



WHAT IS INDIVIDUAL CAREER ACADEMIC PLANNING (ICAP)?

Individual Career Academic Planning (ICAP) is a collaboratively developed, student-driven process where students cultivate their own informed decisions for postsecondary success based on their interests, skills, and future goals.

Below are a few characteristics of ICAP:

- Individual Career Academic Planning is a multi-year process that guides students as they explore career, academic and postsecondary opportunities. Families, students, and educators collaborate to develop the ICAP, which equips students with the awareness, knowledge, and skills to create their own meaningful exploration of college, and career opportunities. The ICAP is an evolving document that reflects students' changing passions, aptitudes, interests, and growth.
- Individual Career Academic Planning gives students the time and opportunities needed to become college and career ready.
- Students who are college and career ready become aware of the relevance of academic courses and out-of-school learning opportunities.
- As a result, students select a more rigorous academic course schedule, work harder to perform well academically, seek out work-based learning opportunities, and have clearer intentions of pursuing postsecondary training or a degree program.

Since the 2019-2020 school year, beginning in the ninth grade, all students pursuing a standard diploma, at a minimum, must complete the ICAP process once each year to graduate. This includes ALL students pursuing a standard diploma, including students with disabilities who have Individualized Education Programs (IEPs), students with Section 504 Accommodation Plans, English learners, students who are gifted and/or talented, students who are homeless and students considered neglected and delinquent. Although students with disabilities on IEPs pursuing an alternate diploma are not required to complete the ICAP process, IEP teams may still consider and determine if ICAP components and planning may be beneficial to students who participate in the OAAP aligned with alternate academic achievement standards. An ICAP may change throughout the course of high school studies. The requirement is that students complete an annual process of thinking through their chosen pathway. An annual review and revision (or more frequently, if desired) of a student's plan is part of the ICAP process to ensure more thoughtful decision-making related to future goals.

WHY ICAP?

Research suggests that the benefits of the ICAP process increase student motivation, engagement, school connection, and awareness of individual strengths and weaknesses. Students utilizing ICAP also improve their understanding of postsecondary options, better connect their goals to educational coursework and career goal activities and engage in long-term planning for life after high school graduation.

WHAT IS THE ICAP PROCESS?

The ICAP process includes the following student-centered processes:

- **Awareness** – Who am I?
- **Exploration** – Where do I want to go?

- **Preparation / Planning** – How do I get there?
 - Chart your route! Set goals, choose courses, join clubs and activities, obtain financing, complete applications, and write resumes.
 - Connect middle and high school instructional activities with opportunities to learn about a particular field of interest.
 - Participate in work-based and community learning opportunities and extracurricular activities.
 - Explore postsecondary training options and establish your financial plan to cover the cost of postsecondary training.
- **Action** – How can I revise and update my ICAP so it can grow with my aptitudes and interests?

In addition to scheduling student-led conferences with the student’s family, the ICAP should be updated regularly to adapt and modify the sequence of courses, personal goals, and postsecondary and career goals.

WHAT IS THE IDEAL SEQUENCE FOR THE ICAP PROCESS TO BE EFFECTIVE?

Using the OK Career Guide, OK College Start, or another online tool with ICAP requirements, students can easily follow the progress of their ICAP. Below are the recommended tools and steps for the process:

AWARENESS

- **Interest surveys and inventories** – Students use the results of their interest surveys to explore possible career options. (These do not serve as the only methods for career exploration.)
- **Career Interest Assessment** – Using the selected online tool, students can rate how much they would like or dislike each activity. Their highest interests will then be matched with careers they would be likely to enjoy.
- **Interest Profile** – Students can learn their belief system and what drives them.
- **Skills Confidence Assessment** – Students can rate their confidence for accomplishing various activities and review their skills.
- **Basic Skills Survey** – Students can learn how their skills relate to careers.
- **Work Values Sorter** – How do students’ work values relate to careers?
- **Career Cluster** – Now that students have learned about themselves, they can learn about career areas or clusters that may be of interest to them. This survey can help them learn which cluster fits their profile based on their interests.
- **Career Key** – Now that students have found career areas that match their interests, students can take the Career Key Survey to find out which careers are a fit for their personality.

