

Improving ICAP

through Career Pathways



Jennifer Peters

Program Manager, College and Career Readiness

- Supporting Oklahoma school counselors, educators, and administrators
- Assistance and coaching in areas of college and career readiness, Career Pathways, and ICAP implementation

Experience

- Career Specialist for Moore Public Schools, 10 years

Education

- B.A. Human Development and Family Science
- M.S. School Counseling



Jennifer Peters

Program Manager

College and Career Readiness

Jennifer.Peters@sde.ok.gov

O: (405) 522-9998

C: (405) 416-3656

Meredith Dennis

College and Career Readiness Specialist

- Ensuring Oklahoma schools understand and provide students with Work-Based Learning opportunities
- Expanding WBL programs through partnerships with local business and industry

Experience

- Workforce Development for Work Ready Oklahoma

Education

- B.A. Psychology and Criminology
- M.A. Human Relations – Clinical Mental Health Counseling



Meredith Dennis

**College and Career Readiness
Specialist**

Meredith.Dennis@sde.ok.gov

O: (405) 522-4472

Improving ICAP

Through Career Pathways

College and Career Readiness Services

- College and Career Counseling
- **Academic Counseling**
- Work - Based Learning Planning
- Data Strategy

CCR Success Indicators

- < 10 percent absences
- On - track to graduation indicators
- No more than one failure of ninth-grade subjects
- % of students completing FAFSA
- % of students completing OK Promise
- Rigorous course enrollment
- High school graduation rates
- Postsecondary enrollment immediately after high school
 - College, CTE, Military, Workforce Training
- Performance on Pre- ACT, ACT, SAT, Workkeys, ASVAB

[College and Career Readiness
Success Center](#)

ICAP Activities

Minimum Requirements and Implementation

Minimum Requirements of ICAP

An ICAP identifies student interests, skills, postsecondary and workforce goals and experiences that lead to a meaningful plan that charts the progress needed to prepare students for college, career and life. It should include:

- Career and college interest surveys
- Written postsecondary and workforce goals and progress toward those goals
- Assessment scores (required state & federal assessments and CCR)
- Experiences in service learning and/or work environments
- Intentional sequence of courses that reflects progress toward the postsecondary goal
- Academic progress

Documenting Interest Assessments

Career Interest Assessments

OK College Start, OK Career Guide, and the PSAT have options to help students complete this portion of their ICAP. A brief description of each is included to help schools determine which assessments are most appropriate for their students each year.

*** Reminder: Students are only required to complete 1 assessment per school year*

OK College Start

Basic Skills Survey

A tool designed to assess skills in core areas and match them to career options. Users are presented with a series of statements in a checklist format. These statements are concrete activities that illustrate advancing levels of achievement.

Career Cluster Survey

A short quiz that can help users narrow down a cluster to further research. The survey asks users questions about themselves, and then gives them a list of clusters matching their criteria.

Career Key

An assessment tool catering to middle school students. It helps individuals identify their work-related interests, gain self-knowledge about their vocational personality type, and develop career awareness of matching occupations.

Interest Profiler

An assessment tool that helps individuals identify their work-related interests, gain self-knowledge about their vocational personality type, and develop career awareness of matching occupations.

Transferrable Skills Checklist

Helps users review their work history transferable work skills. It and identify and assess their then matches the users' skills to career options. Th used by youth who are in e checklist can also be the process of developing career plans, allowing them to zero in on skills they wish to acquire.

Students will complete **at least 1** assessment every year.

Each online tool provides career and interest assessments.

Students can access their results within their student accounts

Members of the ICAP Team can access this information through the Administrative / Professional Center of their online tool.

Documenting Postsecondary Goals

Students will update their career and postsecondary goals **every year** as they track their progress toward meeting their goals and add new goals as a result of learning about new opportunities.

Each online tool provides a space for students to record their written career goals.

Students can access their Goals within their student accounts.

Members of the ICAP Team can access this information through the Administrative / Professional Center of their online tool.

Documenting CCR Assessments

Students will update their required state and federal assessments (English language arts, mathematics and science) and college and career readiness assessment (ACT or SAT) results **as they become available**.

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.

➤ These scores can be documented through the online tool, or through the school's Student Information System.

Work – Based / Service Learning (WBL / SL)



WBL DEFINITIONS

INTERNSHIPS

An internship (paid or unpaid) is a position for a student to work in an organization for a limited duration to gain work experience, and potentially satisfy requirements for a credential and/or course credit if enrolled in an academic institution.

EXAMPLES

- [Off-Campus internships](#)
- Virtual Internships
- Hybrid internships (some in class and on location)

AGE RANGE

11th - 12th Grade

IMPLEMENTATION

For best results Internships should be implemented as a course.

DOCUMENTATION

Students will document their experience in their online ICAP tool. See internship FAQ's [here](#) for specific documentation requirements.

HOURS

Students may earn elective credit for an internship. A maximum of 2 high school elective hours of the 6 course hours required per school day can be used for such programs. (The 2 hours may include student travel to internship sites.)

