



ICAP

FREQUENTLY ASKED QUESTIONS (FAQs)

1. What is Individual Career Academic Planning?

Individual Career Academic Planning (ICAP) is a collaboratively developed, student-driven process where students cultivate their own informed decisions for post-secondary success based on their interests, skills and future goals. Below are a few characteristics of ICAP:

- Individual Career Academic Planning is a multi-year process that guides students as they explore career, academic and post-secondary opportunities. Families, students and educators collaborate to develop the ICAP, which equips students with the awareness, knowledge and skills to create their own meaningful exploration of college and career opportunities. The ICAP is an evolving document that reflects students' changing passions, aptitudes, interests and growth.
- Individual Career Academic Planning enables youth to become college and career ready.
- Students who are college and career ready become aware of the relevance and utility of academic courses and out-of-school learning opportunities.
- As a result, students select a more rigorous academic course schedule, increase efforts to perform well academically, seek out work-based learning opportunities and establish intentions to pursue post-secondary training or a degree program.

2. What is timeline for ICAP legislation, Title 70 O.S. §1210.508-4?

Oklahoma 2017 legislation, Title 70 O.S. § 1210.508-4, phased in a system of individualized learning/achievement plans for students as part of a multi-measure approach to graduation requirements. Nothing in this section shall be construed to prevent a district from implementing the ICAP for students in earlier grades.

- For the 2017-2018 school year, the Oklahoma State Department of Education shall work with school districts, the Oklahoma State Regents for Higher Education and the Oklahoma State Board of Career and Technology Education to develop individual career academic planning tools for students in grades six through twelve.

- For the 2018-2019 school year, the Department shall incorporate the ICAP as described in paragraph 1 of this subsection on a pilot program basis, and
- For the 2019-2020 school year, and each school year thereafter, school districts shall fully incorporate and put into operation the ICAP as described in paragraph 1 of this subsection for all students entering the ninth grade.

3. **Why ICAP?**

Research suggests that the benefits of the ICAP process increases student motivation, engagement, school connection and awareness of individual strengths and weaknesses. Students utilizing ICAP also improve their understanding of post-secondary options, better connect their goals to educational coursework and career goal activities and engage in long-term planning for life after high-school graduation. With the elimination of 7 state EOI and OCCTs Oklahoma was able to create the ICAP in order to measure college and career readiness. [Read details related to HB 3218.](#)

4. **What is the ICAP Process?**

The ICAP Process includes: Awareness – Exploration – Preparation – Action

- **Awareness** – Who am I? Get to know your interests, skills and strengths. Self-awareness activities Individual reflection and goal-setting
- **Exploration** – Where do I want to go? Explore career pathways and education opportunities. Career awareness assessment Career research
- **Preparation / Planning** – How do I get there?
- **Action** – Review and revise the plan as necessary

5. **What are the roles and responsibilities of the stakeholders involved in ICAP?**

Everyone in Oklahoma has a stake in ensuring our kids have a successful future. We need educators, family, business and community to come together to support Oklahoma students as they work toward achieving their individual goals and dreams. [Learn tips for creating your ICAP core team.](#)

6. **What are the minimum components of a student’s ICAP? Title 70 O.S. § 1210.508-4**

Beginning with students entering the ninth grade in the 2019-2010 school year, each student shall be required to complete the process of an ICAP in order to graduate from a public high school with a standard diploma. Each year, thereafter, students shall annually update their ICAP. The ICAP shall include, but not be limited to:

- a. Career-and college-interest surveys,
- b. written post-secondary and workforce goals and information of progress toward these goals,
- c. intentional sequence of courses that reflect progress toward the post-secondary goal,
- d. the student's academic progress, including courses taken, assessment scores, any remediation or credit recovery and any Advanced Placement, International Baccalaureate, concurrent or dual enrollment credits earned and/or career certificate(s), certification(s), or endorsements, and
- e. experience in-service learning and/or work environment activities.

Student ICAP Activities

Students should complete the following activities beginning in the ninth grade. To view a short description of each activity review the chart below:

GOAL	9th Grade	10th Grade	11th Grade	12th Grade
Career Assessment	✓	✓	✓	✓
<i>Each online tool should provide a menu of career and interest assessments, students should complete at least one each year.</i>				
Written Career Goal	✓	✓	✓	✓
<i>Each online tool should provide a space for students to record their written career goal. This goal should be updated every year with steps a student has taken towards their goal. Should a student miss a step one year, simply ask that student to return to that year and record actions they took that year towards their goal. i.e. What did you accomplish in your 10th grade year to make progress towards a career as a veterinarian?</i>				
Courses Reflect Goal	✓	✓	✓	✓
<i>Each online tool should provide a space for students to record the courses they have taken as well as any progress towards their goal. Should a student miss a step this year, simply ask the student to update this section.</i>				
Service or Work-based Learning			✓	✓
<i>Students are required to complete at least one service learning / work-based learning experience before graduation. This experience must be connected to their career interest. Students can complete this activity anytime beginning with 9th grade and beyond, however to ensure career interest alignment encourage your student to complete it during 11th grade and beyond.</i>				
College and Career Assessment			✓	✓
<i>College and Career Assessments refer to required assessments such as the ACT, SAT, and other required assessments by state law 70 O.S. § 1210.508 These are typically entered as students complete them and scores may not be available until a student's final year.</i>				