EXPLORATION

Explore Career Clusters – Use “Career Planning” Tab

- **Portfolio** – After taking the surveys and interest inventories, student results are added to their own personal profile, which they can visit to begin exploring their career cluster.
- **Careers in Career Cluster** – Students can click their top careers and add them to their portfolio, then research them later.
- **Career Planning** – Students explore their career interests by asking: “Does my desired career require a bachelor’s degree, certification or a two-year degree?”, then review their portfolio and choose the career planning tab to view careers available in their career clusters.

PREPARATION

Identify Program of Study – Choose the “Programs” Tab

- **Programs of Study** – Students can choose the “Programs” tab to research programs of study (POS) available to prepare them for their careers of interest.
- **Postsecondary Programs** – Students can add interesting programs to their portfolio and consider which college or career technology center offers certain programs.

ACTION

Pursue Career Pathway Opportunities – Coursework at a Career Technology Center or Local University, Advanced Coursework in High School, or Work-Based Learning Experiences in Your Community

- **Action Plan** – Students use the information they have gathered to put their plan into action by talking with their school counselor or career technology counselor and learning which pathways or programs are offered at the local university or career technology center.
- **Career Plan** – Students can explore their top career interests by asking if their desired career requires a bachelor’s degree, certification, or a two-year degree, then review their portfolio and choose the career planning tab to view careers available in their career clusters.

WHAT ARE THE ROLES AND RESPONSIBILITIES OF THE STAKEHOLDERS INVOLVED IN ICAP?

STUDENTS...

- Participate actively in the ICAP process.
- Develop ICAP; take initiative for individual career goals.
- Ask questions related to career interests and aspirations.
- Engage with adult supporters.

PARENTS/FAMILY...

- Influence student perspectives of career and postsecondary options.
- Collaborate with teachers, counselors, and student to explore, prepare, and plan for career and postsecondary options.
- Demonstrate active interest in and support of ICAP.
- With student, complete online ICAP.
- Encourage and influence students’ interests and abilities.

PRINCIPALS...

- Promote successful implementation by demonstrating enthusiasm and commitment to the ICAP process.
- Lead the ICAP process.
- Set priorities and commitment.
- Provide support.
- Encourage participation.

COUNSELORS...

- Support implementation with information and resources for teachers.
- Provide feedback to the ICAP team.
- Engage students, families, and teachers in the process.
- Act as a resource and mentor to students.
- Facilitate the ICAP process with schoolwide participation.
- Provide ongoing feedback to the ICAP team.

TEACHERS...

- Contribute to successful implementation by providing feedback to the ICAP team and referrals to counselors.
- Encourage students in their area of interest.
- Facilitate conversation with students and families.
- Act as a resource and mentor to students.

SPECIAL EDUCATION TEACHER...

- Contribute to successful implementation by working together with all school staff.
- Engage with school personnel to collaborate and support IEP and ICAP connections.
- Facilitate conversations with students and families regarding career goals, exploration, and preparation.
- Act as a resource and mentor to students.
- Integrate parts of the ICAP into the IEP transition plan.

CAREER TECHNOLOGY CENTER TEACHER...

- Contribute to successful implementation by working with district staff.
- Collaborate with the school district to support the student career development processes for ICAP.
- Act as a resource and mentor to students.

BUSINESS & COMMUNITY...

- Provide resources that support college and career preparation.
- Provide schools and students with opportunities for career-related experiences (field trips, guest speakers, internships, job shadowing, teacher externships, volunteer experiences).

TRIBAL EDUCATION LIAISON...

- Provide resources that support college and career preparation for American Indian students.
- Provide schools and students with support and opportunities for career development and experiences within tribal nations (field trips, guest speakers, internships, job shadowing, teacher externships, volunteer experiences).

WHAT ARE THE MINIMUM COMPONENTS OF A STUDENT'S ICAP?