CLASS / ICAP CREDIT

Eligible for both Class and ICAP credit

Students will complete **at least one** service learning or work environment activity, before high school graduation. This experience must be connected to their career interest.

Each online tool provides a space for students to indicate they have participated in a Service Learning or Work-Based Learning experience.

Reflection is built into OK College Start, while schools using OK Career Guide will need to document that reflection through another means.

Work – Based / Service Learning (WBL / SL)

What is **Service Learning**?

Active participation in thoughtfully organized service experiences that meet actual community needs through means of advocacy, research or direct/indirect projects.

Examples of Service Learning:

- Creating a recycling program
- Researching state laws on cyber-bullying and share with community
- Participating in a beautification project for a local park
- Creating a marketing strategy for a public health campaign

What is **Work-Based Learning**?

WBL expands academic and technical learning and accelerates advancement along career pathways. WBL develops readiness for work as well as skills that support entry or advancement in a particular career field.

Examples of Work-Based Learning:

- Internships
- Mentorships
- Job Shadows
- Career Fairs
- Guest Speakers
- Industry/Employer Tours
- Career Tech Programs

Work – Based / Service Learning (WBL / SL)

Through Work-Based Learning students have the opportunity to see how classroom instruction connects to the world of work and future career opportunities.

Student Benefits:

- Participation in authentic, job-related tasks
- Understand the expectations of the work experience
- Get exposure to careers in their community
- Recognize the relevance of education to career success
- Gain an improved connection to businesses and the networking world
- Develop the soft skills certain industries demand



Work – Based / Service Learning (WBL / SL)



A successful Work-Based Learning experience will be in the industry of a student's chosen **career pathway**

Finding the right employers to engage in WBL activities might be difficult, but with the help of your local workforce boards, chambers of commerce and industry knowledge, creating these opportunities can be simple.

Helpful Resources:

[OK Edge Business & Education Partnership Guides](#)

[Oklahoma's Workforce Information](#)

[O*Net OnLine](#)

Academic Planning / Progress

Students will **annually update** their academic courses and progress in those courses.

Students will also list any career technology programs, AP or IB courses, concurrent enrollment courses or career endorsements that reflect progress toward their individual career pathways.

Documenting Academic Planning / Progress

Intentional Sequence of Courses

Each online tool provides a space for students to record the courses they intend to take during high school. These courses should align with graduation requirements and the student's Career and Academic Plans for the future.

Students can access their planned courses within their student accounts.

Members of the ICAP Team can access this information through the Administrative / Professional Center of their online tool.

Most Student Information Systems (SIS) provide a means for tracking this information.

Academic Progress

If the Sequence of Courses is the *Plan*, Academic Progress is the ongoing *process* through which students work toward graduation and their future plans.

Most SIS provide a means for tracking this information. Documentation can include updating the Intentional Sequence of Courses, tracking completion of a College & Career Ready Assessment, and recording any earned certifications.

Academic Advisement and ICAP

- ▶ Pathways and Supports must provide students with opportunities to master common skills while still allowing them to tailor individualized learning programs to pathway-specific goals based on their postsecondary aspirations.
- ▶ Although student pathways will vary greatly based on postsecondary goals, all students must be provided with the supports necessary to meet similarly rigorous standards. Pathway options must be determined by student aspirations and capabilities rather than prior and existing performance.
- ▶ Pathways and Supports must be flexible, allowing students to alter programs of study to align with changing postsecondary goals.
- ▶ Student supports must be strategically targeted and delivered to maximize each learner's college and career success. These supports should be designed to enable each learner to meet well-defined college and career readiness goals and expectations.

