



Individual Career Academic Plan Activities

This document provides a preview of the student view for each ICAP activity available on OKcollegestart.

For assistance assigning and customizing ICAP activities, please visit the Resources tab or your OKcollegestart Professional Center.

Additional Assistance

Customer Support

support@xap.com

800-468-6927

Available 7:00 A.M. – 7:00 P.M. CST

Theresa Shaklee

tshaklee@ocap.org

405-234-4383

866-443-7420 (toll free)

Sarah Sanders

ssanders@ocap.org

405-234-4222

866-443-7420 (toll free)

ProCenter.OKcollegestart.org

A PICTURE OF ME IN THE FUTURE

Students describe their short-term thoughts and plans as well as what they think their lives will be like in 20 years.

A PICTURE OF ME IN THE FUTURE

In 2040 you will be 35 years old. What will your life be like?

Build a picture of you 20 years from now to help you with your career and education planning. If you can envision where you want to be, it can help you figure out the steps to get there and motivate you to make it happen.

Where do you plan to be living in 2040?

STATE OR REGION OUTSIDE THE COUNTRY DOESN'T MATTER Select a State

What sort of neighborhood do you imagine yourself living in?

There are all kinds of families these days... what do you think yours might look like in 2040?

ACHIEVEWORKS INTELLIGENCES

This activity is not currently available in Oklahoma.

ACHIEVEWORKS LEARNING & PRODUCTIVITY

This activity is not currently available in Oklahoma.

ACHIEVEWORKS PERSONALITY

This activity is not currently available in Oklahoma.

ACHIEVEWORKS SKILLS

This activity is not currently available in Oklahoma.

ACT

Educators can require ACT scores or allow SAT or ACT scores to complete the activity.

ACT Scores ?

BELOW ACT COLLEGE READINESS BENCHMARK ABOVE ACT COLLEGE READINESS BENCHMARK

I took the ACT in of in the

|

Composite Score

ENGLISH	1	<input type="range" value="36"/>	36
USAGE / MECHANICS	1	<input type="range" value="18"/>	18

ACT ASPIRE

Educators can select which ACT ASPIRE test scores they require of students: ACT ASPIRE, ACT ASPIRE 6, ACT ASPIRE 7, ACT ASPIRE 8, ACT ASPIRE 9, and/or ACT ASPIRE 10. Students must submit the scores for the tracked test(s) in order to complete this activity.

Enter your ACT Aspire scores to earn this milestone

ACT Aspire Scores

IN NEED OF SUPPORT | CLOSE | READY | EXCEEDING

ACT ASPIRE 9/10 | ACT ASPIRE 8 | ACT ASPIRE 7 | ACT ASPIRE 6

I took the ASPIRE in JANUARY of 2020 in the 9TH GRADE

SAVE | CANCEL

Composite Score

ENGLISH 400 ————— 456

ACTIVITIES

Students track at least one community, athletic and hobby-related activity they've participated in. They describe how they got involved in the activity and the skills they gained.

ACTIVITIES

Name of activity:

Type of activity:

Dates of activity: To Or Present

Approximate number of hours spent on this activity each week:

Approximate number of weeks spent on this activity each year:

Description of activity: How did you get involved in this activity? What skills have you acquired performing this activity? What are your favorite aspects of participating in this activity?

Do you plan to continue this activity in college?

Save Cancel

AFTER HIGH SCHOOL TRANSITION PLAN

Students consider their plan for after high school and how that plan supports their career goals.

The form is titled "AFTER HIGH SCHOOL TRANSITION PLAN" in orange. It contains a dropdown menu labeled "YOUR PATH AFTER HIGH SCHOOL:" with the text "Select a path...". Below it is a text input field labeled "DESCRIBE YOUR PLAN FOR AFTER HIGH SCHOOL:". To the right of the text field is a small text box with the instruction: "Include items such as the name and location of a school, the program or major you plan to take, the name of an apprenticeship program, a military branch, or an employer, industry or job."

ANNUAL REFLECTION

Students reflect on the previous academic year, describing what they learned about themselves and what they learned academically. This activity can be a requirement for middle school, 9th, 10th, 11th, and/or 12th grade.

