP must include (*but should not be limited to*):

- career and college interest surveys,
- written postsecondary and workforce goals, intermediate benchmarks and data reflecting progress toward those goals,
- scores on assessments,
- experiences in service learning and/or work environments,
- activities that establish connections between school-based instruction and the world of work,
- an intentional sequence of courses that reflect progress toward the postsecondary goal,
- academic progress,
- college application(s), a resume or alternative work-based applications
- an understanding of the financial impact of life after high school, including an education.

The how

Students must start the ICAP process in ninth-grade and update that ICAP every year. (*Students begin the ICAP process in sixth-grade in many districts.*) With the guidance of adults, including their parents, students build their ICAP using resources at school, on the web and in their communities.

School counselors, educators, school leaders, and businesses can access an online toolkit (www.cde.state.co.us/postsecondary/icap) to help guide students (*of all ages*) on their ICAP journey and to assess and strengthen schools, districts and institutions on their ICAP processes.

- The **ICAP guiding questions** give context to the ICAP Process.
- The **ICAP program readiness and development tool** is designed to guide ICAP teams and professionals with sequential prompts and categories to consider when beginning and refining their ICAP process.
- Middle and high school **ICAP quality indicators** define eight areas that students should explore, experience and use to apply their knowledge, skills, aptitudes, abilities and awareness to be career and college ready.
- These quality Indicators can be evaluated with an **ICAP quality indicator growth scale** to ensure the successful continuum of ICAP processes. Levels include: basic, approaching, accomplished, and exemplary.
- The **process tools** include **crosswalks** (with academic and CTE standards, PWR, IEP, ALP, ASCA, Colorado statute and legislation) **planning tools**, a **program evaluation rubric** and **ICAP promising practices** from across the state.
- A student's ICAP should be transferable through a paper or electronic format.
- A school and district's ICAP process should engage all educators and leaders.



Key Messages and Talking Points

Letter to Parents Introducing ICAP

January, 2015

This letter contains important information about Individual Career and Academic Plans (ICAPs). Every seventh- through 12th-grade student in _____ (district) will have an ICAP. Parents and families play an important role in helping children plan for and reach their postsecondary goals.

What is ICAP?

Our district has decided to refocus our attention on ICAPs. We want to make this plan available to every student beginning in the seventh-grade. ICAP is an individualized plan that is developed by students and their parents or guardians, in collaboration with school counselors and educators. The ICAP will help students:

- 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 or school

Why are we writing parents and families now?

During this school year, counselors will meet with seventh- and eighth-grade students to renew their commitment to and ownership of their ICAPs. We will explore interests, careers, colleges, scholarships and more. Many of these activities will be introduced to your student(s) at school, with the guidance of their school counselor, English, career and technical education (CTE), social studies and science teachers.

How and when will we get started?

Students will re-establish their log-in information on the _____ website using their school email, which is used throughout high school so that students will continue to have access to online tools and resources and so that they can receive notices from their counselors and teachers.

Parents will have their own access to the system and we'll email you the details soon. We strongly encourage you, as parents, to be part of this process with your student(s).

What if I have questions?

Please do not hesitate to contact your student's school counselor if you have questions. Additionally, you can email me or find me at upcoming parent/teacher/student conferences in March.

Sincerely,

Principal name
School
Email address
Phone



ICAP is Refreshed



Yesterday

- Focused on milestones
- Task-focused, not student focused
- Checklist completion
- School counselor initiative
- Lacked meaning and integration



Today

- Survey data from ICAP practitioners
- ICAP legislation now connected to nine other programs and PWR
- PWR/CCR is the BIG picture
- Refresh ICAP: redefine and update



Tomorrow

- Focus on the process of student engagement
- Focus on objectives
- Research-based quality indicators
- Re-introduces the importance of the “I” in ICAP; the student focuses on self-awareness
- Buy-in from all stakeholders and ICAP guides: School leaders, school counselors, CTE, educators, SpEd/transition specialists and the community
- Deep connection to the bigger picture of CCR/PWR and graduation guidelines
- Relevant and connected with school culture and goals

In 2009, the legislature first defined the individual career and academic plan (ICAP) as, “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.”

