ICAP FOR STUDENTS WITH SIGNIFICANT NEEDS

SPECIAL EDUCATION - GUIDANCE BRIEF

Effective SY 2023-2024:
Students participating in the Oklahoma Alternate Achievement Program (OAAP) are not required to complete the Individual Career and Academic Plan (ICAP) but are encouraged to participate in the process of an ICAP.

This Guidance Brief is provided to assist districts in the ICAP process for students participating in the Oklahoma Alternate Achievement Program (OAAP) aligned with alternate academic achievement standards, and who are pursuing the Alternate Diploma Pathway. Although NOT required, students-participating in the Oklahoma Alternate Achievement Program (OAAP) aligned with alternate academic achievement standards MAY participate in ICAP activities and processes. This brief does not address all the Secondary Transition requirements under the Individuals with Disabilities Education Act (IDEA). While the ICAP complements the Transition Plan in the IEP, it does not replace the Secondary Transition requirements under the IDEA. Individual Education Program (IEP) teams are responsible for providing transition services in the areas of education/training, employment and independent living and community participation, if appropriate. Participating in the ICAP process may help provide and document transition services for students with significant support needs.

ICAPs for students with disabilities shall take into account and work in cooperation with the student's Individualized Education Program (IEP) or Section 504 Plan. (70 O.S. 1210.508-4) Oklahoma statute for ICAP states that the ICAP process is required for students who graduate with a **standard** diploma, but it also addresses the above-cited statement for students on IEPs or Section 504 Plans.

Students with significant support needs who participate in the OAAP aligned with alternate academic achievement standards, and who are pursuing the Alternate Diploma Pathway MAY still participate in the ICAP as part of secondary transition under IDEA with appropriate accommodations/ modifications determined by the IEP team.

ICAP Requirements

Career and College Interest Surveys

IEP teams may use appropriate transition assessments in place of the assessments in their preferred ICAP tool or ePortfolio system. For example, the Kuder Career Interests Assessment (located within the OK Career Guide) and the Interest Profiler (located within OK College Start) are fairly lengthy, require a lot of reading, contain difficult vocabulary and may not be appropriate for a student with a significant cognitive disability. Therefore, the student may take a pictorial career interest inventory instead of an electronic career interest inventory located within the ICAP tools. Students MAY still have an account in the district's preferred electronic portfolio system (i.e., OK College Start, OK Career Guide, or other) and students' Postsecondary Goals, Workforce Goals, and other activities continue to be housed within one of the ICAP tools unless the IEP determines otherwise. The following resources are provided as a partial list of career interest inventories and career exploration tools for students with significant support needs. It is up to the IEP team to determine if they are appropriate based on students' unique needs.

- **Pictorial Interest Inventories and Career Exploration Tools**
  - Career Interest Inventory Pictorial Version

- Career Onestop Career Awareness and Exploration Videos
- Employment Support Indicators
- Kuder Galaxy
- Pulos' Career Assessment & Exploration Tool Kit (P-CAET)

Postsecondary and Workforce Goals

The ICAP process is student-centered and includes input from the family. The results of the career interest surveys are used to assist in the development of postsecondary and workforce goals. There should be alignment between the ICAP postsecondary and workforce goals and the postsecondary goals in the transition plan of the IEP.

Intentional Sequence of Courses

There should be alignment in the intentional sequence of courses in the ICAP and the course of study in the IEP. Click on the link below for more information about the course of study.

Academic Progress

Students' academic progress should be monitored (including courses taken, assessment scores from the OAAP, any remediation, credit recovery, etc.) using their transcript, IEP, including their Present Levels of Academic Achievement and Functional Performance (PLAAFP), progress towards IEP goals and objectives, and any other relevant data. The PLAAFP describes the level at which students are working academically and functionally. The OAAP utilizes the Dynamic Learning Maps (DLM) Alternate Assessment System to measure academic content knowledge of students with significant cognitive disabilities.

- Oklahoma Alternate Assessment Program

In-Service Learning and/or Work Environment Activities

All students, including students with disabilities, must complete at least one service learning and/or work environment (work-based learning) activity between ninth grade and graduation. We encourage districts to provide work-based learning (WBL) opportunities and to develop inclusive WBL and serving learning programs to foster engagement of all youth.

- Fostering Inclusive Volunteering and Service Learning
- Oklahoma Department of Rehabilitation Services Transition Programs
- OKEdge
- Pre-Employment Transition Services (Pre-ETS)

ICAP Resources for Students with Disabilities

The OSDE has developed resources to help students with disabilities succeed in life after high school. Visit the OK Edge for more information and to access the resources listed below:

- ICAP Resources for Students with Disabilities

Resources for Secondary Transition Planning for Students with Significant Support Needs

- LifeCourse Tools for Person Centered Planning
- OU Zarrow Institute
- Practical Considerations for WBLE for Students with Complex Support Needs

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The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Oklahoma State Department of Education, Special Education Services (405) 521-3351 | http://sde.ok.gov/sde/special-education