The form is titled "ANNUAL REFLECTION" in orange. It starts with a dropdown menu labeled "Choose a time period for this reflection:" with the text "Choose a time period...". Below this are two text input fields. The first is labeled "What did you learn about yourself this year?" and has a "Character limit: 4000" note. The second is labeled "What did you learn about your academic development this year?". To the right of the second field is a small text box with the instruction: "Describe learning, test taking and assignment strategies that worked this year. What subjects or classes did you excel at this year? Why? What subjects or classes were you trouble this year?"

AP EXAMS

Students enter test results for at least one AP exam.

The form is titled "AP EXAMS" in orange. It features a dropdown menu labeled "AP Courses:" with the text "Choose a AP Course...". To the right is a text input field labeled "Test score:". Below the course dropdown is a "Test Date" section with two dropdown menus: "Select Month..." and "Select a Year...", followed by the instruction ">> Select both a month and a year".

APPRENTICESHIPS

Students track apprenticeships they completed and describe the knowledge and skills they've gained.

The form is titled "APPRENTICESHIPS" in orange. It contains several input fields: "Apprenticeship program name:" (text input), "Sponsor(s):" (text input) with a note "Apprenticeship programs can be sponsored by individual employers, joint employer and labour groups, and/or employer associations.", "City:" (text input), "State:" (dropdown menu with "Select a state"), "Start Date:" (dropdown menu "Select a month" and "Select a year..."), "End Date:" (dropdown menu "Select a month" and "Select a year..."), and a checkbox labeled "Present".

ASVAB

Students enter their scores from the Armed Services Vocational Aptitude Battery (ASVAB).

ASVAB (ARMED SERVICES VOCATIONAL APTITUDE BATTERY)

AFQT Scores General Science (GS) Arithmetic Reasoning (AR) Word Knowledge (WK)

Paragraph Comp. (PC) Math Knowledge (MK) Electronics Information (EI) Auto & Shop (AS)

Mechanical Comp. (MC) Test date

Select a month Select a year

AWARDS, DISTINCTIONS, HONORS

Students list at least one award, distinction or honor they've received as well as reflect on the experience and how it relates to their career and education planning.

AWARDS, DISTINCTIONS, HONORS

Name of award, distinction or honor:

Activity type

Level of award, distinction or honor:

Date of award or honor:

Description of award, distinction or honor: How did you earn the award or honor? How can you relate it to your career and education planning?

BASIC SKILLS SURVEY

Students are directed to complete the Basic Skills Survey. This helps students assess their basic skills and match them to career options.

READING COMPREHENSION Cluster 1 of 10

How well you understand written sentences and paragraphs. Examples of the skill levels: Low: Reading step-by-step instructions for filling out a form or application; Medium: Reading a memo from your manager describing a new office policy; High: Reading a scientific journal describing a medical procedure

Starting at the top, check activities that you know you can do today. Once you have selected at least two activities from a level, the next level will be made available. Once you've reached your highest level, click continue.

LEVEL 1

Read most street and road signs.

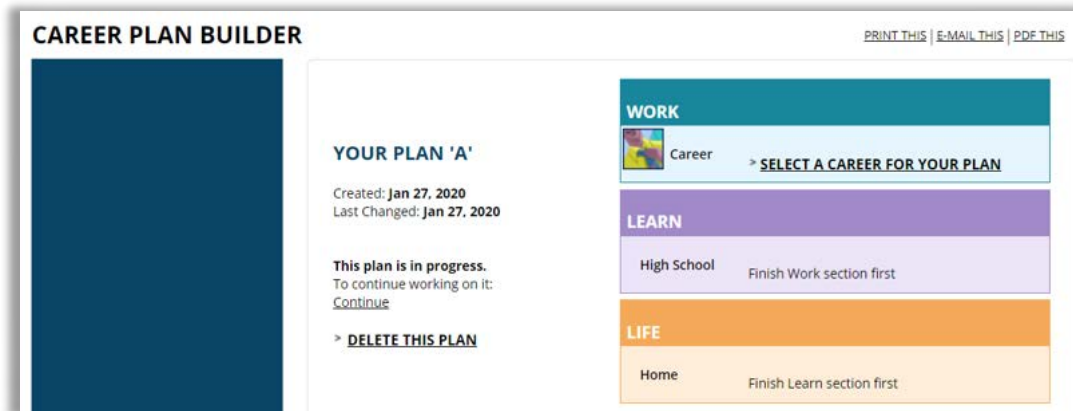
Recognize almost all three- and four-letter words and know their meaning.