The ICAP is flexible and multifaceted and may include:

- Career- and college-interest surveys;
- Written postsecondary and workforce goals and progress toward those goals;
- Intentional sequence of courses that reflect progress toward the postsecondary goal;
- The student's academic progress, including courses taken, assessment scores, remediation or credit recovery and Advanced Placement, International Baccalaureate, concurrent or dual enrollment credits earned and/or career certificate(s), certification(s), or endorsements; and/or
- In-service learning and/or work environment activities.

HOW IS ICAP DIFFERENT FROM TRADITIONAL CAREER PLANNING?

ICAP refers to both a process and a product that helps students engage in academic and career development activities and an e-portfolio product created and maintained for the student's academic, career, and personal advancement. These student-owned planning and monitoring tools help them create personalized programs of study aligned with high school graduation requirements, personal interests, and individually defined career goals.

HOW IS ICAP DIFFERENT FROM WHAT I AM DOING NOW?

Many components of ICAP process are already in place. The difference will depend on how you are implementing current college- and career-readiness components. One key difference is that ICAP is a multi-step process, not a checklist.

ICAP should not be viewed as a new initiative but as part of an ongoing process of implementation, review, evaluation, and refinement as a district implements the components of college and career readiness. Furthermore, ICAP reinforces similar requirements in place for special populations, such as Transition Service Plans and requirements, under the Individuals with Disabilities Education Act (IDEA) and Career Technical Education Programs of Study required for federal Carl D. Perkins funding.

WHAT IS THE DIFFERENCE BETWEEN THE ICAP AND THE IEP TRANSITION SERVICES PLAN?

ICAP is a state graduation requirement (Title 70 O.S. § 1210.508-4) for all students pursuing a standard diploma, beginning with students who entered 9th grade in the 2019-20 school year, but is not required by federal law. The IEP Transition Services Plan is a federal and state requirement under the Individuals with Disabilities Education Act (IDEA) and under the Oklahoma Special Education Policies & Procedures.

Engaging in ICAP will result in an e-portfolio which should be used to complement a student's Transition Services Plan. The IEP team, including the student, will incorporate ICAP information into a student's Transition Services Plan (postsecondary goals, annual goals, course of study, and transition services). In Oklahoma, the initial Transition Services Plan must be in effect prior to the beginning of the student's ninth-grade year or upon turning 15 years of age, whichever comes first or younger, if determined to be appropriate by the IEP team. Because the ICAP and the Transition Services Plan are developed for the individual student, the resources and services will be unique to both the ICAP process and the Transition Services Plan development. Engaging in the ICAP process will provide increased self-knowledge and resources to students with disabilities as they transition from high school to postsecondary school and employment.

HOW WILL THE ICAP WORK WITH AN IEP TRANSITION SERVICES PLAN?

It is important that students with disabilities have the same ICAP opportunities as other students, including in-service learning, work environment activities to explore career interests, and access to school staff expertise.

Oklahoma legislation, Title 70 O.S. § 1210-508-4, requires ICAPs for students with disabilities to consider and work with the students' IEPs. The Transition Services Plan is the part of the IEP that meets the federal Indicator 13 requirements. A student's ICAP is not equivalent to the Transition Services Plan and cannot serve as a replacement. Rather, students will be better prepared to actively participate in the IEP process by developing and sharing their goals for the future with their IEP teams as a result of participating in ICAP. The intersection can be thought of in this way: ICAP gives students with disabilities an even earlier start on exploring options for future employment and the steps needed to accomplish their goals. IEP teams should consider the importance of early engagement in the ICAP process for students with disabilities, including those who are on the Alternate Diploma pathway, as appropriate, to individual student and family postsecondary goals.

This is the case for two reasons. One, the student may begin the ICAP process in grade 6, providing the opportunity for career exploration. Two, the student will already have ideas and artifacts from the ICAP that can be applied to the Transition Services Plan. Age-appropriate transition assessments, course of study, transition services, and individualized postsecondary goals for training, education, and employment that are required for the Transition Services Plan will align with information compiled within the ICAP.

WILL THE ICAP ASSESSMENTS FULFILL THE IDEA REQUIREMENT THAT STUDENTS PARTICIPATE IN AGE-APPROPRIATE TRANSITION ASSESSMENTS?