Academic Advisement and ICAP

PROJECT PATHWAYS

Career Exploration | Hometown Workforce Development



PROJECT PATHWAYS Individualized Career Academic Planning

| | 1 st Quarter | 2 nd Quarter | 3 rd Quarter | 4 th Quarter |
|------------------------|--|--|--|--|
| 6 th Grade | <ul style="list-style-type: none"> » SMART Goal setting » Career Exploration » Interest Inventory | <ul style="list-style-type: none"> » Career Exploration Project | <ul style="list-style-type: none"> » Create Course Plan » Review 7th Grade Courses | <ul style="list-style-type: none"> » Reflection of Goals |
| 7 th Grade | <ul style="list-style-type: none"> » SMART Goal » Interest and Pathway Inventory | <ul style="list-style-type: none"> » Career Exploration Project | <ul style="list-style-type: none"> » Create Course Plan for 8th Grade | <ul style="list-style-type: none"> » SMART Goal Reflection |
| 8 th Grade | <ul style="list-style-type: none"> » Future Plans » Identify potential careers and pathways » Career Exploration Project | <ul style="list-style-type: none"> » Career SMART Goal | <ul style="list-style-type: none"> » Post-Secondary options and opportunities » Create Course Plan for 9th Grade » Choose Career Pathway | <ul style="list-style-type: none"> » Profile of a BA Graduate » High School Review » My High School Resume |
| 9 th Grade | <ul style="list-style-type: none"> » Academic SMART Goal » OKCollegestart.org » Resume Building | <ul style="list-style-type: none"> » 3 Top Career Choices | <ul style="list-style-type: none"> » College Search and Tulsa Technology Discussion » Create and Revise Course Plan | <ul style="list-style-type: none"> » Add/revise Resume » Academic SMART Goal Reflection » Profile of BA Graduate Reflection and Planning |
| 10 th Grade | <ul style="list-style-type: none"> » Strengths Explore Assessment and Reflection » Academic SMART Goal » College Fair » OKCollegestart.org | <ul style="list-style-type: none"> » Career Exploration and overlapping of careers within pathway | <ul style="list-style-type: none"> » Create/Revise Course Plan » Internship opportunities » Job Fair | <ul style="list-style-type: none"> » Add/Revise Resume » Academic SMART Goal Reflection » Profile of BA Graduate » Reflection and Planning |
| 11 th Grade | <ul style="list-style-type: none"> » Post-Secondary SMART Goal » Internship/Apprenticeship Opportunities » College Fair | <ul style="list-style-type: none"> » Exploring my Post-Secondary Options | <ul style="list-style-type: none"> » Prepare for FAFSA » Create/Revise Course Plan » Job Fair | <ul style="list-style-type: none"> » Add/Revise Resume » Post-Secondary SMART Goal Reflection » Profile of a BA Graduate » Reflection and Planning Internship/Apprenticeship Opportunities |
| 12 th Grade | <ul style="list-style-type: none"> » Post-Secondary SMART Goal » Internship/Apprenticeship Opportunities » Scholarship Search » College Fair | <ul style="list-style-type: none"> » Completing FAFSA » Financial Aid Offer Analyzer » Revise Resume » Mock Interviews | <ul style="list-style-type: none"> » Senior Exit/ Graduation Survey » Job Fair | <ul style="list-style-type: none"> » Graduation » Profile of a BA Graduate |

1

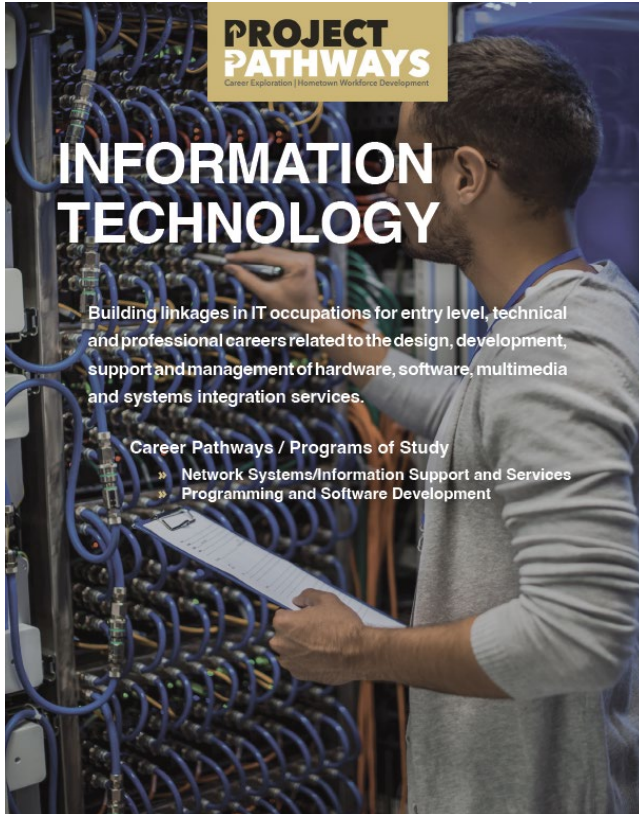
Academic Advisement and ICAP



TABLE OF CONTENTS

| | |
|---|-----------|
| GENERAL INFORMATION | |
| Individualized Career Academic Planning | 1 |
| 2023 Graduation Requirements | 4 |
| 2024 Graduation Requirements | 6 |
| 2025 Graduation Requirements | 6 |
| 2026 Graduation Requirements | 10 |
| AGRICULTURE FOOD & NATURAL RESOURCES | 12 |
| Environmental Science System | 13 |
| Animal Science | 14 |
| Plant & Soil Science | 15 |
| Power, Structures & Technology | 16 |
| Agricultural Communications | 17 |
| ARCHITECTURE & CONSTRUCTION | 18 |
| Design/Pre Construction | 19 |
| Construction | 21 |
| ARTS, A/V TECHNOLOGY & COMMUNICATIONS | 23 |
| Audio/Visual (A/V) Technology and Film | 24 |
| Journalism and Broadcasting | 26 |
| Performance Art | 28 |
| Printing Technology | 29 |
| Visual Arts | 30 |
| BUSINESS MANAGEMENT & ADMINISTRATION | 31 |
| Business Management and Administration | 32 |
| Human Resources | 34 |
| EDUCATION & TRAINING | 35 |
| Early Childhood Teaching | 36 |
| Plus ONE AA to NSU Early Childhood | 38 |
| Elementary Education | 40 |
| PLUS ONE AA to NSU Elementary Education | 42 |
| Secondary Education | 44 |
| PLUS ONE AA to NSU Secondary Education | 46 |
| FINANCE | 48 |
| Business Finance | 49 |
| GOVERNMENT & PUBLIC ADMINISTRATION | 51 |
| Foreign Service | 52 |
| Government and Public Management and Administration | 53 |
| HEALTH SCIENCE | 54 |
| Therapeutic Services | 55 |
| HOSPITALITY & TOURISM | 57 |
| Restaurant and Food and Beverage Services | 58 |
| Travel and Tourism | 59 |
| HUMAN SERVICES | 61 |
| Counseling and Mental Health Services | 62 |
| Cosmetology | 63 |
| Personal Training | 64 |
| INFORMATION TECHNOLOGY | 65 |
| Network Systems/Information Support and Services | 66 |
| Programming and Software Development | 68 |
| LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY | 70 |
| Criminal Justice | 71 |
| Emergency and Fire Management Services | 73 |
| MANUFACTURING | 75 |
| Manufacturing | 76 |
| MARKETING | 78 |
| Marketing | 79 |
| SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS | 80 |
| Engineering | 81 |
| Science Research and Development | 83 |
| Social Science Research and Development | 84 |
| Mathematics | 85 |
| TRANSPORTATION, DISTRIBUTION & LOGISTICS | 86 |
| Facility and Mobile Equipment Maintenance | 87 |

