

ICAP Legislation

Senate Bill 09-256 and Colorado State Board of Education Rules 1 CCR 301-81 created standards for Individual Career and Academic Plans (ICAP). The goal of the provisions is to ultimately decrease dropout rates and increase graduation rates by assisting student and their parents in developing and maintaining a personalized post-secondary plan that ensures readiness for post-secondary and workforce success.

Districts must provide ICAP access and assistance for every student (9-12). 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 Post-secondary 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 post-secondary career and educational plans, financial aid opportunities and changes in academic courses;
- School counselors, school administrators, school personnel and/or Approved Post-secondary 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 post-secondary goals and expectations;
- The ICAP and ICAP related data shall be available upon request to the student, parents or legal guardian, educator, and/or Approved Post-secondary 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 post-secondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes; and anticipated post-secondary 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 post-secondary 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 post-secondary 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 post-secondary and workforce readiness, including the student's understanding of the financial impact of post-secondary education.

Each ICAP must be accessible to educators, students, parents and/or legal guardians, and Approved Post-secondary 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.