Read from a third-grade story book and understand the story.

CONTINUE TO THE NEXT SKILL >

CAREER PLANS

Create a career plan using the Career Plan Builder. A career plan shows what type of work and learning will help a student create the kind of future life they want.

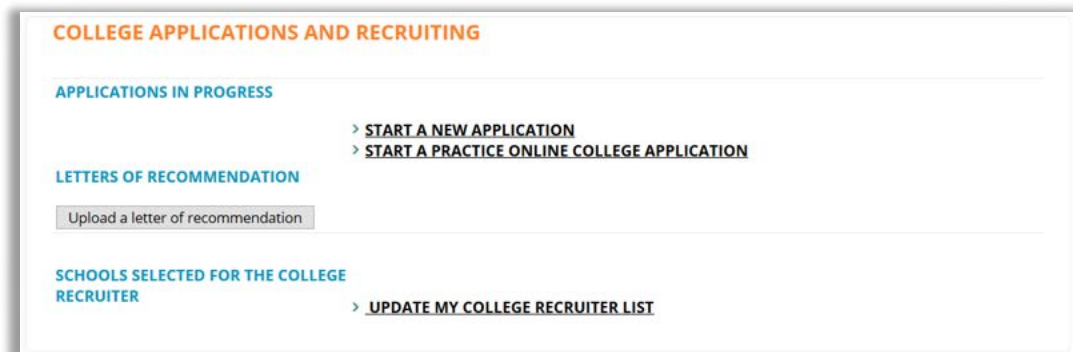


CAREER WORK HISTORY SEARCHES

This activity is only available to Postsecondary and Adult roles.

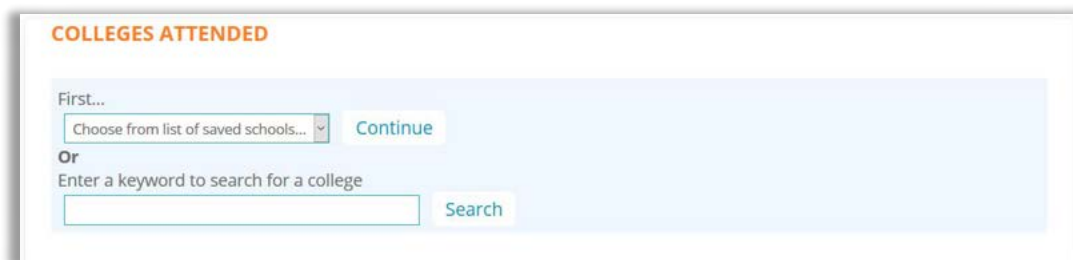
COLLEGE APPLICATIONS AND RECRUITING

Students are directed to practice an online application or report that they've already submitted applications to career technology centers or colleges. Students must also upload letters of recommendation to save for future use and select schools to which they'd like to be recruited. Educators may choose which of the three items are required. Items marked as "tracked" on the ICAP template will be required for students. Students must be at least 13 years old to complete this activity.



COLLEGES ATTENDED

Students track college and career technology centers they've attended.



COMMUNITY SERVICE AND SERVICE LEARNING

Students track service hours, including a description of the activity, hours worked, reflection on the experience, and contact information for someone who could provide the students with a reference letter about their service.

COMMUNITY SERVICE AND SERVICE LEARNING

Title:

Experience or Service Provided

Type of Service
Choose a type...

Start date of service
Select a month... Select a year... To End date of service
Select a month... Select a year...
Or Present

COMPONENTS OF MY FINANCIAL AID PLAN

Students identify the components of their plans to pay for college, and describe the process involved and how they can qualify.

COMPONENTS OF MY FINANCIAL AID PLAN

Select a component for your financial aid plan :
Select a component...

Describe this component of your financial aid plan :

Is there an application or process involved? Do you need support from other people? Do you need to qualify for it? How much will it contribute to your overall financial need?

COVER LETTERS

Students are directed to create a new cover letter using the Cover Letter Creator. Students must be at least 13 years old to complete this activity.

Dear

In response to your ad in , I would like to apply for the position. The qualities you need are a close match for the ones that I have developed in my career.

As you can see from my enclosed resume, my in and my diverse skills make me a strong candidate for this position.

DEGREES AND CREDENTIALS EARNED

Students identify credentials earned and describe the skills and knowledge they gained in the process.

