

12th Grade ICAP Standards

Self-Awareness

An understanding of how one's unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. Individual thoughts and feelings that get students excited about life and learning, and the ability to articulate passions and dreams, including recognizing challenges and potential barriers to attaining goals, and how healthy lifestyles contribute to personal and professional success.

Element 3: Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults. Students could:

- develop a personal/professional network of adult mentors that she/he may access for guidance and support when developing career or postsecondary goals
- participate in specific assessments that identify unique, individual, leadership qualities. Those leadership qualities may be developed and enhanced through practice and self-reflection
- identify individuals (peers or adults) upon whom she/he may rely for support in order to effectively transition through challenging situations at home, school, or within their community
- demonstrate self-advocacy skills and be able to assert herself/himself through the use of appropriate oral and written communication

Activities to meet this Quality Indicator & Standard:

Do What You Are – Naviance (reset if they have already completed it)
College Visits
Sources of Strength – ID adults for transition support
Interest Profiler – Naviance, CIC, O*Net
Finalize Portfolio

Career Awareness

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.

Element 3: Students will demonstrate the necessary mindsets and behaviors that support an understanding of how the whole-self influences career awareness. Students could:

- articulate how self-management skills impact career awareness
- explain how the ethical and social responsibilities of careers they are considering

Activities to meet this Quality Indicator & Standard:

Career Interest Profiler – Naviance, CIC, O*Net

Research requirements for Careers – Education Requirements (certificate, 2 year, 4 year, graduate)

Follow through on Game Plan

Postsecondary Aspirations

Participation in career exploration activities centered on students' passions, interests, dreams, visions of their future-self, and perceived options.

Element 2: Students could develop mentoring relationships with at least one member of their community that represents a job within their identified career pathway. Students could:

- make professional connections to community members in their community, in order to obtain “real world” information regarding careers that exist within their community that support their chosen pathway
- demonstrate an understanding of the barriers to access that exist for certain careers within their local community, and identify areas in their state or other states where employment opportunity exists for the career field in which they are interested

Activities to meet this Quality Indicator & Standard:

Job Fairs

Job Shadow

Research Jobs & associated salary identified in Career Profile

College Admissions – timelines, financial aid

SAT Admission Test

Postsecondary Options

The knowledge and application of a variety of postsecondary and career opportunities and advancements available by using tools such as career clusters, personality assessments and learning style inventories highlighting individual strengths and capabilities.

Element 2: Students could demonstrate their knowledge through a written essay or other creative work, the variety of postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals. Students could:

- articulate the difference between types of colleges, as well as technical and apprenticeship programs, and how these college and career choices best fit the whole self
- communicate the interconnections between self-knowledge, self-directed learning and postsecondary opportunities
- demonstrate the ability to navigate and use a variety of technological tools in order to identify and select their career and college options
- calculate the costs, benefits, and challenges (including personal, social, environmental and/or family implications) to make informed decisions regarding their individual postsecondary options

Activities to meet this Quality Indicator & Standard:

College Visits
My Next Move/O*Net – Level of Education Search
Financial Aid Presentations
FAFSA4caster

Environmental Expectations

An ecological system in which school, family, community, culture, and worldview influence the students' career development and post-secondary plans.

Element 1: Students could demonstrate, in written or other creative form, how their academic environmental resources influence their career choice. Students could:

- actively participate in programs and activities, which focus on issues of equitable distribution of resources
- identify and utilize available academic resources in their region that minimize academic environmental limitations
- demonstrate through written or other creative work, the academic environmental strengths and limitations of their community, and how she/he will utilize those strengths to support their future educational or employment goals

Activities to meet this Quality Indicator & Standard:

Sources of Strength

Academic Planning

The skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Element 3: Students will enroll in necessary courses to complete high school graduation through Individual Career and Academic Plan (ICAP) completion and curriculum alignment. Students could:

- apply information from personal interests, values, and abilities assessments to select college and/or career options
- select high school coursework that is compatible with their individual career cluster interests
- demonstrate intentional, self-directed, educational planning by accessing academically challenging course work, (i.e., concurrent enrollment, Advanced Placement, or other options to align their career aspirations)

Activities to meet this Quality Indicator & Standard:

College Websites – knowledge of credits needed and coursework

Employability Skills

To define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

Element 2: Students will actively develop personal and professional employability traits by engaging in classroom and community opportunities. Students could:

- articulate, through written essay or other creative work, their personal and professional strengths related to meeting individual educational or occupational goals

- articulate the specific ways in which she/he are actively working toward enhancing personal and professional traits in relation to a given career pathway

Activities to meet this Quality Indicator & Standard:

Finalize Resume
Letters of Recommendation
College Essays
Big Picture
Sources of Strength

Financial Literacy

To have an awareness of and be able to articulate the cost of postsecondary options and apply this awareness to their postsecondary career and academic planning process.

Element 1: Students will demonstrate the ability to recognize financial aid vocabulary and know what options are available to pay for postsecondary options. Students could:

- demonstrate an understanding of what a FAFSA is, have access to it, and complete it, along with any other financial aid application related to their individual, post-secondary goals
- locate the *cost of attendance* (COA) for a particular post-secondary institution, and demonstrate the knowledge about how this amount is determined
- articulate what *expected family contribution* (EFC) means, how it is calculated, and how this total impacts their means for attending a particular institution

Activities to meet this Quality Indicator & Standard:

FAFSA Information Night
Net Price Calculator
Scholarships
COF

