

## **Preparation for Postsecondary and Workforce Success** (Implementation Plan for Student Individual Career and Academic Plans)

In accordance with state law and the timeline prescribed by applicable State Board of Education rules (Rules), the district shall create a plan for the development and implementation of student individual career and academic plans (ICAP).

*[Note: The Rules require the district's ICAP implementation plan to be "based on recommendations from school counselors, school administrators, school personnel and/or approved postsecondary service providers" (e.g. Trio, Gear Up, Denver Scholarship Foundation, admission counselors).]*

At a minimum, the district's ICAP plan shall address:

1. How the district will ensure that all students, beginning in the ninth grade, have access to and assistance in the development of an ICAP.

*[Note: Insert the grade level at which the district will provide access to ICAPs, in accordance with this regulation's accompanying policy. The Rules require school counselors, school administrators, school personnel and/or approved postsecondary service providers at the middle and high school levels to ensure students and parents/guardians receive information and advising regarding the relationship between the ICAP and postsecondary goals and expectations.]*

*[Note: State law requires schools to ensure that, in developing and maintaining each student's ICAP, the counselor or teacher explains to students and their parents/guardians the requirements for and benefits of enrolling in postsecondary courses pursuant to the Concurrent Enrollment Programs Act. The explanation to students' parents/guardians shall be by electronic mail or other written form. C.R.S. 22-32-109 (1)(nn).]*

*[Note: State law also requires schools to assist students to use the ICAP "effectively" to: (1) direct the student's course selections and performance expectations in at least grades nine through twelve; (2) assist the student in meeting the academic and career goals described in the ICAP; and (3) enable the student to demonstrate postsecondary and workforce readiness prior to or upon graduation from high school at a level that allows the student to progress toward the student's postsecondary education goals, if any, without requiring remedial educational services or courses. C.R.S. 22-32-109 (1)(oo)(ll).]*

*[NOTE: Finally, state law provides that districts "may" administer basic skills placement or assessment tests to students in grades 9 through 12. C.R.S. 22-32-109.5 (4)(a). If such tests are administered, the scores of the testing "shall" be included on the student's ICAP. C.R.S. 22-32-109.5 (4)(b); 1 CCR 301-81, Rule 2.01(1)(k). If a student's scores indicate that the student is at risk of being unable to demonstrate postsecondary and workforce readiness*

*prior to or upon high school graduation, school personnel “shall” work with the student and student’s parent/guardian to create an intervention plan. Id.]*

2. The role and responsibilities of the student, parents/guardians and district staff in creating and updating an ICAP for the student.

*[Note: Best practices indicate a partnership involving the student, parents/guardians and school staff, with the student “driving” the ICAP process, creates a relevant and personalized ICAP for the student.]*

3. The activities that will be addressed at each grade level of a student’s ICAP.

*[Note: State law requires ICAPs to address specific elements. See, C.R.S. 22-2-136 (1); 1 CCR 301-81, Rule 2.01(1). However, these elements may be addressed differently at each grade level. For example, career planning in eighth grade may look different than career planning in eleventh grade. The Rules require review of a student’s ICAP on an annual basis. Such 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.]*

4. How students’ ICAPs will be stored.

*[Note: The Rules require ICAP and ICAP related data to be available upon request to the student, parent/guardian, educators and/or approved postsecondary service providers in electronic and/or printable form. The Rules also require the district’s ICAP plan to include a means to insert ICAP related data into an electronic database for an individual student, “to the extent practicable.” 1 CCR 301-81, Rule 2.01(1)(j).]*

5. If possible, the professional development that will be provided to appropriate district staff regarding ICAPs and the staff’s role in implementing the district’s ICAP plan.

*[Note: The Rules require the district’s ICAP plan to demonstrate that professional development regarding ICAP implementation is in place for school counselors, school administrators and school personnel “where possible.” Staff training opportunities about ICAP development and implementation are provided at no cost to school districts by organizations such as College in Colorado, Colorado Department of Education and the Community College System’s Career and Technical Education Office.]*

6. The method that will be used to evaluate the implementation and effectiveness of the district’s ICAP plan.

*[Note: One option is to base the district’s evaluation method on the American School Counselor Association’s National Model Standards.]*

*NOTE: Comprehensive career guidance resources and ICAP support, including sample ICAP implementation plans, can be found on the Colorado Community College System's website, [www.coloradostateplan.com/counselors.htm](http://www.coloradostateplan.com/counselors.htm), College In Colorado's website, [www.collegeincolorado.org](http://www.collegeincolorado.org), and College In Colorado Partner Network's website, [www.cicpartnernetnetwork.org](http://www.cicpartnernetnetwork.org).*