



ICAP for Students with Disabilities

Comparison of the ICAP and the IEP and
Best Practices for Implementing the ICAP
for Students with Disabilities

Agenda

- What is ICAP?
- Similarities and differences between Individual Career Academic Planning (ICAP) and the transition plan in the Individualized Education Program (IEP).
- Best practices and impact of the ICAP process on students with disabilities.
- ICAP resources and questions



What is ICAP?

- **Individual Career Academic Planning** is a multi-year process that intentionally guides students as they **explore career, academic, and postsecondary opportunities**.
- Beginning with the family and student involvement in the ICAP process and support from educators, students develop the awareness, knowledge, and skills to **create their own meaningful pathways to be career and college ready**.



Legal Authority

ICAP

- Beginning in 2019, ICAPs are required under OK House Bill 2155.

IEP

- Transition services are a required component of the IEP for transition age youth as mandated by the Individuals with Disabilities Education Act (IDEA) and OK State Policy.

Participation of ALL Students

Students with disabilities participate in the ICAP through the same process as students without disabilities with appropriate accommodations and modifications determined by the IEP team.

Students should be included in all processes and activities!



Students Impacted

ICAP

- ICAPs are required for students beginning in 9th grade. However, it is best practice to start in 6th grade or earlier.

IEP

- The IEP must include secondary transition services at the beginning of the student's 9th grade year or by age 16 or earlier if determined by the team.



Impact of ICAP

An IEP team should take information gathered during the ICAP process into account when developing transition services.

- Assessments
- Goals
- Course of study
- Transition services



Student Involvement

ICAP

- The ICAP process is student driven. Students in grades 6 through 12 will have appropriate access to and participation in the ICAP process.

IEP

- Students must be invited to attend their IEP meeting when transition services are discussed. If students cannot attend, the team must ensure that their preferences and interests are considered.



Increased Student Involvement

Through alignment of the information in the ICAP and the IEP, students develop self-awareness and have increased opportunities to be more involved in the development of their postsecondary and annual goals.

Self-determined students become successful adults!



Family Involvement

ICAP

- Parents/guardians are informed annually of the ICAP process and have opportunities to participate in the ICAP process and get updates during the school year.

IEP

- Parents/guardians must be invited to the IEP meeting and have the opportunity to provide input into the plan, at least annually.



Increased Family Involvement

Parents have increased opportunities to collaborate with school personnel to plan for their child's future.

Adult Responsibility

ICAP

- The district has flexibility in determining the personnel involved in the ICAP process and assigns advisors/mentors to students to guide the ICAP process.

IEP

- The IEP team is comprised of a group of individuals, as required by IDEA, which is responsible for developing, reviewing, and revising an IEP for a student with a disability.

Shared Responsibilities

Team members need to have clearly defined roles to avoid unnecessary overlap/duplication and to ensure special education students are not being left out of activities.

Collaboration and communication between all staff (counselors, general education and special education) is crucial for success!



Review Period

ICAP

- The ICAP must be reviewed at least annually.

IEP

- The IEP must be reviewed at least annually.

Meetings

It may be beneficial for IEP teams to align the ICAP review period with the student's annual IEP team meeting.

It is the responsibility of each district to determine what works best for them.

Encourage student led IEPs!

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Assessments

ICAP

- Students participate in career and college interest surveys, skill surveys, and work values as well as required state assessments to inform the development of the ICAP.

IEP

- Students engage in age-appropriate transition assessments related to education/training, employment, independent living, and community participation. Results from these assessments are used to develop annual goals.



Assessments and Accessibility

Assessments completed as part of the ICAP process may be used to inform the development of the IEP and may satisfy the requirement for age-appropriate transition assessments, if so determined by the IEP team.

- Accessibility for students and staff



Postsecondary and Annual Goals

ICAP

- The ICAP requires postsecondary and workforce goals and progress toward those goals.

IEP

- The IEP transition plan requires measurable postsecondary goals and annual goals in the areas of education/training, employment, and independent living and community participation, if appropriate.



Alignment of ICAP and IEP Goals

Students' postsecondary and workforce ICAP goals align with their postsecondary and annual goals in their IEP.

Students take a more active role and participate in meaningful and intentional career planning activities at an earlier age.



Course Plan/Course of Study

ICAP

- The ICAP process includes an intentional sequence of courses that reflects progress toward the postsecondary goal (this may include identified career pathways or career endorsements).

IEP

- The IEP includes a course of study designed to support attainment of postsecondary and annual goals.



Alignment of Courses

The intentional sequence of courses included in the ICAP process should aid IEP teams in developing an appropriate course of study that aligns with students' postsecondary goals.

Consider work-based learning opportunities and instruction in self-determination and soft skills.



Outside Agency Participation and Community Involvement

ICAP

- Students may have opportunities for in-service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others in the community.

IEP

- The IEP team must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, such as the Department of Rehabilitation Services (DRS).



Outside Agency Involvement

Increased opportunities for work-based learning leads to improved soft skills.

Students on IEPs may receive services from DRS and/or other possible outside agencies to attain annual goals and make progress toward achieving postsecondary goals.



Confidentiality

ICAP

- Local Education Authorities (LEAs) will abide by the Family Educational Rights and Privacy Act (FERPA) and Section 504 of the Rehabilitation Act of 1973.

IEP

- LEAs must follow the provisions outlined in the IDEA and FERPA.

Accessibility

Students with disabilities must be afforded access to the same educational opportunities provided to students without disabilities, including engagement in the ICAP process.

ICAPs lead to students being more engaged in the learning process, better post school outcomes, and a strong workforce for Oklahoma!



ICAPs for Students with Disabilities

- Resources
 - ICAP IEP Comparison Document
 - ICAP FAQ
- Takeaways
- Questions



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