Academic Advisement and ICAP




PROJECT PATHWAYS
Career Exploration | Hometown Workforce Development

INFORMATION TECHNOLOGY

Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Career Pathways / Programs of Study

- » Network Systems/Information Support and Services
- » Programming and Software Development



PROJECT PATHWAYS
Career Exploration | Hometown Workforce Development

INFORMATION TECHNOLOGY

Network Systems/Information Support and Services

Pathway Courses

| | | |
|---|--|---|
| Year 1 | » Computer Science I | |
| Year 2 | » Programming – Visual Basics | » Advanced Programming |
| Year 3 | » AP Computer Science Principles | Year 3 and 4 Option: Tulsa Technology Center |
| Year 4 | » Chromebook Desk | » Cisco Network Associate (1-2yrs) » Computer Repair & Network Support (1yr) » Cyber Security/Forensics (2yrs) » Windows Server Administrator (1-2yrs) » Mobile App Development (1yr) |
| Related Electives | » Game Design & APP Design » Robotics | |
| Career Related Activities | | |
| <p>Workplace Learning Experiences: Student internships are available in most career pathways. Depending upon the business selected, internships can be paid or unpaid, and are allowed for up to 3 class periods of a student schedule. For more information on current openings and the application process, please visit the college and career counseling office at BAHS.</p> | | |

Academic Advisement and ICAP

COURSE SEQUENCING MAP

Four-Year Career Plan
Required courses are in *Italic* type

| | | | | | | | |
|--|--------------------|--|--|--------------------------------------|--|---------------------------------|---|
| Grade 9 | <i>English I</i> | <i>Algebra I, Or Geometry</i> | <i>Biology I</i> | <i>Fine Art: Art, Band or Choir</i> | <i>Fund of Tech</i> | <i>Spanish or I Choctaw</i> | Choose Two: AG, FCS, Intervention Tech-Connect, Resource Sports (2 Periods) |
| Grade 10 | <i>English 2</i> | <i>Geometry Or Algebra II Or Trig.</i> | <i>IPC</i> | <i>World Geography</i> | <i>Bus Comm/ OK History</i> | <i>Spanish II Or Choctaw II</i> | Choose Two: AG II, FCS, Band, Art, Intervention Tech-Connect, Resource Sports (2 Periods) |
| Grade 11 Alg. II, Geometry, Anatomy Can be taken at KTC | <i>English III</i> | <i>Algebra II Or Trig.</i> | <i>Biology II Or Physics Or Chemistry</i> | <i>US History Or College History</i> | Choose Four: AG Comm., Ag Shop, FCS, Choir, Band, Art, Reading, Intervention, Tech-Connect, Mentor, Work Study, Spanish, Sports (2 periods), KTC (3 Periods) | | |
| Grade 12 Alg. II, Geometry, Anatomy Can be taken at KTC | <i>English IV</i> | <i>Governmen St. Capston *CPR *PFL</i> | Choose five: AG Power., FCS, Choir, Band, Art, Guitar, Reading, Intervention, Tech-Connect, Mentor, Work Study, Spanish, Sports (2 periods), KTC (3 Periods) | | | | |

*Personal Financial Literacy Requirement (PFL)

*CPR/AED Requirement

Special Thanks to:

Bria Bennett, Alexis Brown, Abby Cooney, Katelyn Davis, Brianna Jones, Javier Saez, Disha Gunawansa, Willie Greenwood, Laci Heflin, Savannah Sandridge, Jennifer Torres, Kylene Brown, Sara Campbell, Kater Caplanoff, Katelyn Edinger, Katelyn Cox, Khamban James, Aaron Lewis, Matthew Marlow, Sarah McPherson, Malley Rains, Jovoni Weick