7. Is ICAP different from transition plans?

Many components of ICAP process are already in place. The difference will depend on how you are implementing current college- and career-readiness components. One key difference is that ICAP is a multi-step process, not a checklist. ICAP should not be viewed as a new initiative but as part of an ongoing process of implementation, review, evaluation and refinement as a district implements the components of college and career readiness. Furthermore, ICAP reinforces similar requirements in place for special populations under the Individuals with Disabilities Education Act (IDEA) and Career Technical Education Programs of Study required for federal Carl D. Perkins funding.

All students enrolled in grades 9 through 12 in a public school district will participate in ICAP. This also includes students with disabilities who have Individualized Education Programs (IEP/Post-secondary Transition Plans (PTP)), as well as students with Section 504 Accommodation Plans, English Learners, students who are Gifted and/or Talented, students who are homeless, and students considered neglected and delinquent. For resources for supporting students with disabilities view the guides below:

- [IEP and ICAP Comparison](#)
- [ICAP FAQ's for IEP](#)
- [ICAP for Students with Significant Needs Special Education Services](#)

For additional questions contact the Office of Special Education Phone: (405) 521-3351.

8. How do we provide Work-based Learning Experiences?

As a part of ICAP a student must complete at least one work-based learning / environment of service learning activity in hopes to expose a student to their career interest. This can be accomplished a number of ways, view our work based learning quick guide below to learn more.

- [Work-Based / Service Learning Quick Guide](#)
- [Work-Based Learning Webpage](#)

9. How can teachers help with ICAP?

One of the misconceptions of ICAP is that you must be a career advisor expert in order to assist students. On the contrary, ICAP teams should take advantage of what teachers do best – asking questions and directing students to resources. While you may not yet be familiar with the ICAP tools your district intends to use, the personal relationships you develop

with students will support your efforts to connect their strengths and interests to their post-secondary plans. Furthermore, take advantage of externships and opportunities to learn more about how your content area subject is used in different occupations.

10. How does ICAP relate to the Career and Technical Education (CTE) Program of Study (POS)?

The POS is a locally defined sequence of instruction and opportunities available at a school for a specific career pathway. As part of federal Carl D. Perkins grant funding for CTE programming, each POS is based on a set of similar knowledge and skills required for career success in a broad career pathway field for the student. These POS course outlines provide an excellent template for personalizing Individual Career Academic Planning by outlining recommended courses and co-/extra-curricular opportunities to explore as part of the ICAP service delivery.

11. How do we monitor / report ICAP completion?

ICAP tools may be monitored by an ICAP coordinator i.e. a teacher, counselor, principal etc., the ICAP coordinator should have access to all student profiles via the district online tool. Using their login the ICAP coordinator should be able to show a Regional Accreditation Officer the progress of each student.

School districts have autonomy in choosing their ICAP online tool, however the most popular tools include OK College Start or OK Career Guide. ICAP reporting can be accomplished through various processes, as long as:

- a. The student is able to access their ICAP progress to plan for post high school plans and share with family.
- b. The district is able to show completion of all ICAP activities during annual RAO visits.

Schools using more than one tool for reporting ICAP progress should be advised that documentation for each student is required, failure to do so may result in an incomplete ICAP.

12. What do I do if a student arrives from another district?

To ensure that your student has access to ICAP and remains on track to complete their requirements you may complete a few steps:

- Confirm that the students ICAP was completed at a previous school
- Add the student to the district ICAP tool beginning with the year they arrived at the district

- Add a ICAP transfer statement (below) to the “Notes” section of that student’s ICAP profile.

*This student has completed the XXXX – XXXX AY ICAP requirement at XXXX High School using the (OkCollege Start, OKCareerGuide, Naviance, Other) online tool.

13. How is ICAP recorded on a student’s transcript?

Verification that a district is following the required ICAP for its high school students will be an element of the annual accreditation compliance report. Districts should retain all relevant documentation to confirm compliance with the law via ICAP online tools or other methods of district choice.

State on transcript: “The student has satisfactorily met the graduation requirement of completing an Individual Career and Academic Plan (ICAP). (70 O.S. § 1210.508-4)”

[Transcript Guidance Overview](#)

14. ICAP Recovery

There may be some students with large gaps in their ICAP plans. Should you locate these gaps, simply recommend the ICAP recovery guide as a tool for students to catch up.

This is **not to be** confused with a student who is missing requirements after using another online tool, this guide is for students who have not completed activities at all. **The ICAP Recovery guide is not for:**

- Students transferring from out of state. Students transferring from out of state will need to begin the ICAP process for the year they enroll in a public school, for out of state transfers see statement above.
- Students who have ICAP progress on another online tool, for in state transfer see statement above.

View a copy of the [ICAP Recovery Guide](#).

For additional questions contact the College and Career Readiness Office at: (405) 522-1918 or visit www.okedge.com.