In 2014, CDE and the ICAP work group created a simplified working definition:

INDIVIDUAL CAREER AND ACADEMIC PLAN

ICAP is a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes and skills to create their own meaningful and PoWeRful pathways to be career and college ready.



ICAP Implementation Toolkit

How To Use This Toolkit

This toolkit serves as a snapshot of a rich and deep online dashboard found on the CDE website: www.cde.state.co.us/postsecondary/icap. School counselors, teachers, SpEd/transition representatives, school leaders, businesses and pre-collegiate and postsecondary partners can use this toolkit to help guide students (*of all ages*) on their ICAP journey and to review and strengthen ICAP processes.

- The ICAP guiding questions give context to the ICAP process.
- The ICAP program readiness and development tool is designed to guide ICAP teams and professionals with sequential prompts and categories to consider when beginning and refining their ICAP process.
- ICAP quality indicators define eight areas that students should explore, experience and use to apply their knowledge, skills, aptitudes, abilities and awareness to be career and college ready.
- These can be evaluated with an ICAP quality indicator growth scale to ensure the successful continuum of ICAP processes. Levels include: basic, approaching, accomplished and exemplary.
- Review the process tools that include crosswalks with academic and CTE standards, PWR, IEP, ALP, ASCA, Colorado statute and legislation, process and planning tools, an evaluation rubric tool and promising practices from across the state.

COMMON ACRONYMS

ICAP	Individual Career & Academic Plan
PWR	Postsecondary & Workforce Readiness
CCR	Career & College Readiness
IEP	Individual Education Plan
ALP	Advanced Learning Plan
ASCA	American School Counselor Association
CTE	Career & Technical Education
POS	Plan of Study
SpEd	Special Education



ICAP Implementation Toolkit

How to Get Started or Update Your Process

Assemble your **ICAP implementation team**. Meaningful and successful ICAP implementation begins with leaders who meet regularly and who promote and integrate ICAP into every part of the community. Consider including:

GUIDES

Leadership Team

- School leaders and administrators
- School counselors
- CTE instructors
- SpEd/transition specialists

CLIMBERS

Contributing Members

- Content area teachers
- Coaches
- Other support staff

MOUNTAIN

Village

- Students and families
- Community members
- Businesses

It takes a village to support students in the creation of their individual career and academic plans. Many people contribute to students' efforts to develop a meaningful and relevant postsecondary plan.

Students who are active and accountable participants in the direction and development of their individual career and academic plans will benefit the most from their plans.

Parents and guardians are the primary advocates for their students' participation in the ICAP process. The support, insights and encouragement that parents and guardians provide to their students as they develop their individual career and academic plans is invaluable to the success and efficacy of their students' plans.

SCHOOL-BASED ICAP VILLAGE MEMBERS INCLUDE:

- Building administrators (*principals and assistant principals*) who are leaders of postsecondary planning;
- Secondary school staff (especially teachers) who promote informed postsecondary opportunities; and
- School counselors who are specialists in the healthy career, academic and social/emotional development of high school students.

The community at-large can also be a valuable member of the ICAP village, by promoting opportunities for students in the area of career exploration through internships, community service and employment.

- Cheyenne Mountain High School Philosophy



ICAP Implementation Toolkit - Process

ICAP Readiness/Development Guiding Questions

Once your team is assembled, review the questions below. This will help you set the stage as you think about your current ICAP process. As you discuss each of the categories, describe where you are and where you would like to be. Once you have completed the **ICAP readiness tool** (which you will find on the ICAP website) look at the areas that you need to develop and create an **action plan** for improving the process.

Postsecondary & Workforce Ready Policy and Best Practice Awareness

Do you have background knowledge/information to understand current regulations and postsecondary and workforce ready practices?

Stakeholder Buy-in and Support Structures

Do you have buy-in and support from the necessary stakeholders, especially the PWR team - CTE, school administration, school counselors and special education personnel?

Communication/Messaging – Clear Goals Established

Is there a clear goal for the program and is there clear messaging and a plan for communication?

Personnel and Logistics

Who will manage, plan and lead the process? Have you allocated space, time, location and technology?

Formal & Informal Curriculum

Has a developmentally appropriate scope and sequence been created?

Alignment & Coordination

Have all plans been aligned including: IEPs, ALPs and CTE plans of study?

Accountability, Reporting and Evaluation

Who are your internal (school/district) and external (businesses, community members) partners?