16 NATIONALLY RECOGNIZED CAREER CLUSTERS

Career Cluster Descriptions

| Career Cluster Name | Description | Career Cluster Name | Description |
|---------------------------------------|--|--|---|
| Agriculture, Food & Natural Resources | The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. | Healthcare & Tourism | Healthcare & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel-related services. |
| Architecture & Construction | Careers in designing, planning, managing, building and maintaining the built environment. | Business Services | Preparing individuals for employment in career pathways that relate to families and human needs. |
| Arts, Media & Entertainment | Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. | Education & Training | Building Linkages in IT Occupations Framework, For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. |
| Business, Management & Administration | Business, Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. | Community & Public Safety | Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. |
| Education & Training | Planning, managing and providing education and training services, and training learning support services. | Manufacturing | Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing process engineering. |
| Finance | Planning services for financial and investment planning, banking, insurance, and business financial management. | Information Technology | Planning, managing and performing marketing activities to reach organizational objectives. |
| Government & Public Administration | Enabling governmental functions to include Government, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, and Management and Administration at the local, state, and federal levels. | Public Safety | Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including monitoring and testing services, and research and development services. |
| Health Science | Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. | Transportation, Distribution & Logistics | Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. |

Programs offered at KTC-Atoka

- Automotive Service Technology
- Computer Networking
- Construction Technology
- Cosmetology
- Health Careers
- Marketing
- Electrical
- Welding Technology

Programs offered at AHS

- Agriculture
- Aviation
- Business Administration & Information Technology
- Computer Programming & Software Development
- Family and Consumer Sciences
- Tech Connect Plus Carpentry

Academic Advisement and ICAP



Taken from Lawton Public Schools Academic Catalog

Life Ready Graduates

Communications Pathway

A

CCRC
COLLEGE & CAREER READY

Certifications Possible

Center for Financial Responsibility Personal Financial Literacy
Swathmore Academic Professional Communications
Express Employment Professionals Career Preparedness

Potential Careers

The courses listed below meet the College Preparatory/Work Ready Certificate graduation requirements. Core track requirements do NOT meet Oklahoma Proficiency requirements. Students should meet with their school counselor each year to determine the track that fits into their academic plan, including ICAP requirements.

| | | | | |
|---|---|--|--|---|
| Retail Marketing Manager \$75,100/year \$36/hour | English I Algebra I (if completed in 8th grade, Accelerated Geometry) | Language Arts Geometry or Algebra I | Language Arts or "Core 1" or "Core 2" Algebra II or Advanced Math or "Group of Math" | Language Arts or "Core 1" or "Core 2" Additional Advanced Math Recommended or Elective |
| Graphic Designer \$21,400/year \$10/hour | Biology I | Physical Science or Chemistry or Physics | Life Science or "Group of Biology" | Additional Life Science Recommended or Elective or "Group of Electives" |
| Advertising Sales Agent \$32,800/year \$16/hour | US History or Government | World History or Other History | US History or "American History Since 1945" | Elective or "American Federal Government" |
| Radio and Television Announcer \$17,100/year \$8/hour | Foreign Language I or Computer Applications I | Foreign Language II or Computer Applications II | Foreign Language III or "American Popular Music" or "Principles of Communications" or "Individual Course" | Elective |
| Photographer \$20,800/year \$10/hour | 10th Grade Agriculture (if completed in 8th grade, Agriculture Principles and Applications) | Agriculture Principles and Applications or Introduction to Agricultural Communications | Introduction to Agriculture or Agricultural Communications or Agricultural Leadership and Personal Development | Application of Personal Development or Personal Development Journeys in Agricultural Communications |
| Editor \$40,100/year \$19/hour | Elective | Elective | Elective or Internship | Third and Graduated Journeys in Agricultural Communications or Elective or Internship |

LPS
LAWTON PUBLIC SCHOOLS

Personal Financial Literacy (PFL) and SPFL training must be completed prior to graduation.
AP courses are available in place of co-level core courses and non-core courses.
Refer to LPS Course Catalog for other course options at Lawtonps.org
*Awards college course - tuition, fees, and books paid by LPS. Revised 11/4/22

Academic Advisement and ICAP



English Language Arts Courses

Eligible for All Diploma Pathways

4045 English I (Grammar and Composition)

English/Language Arts I courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

4048 English II (World Literature)

English/Language Arts II courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

4051 English III (American Literature)

English/Language Arts III courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

4054 English IV (British Literature)

English/Language Arts IV courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

4057 AP English Language and Composition

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.

4070 AP English Literature and Composition

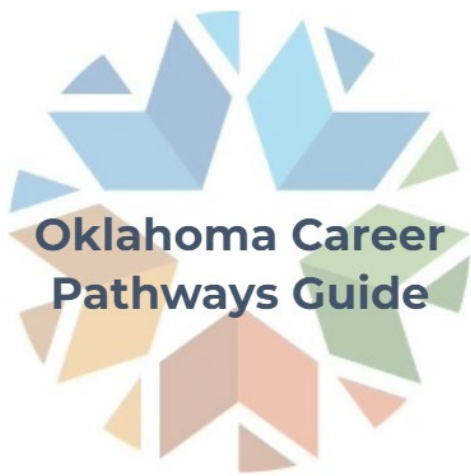
Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

4065 IB Language Arts

IB Language A: Literature – English courses prepare students to take the International Baccalaureate Language A: Literature exams at either the standard or higher level. Course content includes in-depth study of literature chosen from the appropriate IB list of texts and authors, written analysis and critiques of this literature, and other oral and written assignments. The course is designed for students highly competent in using English in an academic context.