Assessments completed as part of the ICAP process may be used to inform the IEP and may satisfy the requirement for age-appropriate transition assessments in the areas of **education/training and employment** if determined appropriate by the IEP team.

IEP teams should consider assessing students in the areas of **self-determination, independent living, and community participation**. If specific transition needs are identified from the results of the assessments, the team should develop individualized annual transition goals and specific transition services/coordinated activities focused on improving the academic and functional achievement of the child with a disability to assist students in meeting their postsecondary goals and facilitate the movement from school to post-school activities.

WILL THE ICAP REQUIREMENT RESULT IN DUPLICATION OF WORK?

Participation in the ICAP process will add value to student and IEP decision-making related to planning for transition and development of the Transition Services Plan. In addition, because the ICAP process should involve all school staff, there is potential for improved cross-departmental staff collaboration, increased course-taking by students with disabilities in inclusive classes and increased exposure to career development experiences, resulting in more students with disabilities graduating with a standard high school diploma, attending postsecondary schools, and obtaining competitive employment. Thus, the student-driven process and contents of the ICAP will serve as an appropriate resource for the IEP team to use when creating, reviewing, and revising the Transition Services Plan.

WILL THIS REQUIRE ANOTHER MEETING IN ADDITION TO THE IEP MEETING?

Not necessarily. The requirement for at least annual IEP team meetings will remain in place. Meetings with students and their families to discuss ICAP will be held at the discretion of school educational teams assisting with the ICAP process.

ICAP requires informing families at least annually about ICAP services being provided to their student, provision of multiple opportunities to participate in the ICAP process, and updates on ICAP progress throughout the school year. While the ICAP and the IEP are separate processes, fulfilling the requirements of both may not require separate meetings. IEP and ICAP teams should collaborate to determine frequency of meetings and the appropriate methods of communicating with students and families to fulfill requirements of both the IEP and ICAP. It is recommended that ICAP information be sent to families with the IEP to support understanding of the connections.

I DON'T KNOW ANYTHING ABOUT ADVISING FOR CAREER DEVELOPMENT. WHAT DO I DO?

One of the misconceptions of ICAP is that you must be a career advisor expert to assist students. On the contrary, ICAP teams should take advantage of what teachers do best – asking questions and directing students to resources. While you may not yet be familiar with the ICAP tools your district intends to use, the personal relationships you develop with students will support your efforts to connect their strengths and interests to their postsecondary plans. Furthermore, teacher externships can be a valuable opportunity to learn more about how your content area subject is used in different occupations.

HOW DOES ICAP RELATE TO THE CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM OF STUDY (POS)?

The POS is a locally defined sequence of instruction and opportunities available at a school for a specific career pathway. As part of federal Carl D. Perkins grant funding for CTE programming, each POS is based on a set of similar knowledge and skills required for career success in a broad career pathway field for the student. These POS course outlines provide an excellent template for personalizing Individual Career Academic Planning by outlining recommended courses and co-/extracurricular opportunities to explore as part of the ICAP service delivery. In turn, a CTE POS and ICAP alignment can then inform IEP Transition Services Plan, inclusive of the IEP Course of Study.

DO STUDENTS WITH SEVERE/PROFOUND DISABILITIES HAVE TO PARTICIPATE IN THE ICAP?

No, the ICAP process is only a graduation requirement for students who are pursuing a standard diploma. Students with disabilities on IEPs pursuing an alternate diploma are not required to complete the ICAP process, although IEP teams may still consider and determine if ICAP components and planning may be beneficial to students who participate in the OAAP aligned with alternate academic achievement standards. Students seeking an alternate diploma may still participate in the ICAP or in activities/components of the ICAP with appropriate accommodations/ modifications determined by the IEP team. IEP teams of students choosing to participate in the ICAP process may use appropriate transition assessments in place of the assessments in their preferred ICAP tool or ePortfolio system. For example, a pictorial career interest inventory may be used instead of a career interest inventory located within the ICAP tools. Districts may use the Alternate Diploma Graduation Checklist to document ICAP participation for a student who participates in the Oklahoma Alternate Assessment Program (OAAP) and earns an alternate diploma.

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