Evidence

How will you evaluate the success of your program?

Process

What can we adapt or change to develop a meaningful ICAP process?



ICAP Implementation Toolkit - Process

ICAP Quality Indicators

These developmentally appropriate ICAP elements have been sculpted by research and evidence-based practices. **Students** can use these ICAP quality indicators to explore self-awareness, careers and postsecondary pathways. **ICAP teams** can use these to help define and refine their ICAP practices.

The indicators are also modified for developmental levels—based on middle and high school.

A complete list of indicators and subcategories is available on the ICAP implementation webpage:

www.cde.state.co.us/postsecondary/icap.

■ Self-Awareness

Understand how one's unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.

■ Career Awareness

Know the difference between jobs, occupations and careers. Articulate a wide range local regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.

■ Postsecondary Aspirations

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

■ Postsecondary Options

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.

■ Environmental Expectations

Consider how school, family, community, culture and world view might influence the students' career development and postsecondary plans.

■ Academic Planning

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

■ Employability Skills

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

■ Financial Literacy

Recognize personal financial literacy, financial aid topics and vocabulary and know what options are available to pay for postsecondary. Understand and articulate personal financial literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.



ICAP Implementation Toolkit - Process

ICAP Basics

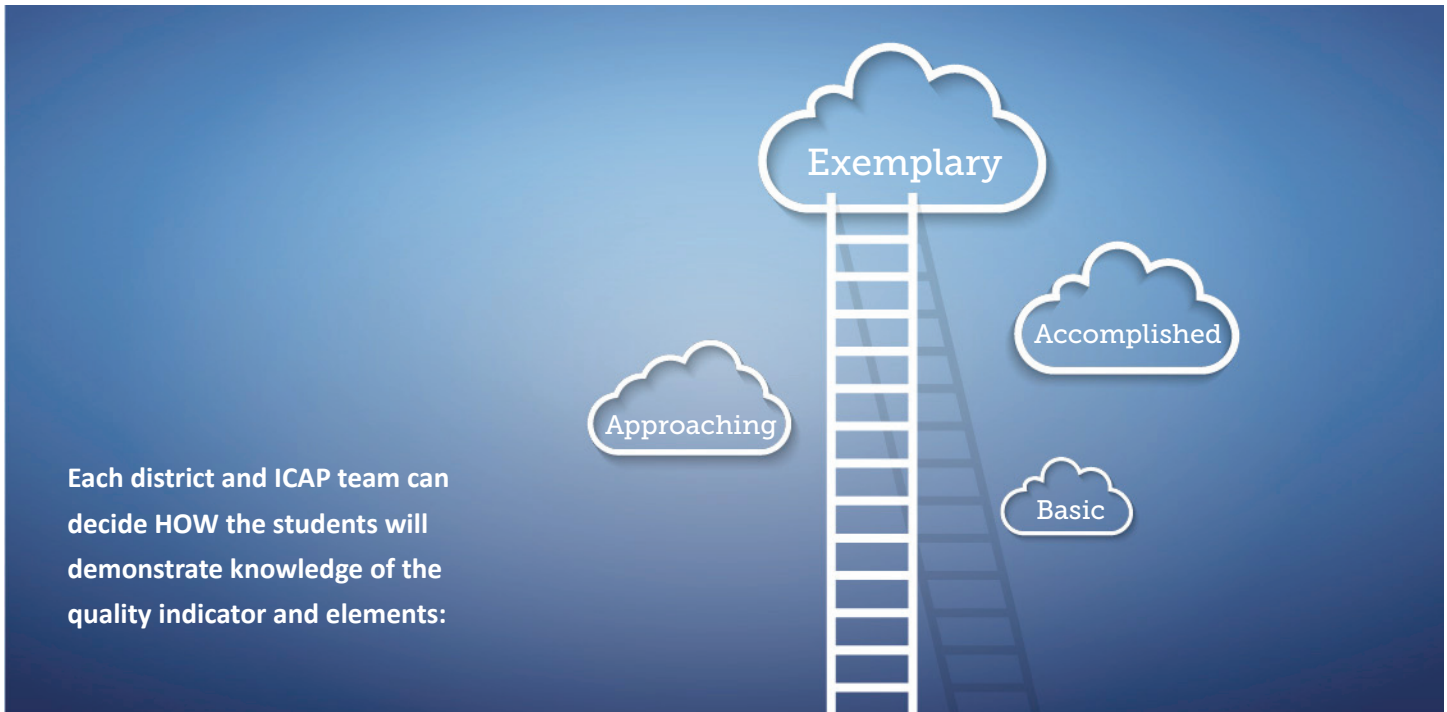
ICAP Quality Indicators	CDE Standards for ICAP - C.R.S. 220-2-106
<p>Self-Awareness</p> <p>Understand how unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.</p>	<ul style="list-style-type: none"> ▪ Interest surveys ▪ A written postsecondary and workforce goal for the student ▪ Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education ▪ The student’s scores on basic skills and the student’s level of postsecondary and workforce readiness (PWR) ▪ The student’s advanced and intervention plans ▪ Academic support services utilized by the student
<p>Career Awareness</p> <p>Know the difference between jobs, occupations and careers. Articulate a wide range local regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.</p>	<ul style="list-style-type: none"> ▪ Interest surveys ▪ Resume
<p>Postsecondary Aspirations</p> <p>Participate in career exploration activities centered on students’ passions, interests, dreams and visions of their future self and perceived options.</p>	<ul style="list-style-type: none"> ▪ Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education
<p>Postsecondary Options</p> <p>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>	<ul style="list-style-type: none"> ▪ A written postsecondary and workforce goal for the student ▪ Annual benchmarks for reaching that (postsecondary) goal ▪ A record of the student’s college application or alternative applications as they are prepared and submitted
<p>Environmental Expectations</p> <p>Consider how school, family, community, culture and world view might influence the students’ career development and postsecondary plans.</p>	<ul style="list-style-type: none"> ▪ The student’s plans for and experiences in work and project-based learning (i.e., CTE, capstone, etc.) and service learning, if applicable ▪ 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
<p>Academic Planning</p> <p>Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.</p>	<ul style="list-style-type: none"> ▪ A written postsecondary and workforce goal for the student ▪ Annual benchmarks for reaching that (postsecondary and workforce) goal ▪ An intentional sequence of courses reflecting progress toward the student’s goals ▪ Academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment courses and credits earned ▪ The student’s postsecondary studies as the student progresses through high school
<p>Employability Skills</p> <p>Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.</p>	<ul style="list-style-type: none"> ▪ A record of the student’s college application and resume or alternative applications as they are prepared and submitted
<p>Personal Financial Literacy</p> <p>Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary. Understand and articulate personal financial literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.</p>	<ul style="list-style-type: none"> ▪ Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education ▪ The student’s progress toward securing scholarships, work study, student loans and grants ▪ Articulation and understanding of personal financial literacy as outlined by Colorado Academic Standards