Academic Advisement and ICAP



Agriculture, Food, and Natural Resources Pathway

Career Field: Environmental and Agricultural Systems

| Courses | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|------------------------------|---------------|---|-------------|--------------------------------------|
| English Language Arts | English I | English II | English III | English IV |
| Mathematics | Algebra I | Geometry | Algebra II | Additional Advanced Math or Elective |
| Science | Biology I | Physical Science, Chemistry, or Physics | Lab Science | Additional Lab Science or Elective |
| Social Studies | OK History | World History | US History | US Government |

Additional Required Courses and Elective Options

- World Language or Computer (2 units)
- Intro to Agriscience
- Intro to Animal Science
- Intro to Horticulture
- Intro to Ag Power
- Ag Structures
- Fine Arts (1 unit)
- Greenhouse Production and Floral Design
- Ag Power and Technology
- Agriculture Communications
- AP Environmental Science

Personal Financial Literacy (PFL) and CPR Training must be completed prior to graduation. Honors, AP, and Concurrent Courses are available in place of on-level core courses in many instances.

Career-Related Work-based Learning Activities

- Project-based Learning through Technology Center Program
- Job Shadow, Internship, or Apprenticeship within Related Career Field

Related Careers and College Majors

- Landscape Architect
- Floral Designer
- Veterinarian
- Welder
- Ag Business

3



Manufacturing Pathway

Career Field: Industrial, Manufacturing and Engineering Systems

| Courses | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|------------------------------|---------------|---|-------------|--------------------------------------|
| English Language Arts | English I | English II | English III | English IV |
| Mathematics | Algebra I | Geometry | Algebra II | Additional Advanced Math or Elective |
| Science | Biology I | Physical Science, Chemistry, or Physics | Lab Science | Additional Lab Science or Elective |
| Social Studies | OK History | World History | US History | US Government |

Additional Required Courses and Elective Options

- World Language or Computer (2 units)
- Fine Arts (1 unit)
- Intro to Agriscience
- Ag Power
- Technology Center Program
 - Machine Operator
 - Drafting
 - Welding

Personal Financial Literacy (PFL) and CPR Training must be completed prior to graduation. Honors, AP, and Concurrent Courses are available in place of on-level core courses in many instances.

Career-Related Work-based Learning Activities

- Project-based Learning through Technology Center Program
- Job Shadow, Internship, or Apprenticeship within Related Career Field

Related Careers and College Majors

- Chemical Equipment Operator
- Wind Turbine Service Technician
- Machinist
- Installation, Maintenance and Repair Worker

7



bit.ly/OKCareerPathways



Academic Advisement and ICAP



| Mathematics National Career Clusters | | AP/College Prep | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready |
|--|--|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Common Core Mathematics (selective) | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| General Mathematics (selective) | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Mathematics I, II, and Algebra II are required in grades 9 – 12. Algebra I, Geometry, and Algebra II are foundational coursework. | | | | | | | | | | | | | | | | | | | | |
| Science National Career Clusters | | AP/College Prep | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready |
| Chemistry | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AP Chemistry | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Physics I | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AP Physics C – Electricity and Magnetism | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP Physics C – Mechanics | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP Physics 1 | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AP Physics 2 | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Astronomy | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP Biology | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Biochemistry | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Science I is required; Biology I, a physical science course, and a 3rd science at or above the rigor of the Biology I or physical science competencies. Biology I is foundational coursework. | | | | | | | | | | | | | | | | | | | | |
| History & Citizenship National Career Clusters | | AP/College Prep | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready | College-Ready |
| American and Western History | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AP United States Government and Politics | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP European History | | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| AP Comparative Government and Politics | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP Human Geography | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP Microeconomics | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| AP Macroeconomics | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |



Building Career Pathways

- Using your current course offerings, determine how many Pathways you are able to offer
- Begin with the Pathways that align with student interest
- The Pathways that lead to Career Tech programs or popular Concurrent courses might be the easiest way to get started
- What format do you prefer? Feel free to use the State examples as-is, or deconstruct them to build what works for your district
- Start by building in classes that all / most students take, and use that as your foundation for all Pathways

ICAP within Career Pathways

- You are creating an Intentional Sequence of Courses for your students to choose from and further customize.
- Documentation: on paper, through your online platform, or through your SIS
- Because these Pathways are designed to help a student get closer to their Career Goals, you could include a space for Goal Setting within the document
- Pathways can even include a list of Work-based Learning opportunities that are available, helping students connect each part of their ICAP with their future plans

