

# Colorado's Individual Career & Academic Plan (ICAP) Initiative

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## Background

During the 2009 Colorado Legislative Session [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 & Academic Plan (ICAP.) The legislation also authorized the State Board of Education to adopt rules to define the requirements and processes for districts to accomplish this task. [Final rules](#) were adopted on January 14, 2010.

## What Does This Mean for Each School District?

*Districts must develop an ICAP Implementation Plan by September 30, 2010 that includes:*

- **Policies and procedures** that meet or exceed the requirements required ICAP elements noted below and a clear designation of the **roles and responsibilities** of the student, parents and district staff;
- **Evidence of a plan** for ICAP implementation **based on recommendations** from school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers;
- Where possible, the district's demonstration that **professional development** is in place
- Provisions to include a means to **insert ICAP related data** into an electronic database for an individual student and, if possible, in an **automated fashion**;
- Where possible, verification that the ICAP aligns with the **American School Counselor Association's adopted standards**.

*Districts must provide ICAP access and assistance for every student (9-12) by September 30, 2011. Specifically:*

- ICAP access and assistance shall be provided at a minimum, annually in grades nine through twelve and should include participation by the student, parents or legal guardian, school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers as applicable;
- Each year's ICAP review shall indicate any differences from the previous year's ICAP including but not limited to: goal revision, new postsecondary career and educational plans, financial aid opportunities and changes in academic courses;
- School counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers at middle schools and high schools shall collaborate to ensure that each student and their parents or legal guardians receive information and advising regarding the relationship between the ICAP and postsecondary goals and expectations;
- The ICAP and ICAP related data shall be available upon request to the student, parents or legal guardian, educators, and/or Approved Postsecondary Service Providers and in both electronic and printable form;

## Required ICAP Elements

Each student's ICAP must include a career planning, guidance and tracking component and a portfolio that reflects, at a minimum:

- Documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes; and anticipated postsecondary studies;
- The student's academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned;
- An intentional sequence of courses reflecting progress toward accomplishment of the student's postsecondary and workforce objectives;
- Relevant assessment scores;
- The student's plans for and experiences in Contextual and Service Learning, if applicable;
- A record of the student's college applications or alternative applications as they are prepared and submitted;
- The student's postsecondary studies as the student progresses through high school;
- The student's progress toward securing scholarships, work-study, student loans and grants;
- Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education.

Each ICAP must be accessible to educators, students, parents and/or legal guardians, and Approved Postsecondary Service Providers; and each 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 follow him/her.

## Free Resources

Colorado Community College System – Comprehensive Guidance Resources & Tools

[www.coloradostateplan.com/counselors.htm](http://www.coloradostateplan.com/counselors.htm)

Colorado Department of Education – Charles Dukes, [Dukes\\_C@cde.state.co.us](mailto:Dukes_C@cde.state.co.us) &

[www.cde.state.co.us/secondaryinitiatives](http://www.cde.state.co.us/secondaryinitiatives)

College in Colorado – ICAP Grade level Guideways/Milestones [www.collegeincolorado.org](http://www.collegeincolorado.org)

[http://cicpartnernetwork.org/index.php?option=com\\_docman&task=doc\\_download&gid=100&Itemid=59](http://cicpartnernetwork.org/index.php?option=com_docman&task=doc_download&gid=100&Itemid=59)