ICAP Implementation Toolkit - Process

ICAP Quality Indicator Growth Scale

This scale assists ICAP teams in assessing the level of their current process and the pathway to their future process. Recommendations ensure that practitioners know the minimum expectations, as well as the elements to reach for and achieve universally meaningful ICAPs for our students. We strive for exemplary practices.



Basic	Approaching	Accomplished	Exemplary
<p>Student demonstrates knowledge of career awareness.</p>	<p>Student demonstrates a deeper knowledge and understanding of career awareness: Students will demonstrate knowledge, understanding and personal awareness about career pathways available in local, regional, national and global arenas.</p>	<p>Student demonstrates an accomplished level of knowledge of career awareness: Students will identify career pathways that they are interested in, recognizing local, regional, national and global implications for that career field. Students will identify three career pathways they are interested in, as identified by the Colorado Career Cluster model.</p>	<p>Student demonstrates knowledge and skills for all levels of the quality indicator, will apply those skills in and out of school and will model work for others.</p>

CAREER AWARENESS QUALITY INDICATOR

Know the difference between jobs, occupations and careers. Understand how the choice might impact career satisfaction, and a wide range local regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.



ICAP Process Tools

Contained in this section are documents and guides for planning, developing and implementing meaningful ICAP processes with an intention for comprehensive ICAP programming. This toolkit represents a snapshot of what the ICAP webpage contains. Visit www.cde.state.co.us/postsecondary/ICAP to find additional resources.