DEGREES AND CREDENTIALS EARNED

First...
Choose from list of saved schools...

Or
Enter a keyword to search for a college

DEMOGRAPHICS

Students update their demographic information. Students must be at least 13 years old to complete this activity.

DEMOGRAPHICS

ETHNICITY:
WHITE, NON-HISPANIC/LATINO

MARITAL STATUS:
SINGLE

DIRECTIONS AFTER HIGH SCHOOL

Students are directed to explore two-year colleges, four-year colleges, career colleges or technical schools, apprenticeships, the military and going straight to work after high school. To complete this activity, students must review and rate all paths and select a favorite path.

Four-Year College
Four-year colleges offer programs leading to bachelor's degrees in a specific area of study, called a "major."

MONEY TALKS: GOOD NEWS

Free money: there are many ways to get financial aid.

Admissions vary. Some are easier than others. You will need a high school diploma or equivalent, and you may need certain test scores and a certain grade point average.

What does it take?

Make it count

Research the outcomes

MONEY TALKS: CONSIDER THIS

Sample of Four-Year Colleges in Oklahoma

EARLY COLLEGE ACCESS PROGRAM

Students track their participation in early college access programs such as GEAR UP, Career Technology Education, Dual Enrollment or Gifted and Talented.

EARLY COLLEGE ACCESS PROGRAMS

Select the name of your secondary-postsecondary learning option or enter your own:

Select learning option...

What is the goal of the option or program?

Describe your experience:

How did this option or program help prepare you for your transitions from high school to college? Describe your experience.

EARLY SKILLS

Students identify their best personal traits and work skills.

EARLY SKILLS

Check your best personal traits and work skills. Include skills that you use in school and skills that you might use in sports, hobbies, or activities outside of school.

MY PERSONAL TRAITS

I am a responsible person

I have good self-confidence

I am an honest person

EARLY WORK EXPERIENCES

Students track part-time jobs, volunteer work or responsibilities held at school or home.

EARLY WORK EXPERIENCES

[CLEAR](#)

Describe your part-time and summer jobs:

What were your duties and responsibilities? What skills did you use and learn? Did this work have any influence on your career and education plans?

Describe your volunteer work and community service:

What were your duties and responsibilities? What skills did you use and learn? Did this work have any influence on your career and education plans?

EDUCATION PLANNING FACTORS

Students outline their education plans and identify barriers and ways to overcome challenges.

EDUCATION PLANNING FACTORS

FUTURE TRAINING OPTIONS AND NEEDS

Reading journals or books to update knowledge

Courses or workshops

Trade, technical, or vocational school

Two-year college program

Four-year college program

Military education program

ENRICHMENT COURSES AND WORKSHOPS

Students track courses or workshops they attend on a variety of topics such as test prep, essay writing, financial aid or career exploration.

ENRICHMENT COURSES AND WORKSHOPS

Name of your course or workshop: Document courses and workshops like test prep, essay writing, financial aid and scholarships, career exploration, and transition to college.

Date Completed: Select a month Select a year... >> Select both a month and a year

Description of the course or workshop (character limit: 4000):

ESTIMATED FAMILY CONTRIBUTION (EFC)

Students use the EFC Calculator to estimate what financial aid they may qualify for in the future. They must reach the last step to complete this activity.

ESTIMATED FAMILY CONTRIBUTION (EFC)

One of the most important numbers in the financial aid process for you and your family is the Expected Family Contribution or EFC. The EFC is the amount your family is expected to contribute towards paying for college. The federal government will determine your EFC when you file the Free Application for Federal Student Aid, or FAFSA.

[Calculate your EFC](#) using the Federal Methodology in College Board's EFC Calculator.

Enter or edit your EFC estimates: date

Expected family contribution (EFC): \$

Parents' contribution: \$

My contribution: \$

Keep in mind that the estimate of financial need shown can vary significantly among the colleges to which you are applying for aid. This is because each college sets its own policy about how to determine eligibility for their private funds. Therefore, your final offer of financial aid may be higher or lower than is indicated by this calculator.

EXPERIENCES

Students record at least one experience that has been meaningful or influential and describe how this experience may influence their career and education planning.

EXPERIENCES

Name of experience:

Type of experience: Select a type...

Date of experience: Select Month.. Select a Year..

Where did you have this experience?:

Description of experience: Describe how this experience might influence your career and education planning.