Career Pathways Activity



<https://bit.ly/OKCareerPathwaysResources>

Career Pathways Activity

- We're going to build a Career Pathway together!
- Each of your Pathways will look a bit different, depending on the Courses offered on your HS campuses and the options students have through your Tech Centers and Concurrent enrollment.
- You can use the bit.ly/CareerPathwayTemplate from the folder linked on the previous slide or you can use a blank sheet of paper.
- Example Pathways can also be found in that folder



Career Pathways Activity

| | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|-------------------------------|---------------|----------------|-------------|-------------|
| English Language Arts Courses | | | | |
| Mathematics Courses | | | | |
| Science Courses | | | | |
| Social Studies Courses | | | | |
| Additional Required Courses | | | | |
| Related Elective Courses | | | | |
| | | | | |

Career Field:

Career Cluster:

Career Goal:

Career Pathways Activity

| | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|-------------------------------|---------------------------------------|---------------------------------------|---------------------|---------------------|
| English Language Arts Courses | English I | English II | English III | English IV |
| Mathematics Courses | Algebra I | Geometry | Algebra II | ??? |
| Science Courses | Biology | Physical Science | ??? | ??? |
| Social Studies Courses | OK History (0.5) | World History | US History | US Government (0.5) |
| Additional Required Courses | World Language or Computer Technology | World Language or Computer Technology | Fine Arts or Speech | |
| Related Elective Courses | | | | |
| | | | | |

AP / Honors?

Concurrent?

Career Pathways Activity

| | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|-------------------------------|---------------------------------------|---------------------------------------|------------------------|---------------------|
| English Language Arts Courses | English I | English II | English III | English IV |
| Mathematics Courses | Algebra I | Geometry | Algebra II | ??? |
| Science Courses | Biology | Physical Science | ??? | ??? |
| Social Studies Courses | OK History (0.5) | World History | US History | US Government (0.5) |
| Additional Required Courses | World Language or Computer Technology | World Language or Computer Technology | Program at Tech Center | |
| Related Elective Courses | Fine Arts or Speech | | | |
| | | | | |

AP / Honors?

Concurrent?

ICAP Reporting and Documentation

ICAP completion may be monitored by an ICAP coordinator (i.e. a teacher, counselor, principal etc.) 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:

- All ICAP activities are documented.
- The documentation can be easily accessed by the student, parent, ICAP Team, etc.



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.

ICAP Online Tools

OK College Start

OK College Start is a free online tool that provides career interest quizzes, career information, growing occupation trends, scholarship and financial aid resources, and information about programs of study in Oklahoma. This is a perfect tool to pair with career curriculum in the classroom, as well as financial aid presentations.

OK Career Guide

The OK Career Guide is a free online tool used to provide students free career interest assessments, information about career expectations, growing trends in occupations, and information on programs of study available in Oklahoma. This interactive tool can be used in the classroom during career lessons and also while at home with parents.

ICAP Transcript Statement

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](#)

ICAP Outcomes

What results from a quality ICAP program?

ICAP Outcomes

When students complete a *meaningful* ICAP process, they:

- Connect the relevance of education to their future goals
- Create secondary and postsecondary course plans to pursue their career and life goals
- Strategically select a postsecondary pathway to align with self-defined career, college and life goals
- Establish better communication and engagement between school and home
- Understand and demonstrate career exploration and career planning

ICAP: Pathway of Hope

In the Fall of 2020, Jason Featherngill and Chan Hellman of the Hope Research Center at the University of Oklahoma partnered with OSDE to investigate the effect to which ICAP participation is associated with student hope.

They concluded,
“ICAP represents a set of individual career and academic strategies that educators can use to promote student success. The data from this study show that ICAP is a **pathway of hope** for students.”

ICAP: Pathway of Hope

Key Findings

- 77.7% students are in the slight and moderate hope categories.
- Students with higher hope scores report higher grades and missing fewer entire days of school.
- Students with higher hope scores report higher levels of engagement with their teacher.
- Students with high hope report higher levels of engagement with future aspirations and goals.
- Hopeful students report higher levels of well-being.

ICAP: Pathway of Hope

Outcomes of Hope

- Increases in hope are associated with increases in well-being, future aspirations and goals, items associated with the ICAP experience (student options, goals, and plans after high school), and teacher- student relationships.
- Teacher-student relationships, ICAP experience, and future aspirations and goals are significantly associated with hope.
- Teacher-student relationships, the strongest association, is followed by the student ICAP experience variable.

ICAP Resources

ICAP FAQs & Promo Video



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.



Specialty Guides

[ICAP Recovery Guide](#)

[ICAP for Students with Significant Needs](#)



Individual Career Academic Planning Recovery

Beginning with students entering the ninth grade in the 2019-2020 school year (class of 2023), each student is required to complete the process of an Individual Career Academic Plan (ICAP) in order to graduate from a public high school with a standard diploma. 70 O.S. § 1210.508-4

ICAP (Individual Career Academic Planning) is a planning tool that is designed to help students prepare for postsecondary and career opportunities while completing yearly activities to meet graduation requirements. ICAP includes individual career and academic strategies that educators can use to promote student success. Utilizing these strategies gives high school students the opportunity to explore their future options, and opportunities after high school.

