ICAP Basics

ICAP Quality Indicators	CDE Standards for ICAP C.R.S. 220-2-106
*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.	• 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
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.	• Interest surveys • Resume
*Postsecondary Aspirations***:** Participate in career exploration activities centered on students' passions, interests, dreams and visions of their future self and perceived options.	• Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education
*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.	• 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
*Environmental Expectations***:** Consider how school, family, community, culture and world view might influence the students' career development and postsecondary plans**.**	• The student's plans for and experiences in work and project-based learning (examples, 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
Academic Planning: Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.	• A written postsecondary and workforce goal for the student • Annual benchmarks for reaching that (postsecondary) 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
*Employability Skills***:** Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.	• A record of the student's college application and resume or alternative applications as they are prepared and submitted
*Personal Financial Literacy***:** 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.	• 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 Colorado Academic Standards