EXPLORE

Students must enter their EXPLORE test scores.

The screenshot shows a form titled "EXPLORE" with the following fields:

- English score:
- Usage/Mechanics score:
- Rhetorical Skills score:
- Mathematics score:
- Reading score:
- Science score:
- Test Date: >> Select both a month and a year

Buttons: Save, Cancel, Clear

EXTRACURRICULAR ACTIVITIES

Students track the activities they participate in and consider the skills they have acquired through the activities.

The screenshot shows a form titled "EXTRACURRICULAR ACTIVITIES" with the following fields:

- Name of activity:
- Type of activity:
- Dates of activity: To: OR Present
- Approximate number of hours spent on this activity each week:
- Approximate number of weeks spent on this activity each year:
- Description of activity:
- How did you get involved in this activity? What skills have you acquired performing this activity? What are your favorite aspects of participating in this activity?

FAFSA

Students are directed to complete the FAFSA online and add the date of submission to their profile.

The screenshot shows a form titled "FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID)" with the following fields:

- Submit your FAFSA at www.fafsa.ed.gov
- HAVE YOU SUBMITTED YOUR FAFSA?
- When did you submit it?

Buttons: Save, Cancel

FINANCIAL AID PLAN FOR MY COLLEGES

Students create a financial aid plan specifically for colleges they're considering attending. This includes grants, loans, scholarships and other plans.

The screenshot shows a form titled "FINANCIAL AID PLAN FOR MY COLLEGES". It has two main sections. The first section is labeled "First" and contains a dropdown menu with the text "Choose from list of saved schools..." and a "Continue" button. The second section is labeled "OR" and contains the text "Enter a keyword to search for a college:" followed by a text input field and a "Search" button.

FOCUS CAREER CLUSTER

Career clusters are suggested based on Career Cluster Survey results or previously saved careers. Students may also choose from the list of Career Clusters and Pathways. Students indicate why they chose this career cluster, what they learned about the path they chose and what other clusters interest them.

The screenshot shows a form titled "FOCUS CAREER CLUSTER" with a sub-header "Select a Career Cluster or Career Pathway to help focus your career and education planning." Below this, there are three sections: "Suggested by the Career Cluster Survey:" with the text "No survey results yet" and a link "Try the Career Cluster Survey to find your best match."; "Saved Career Clusters and Pathways:" with the text "No saved Clusters or Pathways" and a link "Explore Career Clusters and Pathways and save them to your portfolio."; and "Choose from all Clusters and Pathways:" with a radio button selected and the text "Choose a Career Cluster or Career Pathway from the complete list...". Below this is a list of options: "Agriculture, Food and Natural Resources ...cluster", "Food Products and Processing Systems ...pathway", "Plant Systems ...pathway", "Animal Systems ...pathway", and "Power, Structural and Technical Systems ...pathway".

GED

Students must enter their GED test scores.

The screenshot shows a form titled "GED". It has five input fields for test scores: "Language Arts/Writing:", "Social Studies:", "Science:", "Language Arts/Reading:", and "Mathematics:". Below these fields is a "Total:" label with a value of "0" and the text "Usually the minimum total score to pass is 2250 with no subject-area score below 410." At the bottom of the form is a button labeled "Upload Your transcript: (optional)".

GENERAL WORKPLACE SKILLS

Students are encouraged to ask those who know them well to identify their talents. They document what they've done successfully and what skills they used to achieve that success. Skill categories include social, complex problem-solving, technical, systems and resource management.

GENERAL WORKPLACE SKILLS

General Workplace Skills are practiced activities that help workers achieve success in various careers. You have developed abilities at home, work, and school. Below are examples of how I demonstrate these abilities.

SOCIAL SKILLS

Ask people who know you well to tell you what they think are your strong talents. Think of something you did successfully and the skills you used to achieve that success.

Choose one of the System Skills:

- Social perceptiveness - Being aware of and understanding other people's feelings
- Coordination - Adjusting your actions when you see how others are reacting
- Persuasion - Convincing others to approach things differently
- Negotiation - Bringing people together to sort out differences
- Instructing - Teaching others how to do something
- Service orientation - Actively looking for ways to help people

Describe how you have demonstrated this skill:

Describe activities at work, school or home that demonstrate your use of this skill. How can you continue to improve this skill?