This guide has been created as a resource for students that are not currently on track to complete ICAP requirements before graduation. This guide will allow you to engage those students to complete the necessary activities and ensure that all ICAP requirements are met in accordance with the Oklahoma State Department of Education graduation mandates.

A student's ICAP will include the activities below plus additional district requirements, if applicable.

- **Career Assessments** - Students will complete an online career assessment every year to explore their career interests, learn career skills and begin connecting their interests to careers.
- **Goals** - Students will update their career and postsecondary goals every year as they learn about new opportunities.
- **College and Career Assessments** - Students will update their required state and federal assessments (English language arts, mathematics, and science) and college and career readiness assessment (ACT or SAT) results as they become available.
- **Academic Progress** - Students will annually update their academic courses and progress in those courses. Students will also list any career technology programs, AP or IB courses, concurrent enrollment courses or career endorsements that reflect progress toward their individual career pathways.
- **Work - Based Learning** - Students will complete at least one service learning or work environment activity, before high school graduation.



ICAP FOR STUDENTS WITH SIGNIFICANT NEEDS SPECIAL EDUCATION - GUIDANCE BRIEF



This Guidance Brief is provided to assist districts in meeting the Individual Career and Academic Planning (ICAP) graduation requirements for students who participate in the Oklahoma Alternate Assessment Program (OAAP). It does not address all of the Secondary Transition requirements under the Individuals with Disabilities Education Act (IDEA). The ICAP complements the Transition Plan in the Individualized Education Program (IEP), but does not replace the Secondary Transition requirements under the IDEA. IEP teams are responsible for providing transition services in the areas of education/training, employment, and independent living and community participation, if appropriate.

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](#))

Students with significant support needs who participate in the OAAP still participate in the ICAP as part of graduation requirements with appropriate accommodations/modifications determined by the IEP team.

Districts may develop their own documentation procedures to ensure ICAP participation for a student participating in the Oklahoma Alternate Assessment Program (OAAP) if the IEP team decides that the district's electronic tool is inappropriate for the student. It must include the required ICAP components and be separate from the IEP.

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. The Oklahoma State Department of Education, Special Education Services (OSDE-SES) recommends that the students 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 special education teacher and/or others who will be assisting the student with the assessments should complete the "Secondary Transition Assessments for Students with Moderate to Significant Disabilities" Pepper Module located within [OK EDPlan](#) or a similar training. 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.

OSDE Connect

Join our new online learning community created specifically for ICAP!



<https://osdeconnect.instructure.com/enroll/JNXJ8W>

Click the images below to visit the corresponding ICAP information:



[OSDE Connect User Statement](#)

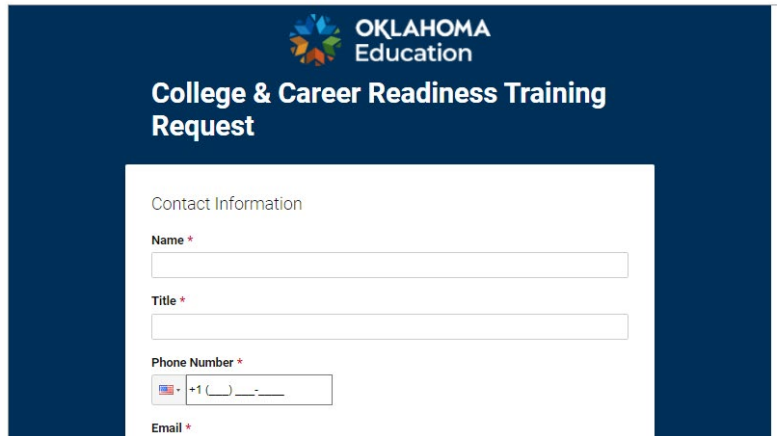
Request free CCR PD




Professional Development

Professional Development Request

We are thrilled to connect with you, schedule a custom workshop using our request form below.



 **OKLAHOMA
Education**


College & Career Readiness Training Request

Contact Information

Name *

Title *

Phone Number *

 +1 () - -

Email *

Schedule a custom workshop using our request form, available by clicking on the image to the left, or scanning the QR Code below.



Recorded webinars

[2021 Recorded webinars](#)

[2019 Recorded Webinars](#)

[2018 Recorded Webinars](#)

CCR & ICAP Resources

- [OK Edge](#) website
- Follow us on [Facebook](#)
- Request College & Career Readiness [Training](#)
- [Sign up](#) for the ICAP Newsletter
 - select “College & Career Readiness”

- [ICAP Toolkit](#)
- [ICAP Implementation Examples](#)
- [ICAP Assessment Guide](#)
- [ICAP Documentation Guide](#)
- Enroll in the [ICAP course](#) on OSDE Connect

Thank You !



Meredith Dennis
**College and Career Readiness
Specialist**

Meredith.Dennis@sde.ok.gov

O: (405) 522-4472



Jennifer Peters, M.S.
Program Manager
College and Career Readiness

jennifer.peters@sde.ok.gov

O: (405) 522-9998

C: (405) 416-3656