Crosswalks

A crosswalk is a document designed to support educators who work directly with students in order to help them grow into prepared and competent high school graduates, ready to enter the adult world. Crosswalks should help school leaders and educators inform decision-making and instructional planning around courses, units and lessons, as well as co-teaching, competency and work based learning opportunities. The crosswalks included in the toolkit include:

- 21st century skills
- Colorado Academic Standards
- Colorado ICAP Rules
- CDE Competencies
- Individualized Education Plan (IEP)
- Advanced Learning Plan (ALP)
- Career and Technical Education (CTE)
- American School Counselor Association (ASCA)

PWR Minded Questions

A menu of grade-level appropriate prompts for students to access. Educators can adapt to conduct intentional ICAP conversations.

Implementation Rubrics

- Planning tools
- Training tools (*PowerPoints, key messages and talking points*)
- Lesson plans
- Glossary of terms

Key Messages and Talking Points

- Letters to parents
- Drop in articles and flyers for communication

Promising Practices

The online ICAP site provides examples of ICAP practices currently used in Colorado schools and districts. They represent a wide variety of practices across the state. Examples come from rural, suburban and urban areas and districts that range from small to large. This collection provides school professionals with real-life examples of ICAP implementation practices that can be downloaded and adapted for use in your setting. The collection contains more than 115 examples from contributors across the state.

These are the types of practices in the collection:

- Action plans and maps of ICAP implementation processes
- Communications, such as letters to parents
- Scope and sequence documents
- Curricula, such as lesson plans
- Student work

This is a diverse collection of practices, varying by:

SIZE OF DISTRICT

Small (300 students) to large (86,000 students)

LEVEL

Elementary, Middle and High School practices are included.

REGION

Practices come from regions throughout Colorado.



ICAP Next Steps

School/District Action Plans

We want you to leave today with an action plan for your school and/or district. We have provided some examples to assist your process. CDE is here to support you.

- **Define/identify current processes and priorities.**
- **Build an action plan/item around your strengths.**
- **Explore CDE resources online.**



ICAP is Collaborative

We have heard from you that ICAP is most meaningful when effective tools and resources are shared among district and school educators. CDE thanks the following professionals for their time, talents and dedication in spending more than a year updating ICAP guidance, tools and resources.

Brenda Bautsch, Colorado Department of Higher Education

Natalie Bertrand, San Juan BOCES

Shondra Carpenter, Cherry Creek School District

Jenny Cureton, University of Northern Colorado

Alan Davis, University of Colorado - Denver

Lucia Delgado, Colorado State University

Tammy Dodson, Grandview High School

Scott Fast, Accenture Foundation

Anna Goetz, Educational Consultant

Sharon Glocker, Colorado Department of Education

Jane Goff, Colorado State Board of Education

Samantha Haviland, Denver Public Schools

Darcy Hutchins, Family Partnership Director,
Colorado Department of Education

Lauren Jones, Colorado Community College System

Tyra Little, Adams County School District 50

Tammy Lawrence, Adams 12 Five Star Schools

Gail Lott, Colorado Department of Education

Lisa Martin, Department of Corrections

Jaqueline Medina, Colorado Department of Education

Leann Morgan, University of Colorado - Colorado Springs

Lydia Nava-Cordova, Weld RE 5j School District

Barbara Norrbom, St. Vrain Valley School District

Robin O'Meara, Summit School District

Johanna Peters, The Classical Academy Charter School

Julia Pirnack, College in Colorado

Eva Pugh, Colorado Department of Education

Robin Russel, Colorado Department of Education

Sonya Sallak, Mesa County Valley School District 51

Scott Solberg, Boston University

Michael Stelling, Adams 12 Five Star Schools

Scott Stump, Colorado Community College System

Linda Tegtmeier, Colorado Department of Education

Tami Thompson, Salida Schools

Tracy Thompson, Colorado Community College System

Andrew Tucker, Boulder Valley School District

Niki Weitzel, Thompson Valley School District

Rhonda Williams, University of Colorado - Colorado Springs

Jon Widmier, Jeffco Public Schools

Laurie Wetling, Educational Consultant

.....

Special acknowledgement also goes to the ICAP coordinators, and to our partners at College in Colorado, Colorado Workforce Council, the Community College System and the Colorado Department of Higher Education