COMPLEX PROBLEM SOLVING SKILLS [Identify skills](#)

TECHNICAL SKILLS [Identify skills](#)

GMAT

Students enter their GMAT scores.

GMAT (GRADUATE MANAGEMENT ADMISSION TEST)

Total score: Verbal score: Quantitative score: Analytical Writing score:

Test Date
Select Month.. > Select a Year.. >> Select both a month and a year

GRE

Students enter their GRE scores.

GRE (GRADUATE RECORD EXAMINATIONS)

Verbal Reasoning score: Quan. Reasoning score: Analytical Writing score:

Test Date
Select Month.. > Select a Year.. >> Select both a month and a year

HIGH SCHOOL TRANSITION PLAN

Students make a plan to transition from middle school to high school including the name of the high school they'll attend, the support they need and the benefits of executing their plan.

The form is titled "HIGH SCHOOL TRANSITION PLAN" in orange. It contains the following fields:

- "High School you plan to attend::" with a text input field.
- "City" with a text input field.
- "State:" with a dropdown menu labeled "Select a State".
- "Support required to successfully execute your plan" with a text input field.
- A note: "How can others help you make a successful transition to high school? For example, do you already know people who attend the high school who can give you guidance or advice?"

HIGH SCHOOLS ATTENDED

Students list the high school(s) they've attended and provide dates of attendance and GPA information.

The form is titled "HIGH SCHOOLS ATTENDED" in orange. It contains the following fields:

- "School Name:" with a text input field.
- "City:" with a text input field.
- "State:" with a dropdown menu labeled "Select a state".
- "Country:" with a dropdown menu labeled "United States of America".
- "Start Date:" with two dropdown menus: "Select a month" and "Select a year...".
- "End Date:" with two dropdown menus: "Select a month" and "Select a year...".
- "Present" checkbox.
- "Grade Point Average (GPA) at this school:" with a text input field.
- Buttons: "Save", "Cancel", and "Delete".

IB TEST

Students enter their IB scores.

The form is titled "IB TEST" and has a sub-header "Enter your IB Scores to earn this milestone". It contains the following elements:

- "IB" label with a help icon (question mark in a circle).
- "I took the IB in" with a dropdown menu showing "JANUARY".
- "of" with a dropdown menu showing "2020".
- "in the" with a dropdown menu showing "9TH GRADE".
- "SAVE | CANCEL" buttons.
- "IB COURSES" section with a dropdown menu labeled "SELECT YOUR RESULT".
- "IB TEST SCORE" section with a slider ranging from 1 to 7.
- "CANCEL" and "SAVE" buttons at the bottom right.

INFORMAL LEARNING EXPERIENCES

Students enter informal learning experiences such as on-the-job demonstrations by a supervisor or a self-paced course completed online.

The screenshot shows a form titled "INFORMAL LEARNING EXPERIENCES". It includes a text input for "Informal learning experience name:", a "Date Completed:" section with "Select a month" and "Select a year..." dropdowns, and a "Description:" text area with a "character limit: 4000" note. A help text on the right explains that this section is for documenting informal work-related adult education activities without an instructor, such as on-the-job demonstrations, supervised training, self-paced study, and attendance at conferences or trade shows.

INTENT TO REGISTER

Students identify the college or career technology center at which they intend to register and describe why they've selected the school.

The screenshot shows a form titled "INTENT TO REGISTER". It features a "MY INTENT TO REGISTER" section with a "FIRST..." dropdown menu labeled "Choose from list of saved schools..." and a "Continue" button. Below this is an "OR" section with the prompt "ENTER A KEYWORD TO SEARCH FOR A COLLEGE" and a "Search" button.

INTEREST PROFILER

Students are directed to complete the Interest Profiler assessment at least once to identify how their interests match careers.

The screenshot shows the "INTEREST PROFILER" interface. On the left is a sidebar with navigation links: "> Start", "> Questions", and "> Results". The main content area is titled "HOW WOULD YOU LIKE TO..." and features the example "BUILD KITCHEN CABINETS". Below the title is a horizontal scale with five response options: "Strongly Dislike", "Dislike", "Unsure", "Like", and "Strongly Like".

INTERNSHIPS

Students track internship experiences and describe the skills they used and the contacts they established.

