

Crosswalk: ICAP with Individualized Education Program (IEP)

The ICAP (Individual Career and Academic Plan) and Transition IEP (Individual Education Program) must be developed during a student's 9th grade year. Both documents must be viewed and updated annually. This document can assist in aligning the two plans to alleviate and/or discrepancies. duplication

ICAP Quality Indicators	IEP (Indicator 13)
<p>1. Individual/Self An understanding of the difference between jobs, occupations, and careers and the impact this might have on one's career satisfaction. Ability to articulate the implications of a wide range of local regional, national, and global career pathways and opportunities, while giving consideration to economic, cultural influences, and the impact of stereotypes on career choice.</p>	<p>Question 3: Evidence that the measurable postsecondary goals were based on age-appropriate transition assessment (career goals).</p> <p>Question 7: Evidence of student invite</p>
<p>2. Career Awareness Know the difference between jobs, occupations, and careers. Understanding how the choice might impact career satisfaction. Articulate a wide range local regional, national, and global pathways and opportunities. Consider economic and cultural influences, and the impact of stereotypes on career choice.</p>	<p>Question 4: Transition services in IEP that reasonably enables the student to meet post-secondary goals in the area of career/employment.</p> <p>Question 3: Evidence that the measurable postsecondary goals were based on age-appropriate transition assessment (career goals).</p>
<p>3. Post-secondary Aspirations Participate in career exploration activities centered on students; passions, interests, dreams, and visions of their future self, and perceived options.</p>	<p>Question 5: Transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals in career/employment and education/training.</p> <p>Question 6: Annual IEP goal(s) related to the student's PSGs/transition service's needs, career/employment, and education/training.</p>
<p>4. Post-secondary Options Be aware of and participate in a variety of post-secondary and career opportunities. Use tools such as career clusters, personality assessments, and learning style inventories to highlight individual strengths and capabilities.</p>	<p>Question 1: Appropriate measurable postsecondary goals that cover education or training, employment, and as needed, independent living.</p> <p>Question 2: Postsecondary goals are updated annually.</p> <p>Question 4: Transition services in IEP that reasonably enables the student to meet post-secondary goals.</p> <p>Question 8: Evidence that a representative of any participating agency was invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority.</p>

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<p>5. Environmental Expectations Consider how school, family, community, culture, and world view might influence the students' career development and post-secondary plans.</p>	<p>This is not addressed through an Indicator 13 compliance question but is addressed throughout the IEP. Documentation would typically be found in the Present Level of Academic and Functional Performance (PLAAFP) section of the IEP.</p>
<p>6. Academic Planning Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.</p>	<p>Question 6: Annual IEP goal(s) related to the student's PSGs/transition service's needs.</p> <p>Question 5: Transition services include courses of study that will reasonable enable the student to meet his or her postsecondary goals.</p>
<p>7. Employability Skills Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.</p>	<p>Question 3: Evidence that the measurable postsecondary goals were based on age-appropriate transition assessment. (Determine what gaps, if any, exist between students' current skills and identified postsecondary goals.)</p> <p>Question 6: Annual IEP goal(s) related to the student's PSGs/transition service's needs.</p>
<p>8. Financial Literacy Recognize financial aid vocabulary and know what options are available to pay for postsecondary options. Articulate the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.</p>	<p>Question 1: Appropriate measurable postsecondary goal in independent living (as identified by transition assessment).</p> <p>Question 4: Transition services in IEP that reasonably enables the student to meet post-secondary goals.</p> <p>Question 6: Annual IEP goal(s) related to the student's PSGs/transition service's needs.</p>