The screenshot shows a form titled "INTERNSHIPS". It includes fields for "Title of internship:", "Location(company or agency name):", "City:", "State:" (with a "Select a state" dropdown), "Start Date:" (with "Select a month" and "Select a year..." dropdowns), "End Date:" (with "Select a month" and "Select a year..." dropdowns), and a checkbox for "Present". A "Description of internship:" text area is at the bottom, with a note to "Describe your tasks, the skills you used, knowledge you attained and network contacts you established."

INTERVIEW PRACTICE

Students must complete one of the job interview practice modules. Question sets include commonly asked questions, work related questions and questions relevant to administrative, retail, industrial or service industries. Students must be at least 13 years old to complete this activity.

JOB INTERVIEW PRACTICE

> START
> CHOOSE QUESTIONS
> ANSWER QUESTIONS
REVIEW ANSWERS

SERVICE INDUSTRY QUESTIONS Question 1 of 10

Tell me about a dispute you had with someone and how you resolved it.

How You Should Answer

This is where the preparation you did before the interview will really make a difference. Before any interview, you should review your past experiences and accomplishments, including situations you've faced at school.

Remember not to blame the other person for the dispute you choose to discuss. Focus on how you worked together to resolve it.

The interviewer wants to know how you will treat tough customers. Explain how you listened to the other person's point of view, expressed your opinion and reached a compromise.

NEXT QUESTION >

JOB INTERVIEWS

Students document job interview experience and reflect on the job as well as their impression of the interview.

JOB INTERVIEWS

Position held:

Location(company or agency name):

City:

State:

Date: >> Select both a month and a year

Description:

JOB SEARCH ACTIVITIES

Students document the steps they've already taken in a job search.

JOB SEARCH ACTIVITIES

Check the activities that you have started or completed:

Ask employers, colleagues, and others who know my skills for letters of introduction and/or recommendation and to serve as my references.

Network: Talk with contacts in business and industry, friends and family and others to discuss potential employment contacts.

Update or prepare a resume.

JOB SHADOWING EXPERIENCES

Students identify experience they've had shadowing someone in their place of employment.

The screenshot shows a form titled "JOB SHADOWING EXPERIENCE". It contains a dropdown menu with the text "You have no saved careers in Your Portfolio...." and a "Search" button. Below this, there is a text input field and another "Search" button.

JOURNAL

Students add journal entries to share their thoughts, ideas and comments.

The screenshot shows a form titled "Your thoughts, ideas, comments:". It features a large text area for writing and a note that says "Remember, your journal entries can be reviewed by your advisor. character limit: 2000".

LEADERSHIP EXPERIENCES

Students describe at least one experience guiding, directing and influencing others to achieve personal or organizational goals. This activity also provides information on the importance of leadership experiences and suggestions for finding leadership opportunities.

The screenshot shows a form titled "LEADERSHIP EXPERIENCES" with a sub-header "ADD A LEADERSHIP EXPERIENCE:". It includes fields for "Your position (the highest level you reached)", "Organization", "Start Date" (with month and year dropdowns), and "End Date" (with month and year dropdowns).

LICENSES AND CERTIFICATIONS

Students enter information regarding licenses and certifications they've earned.

The screenshot shows a form titled "LICENSES AND CERTIFICATIONS". It includes fields for "License name:", "Licensing organization:", "Date license issued:" (with month and year dropdowns), "State:" (with a state dropdown), and "License description:".

LIFE ROLES

Students are guided to think about roles they have previously held or currently hold and how those roles influence what they may do in the future.

The screenshot shows a form titled "LIFE ROLES" with three input fields: "Your Past Life Roles:", "Your Present Life Roles:", and "Your Future Life Roles:". Each field is a simple text box with a light blue background and a thin border.

LSAT

Students enter their LSAT scores.

The screenshot shows a form titled "LSAT (LAW SCHOOL ADMISSION TEST)". It includes an input field for "LSAT score:", a "Test Date" section with two dropdown menus labeled "Select Month.." and "Select a Year..", and a prompt ">> Select both a month and a year".

MCAT

Students enter their MCAT scores.

The screenshot shows a form titled "MCAT (MEDICAL COLLEGE ADMISSION TEST)". It features five input fields for scores: "Total score:", "Physical Sciences score:", "Verbal Reasoning score:", "Biological Sciences score:", and "Writing Sample score:". Below these is a "Test Date" section with two dropdown menus labeled "Select Month.." and "Select a Year..", and a prompt ">> Select both a month and a year".

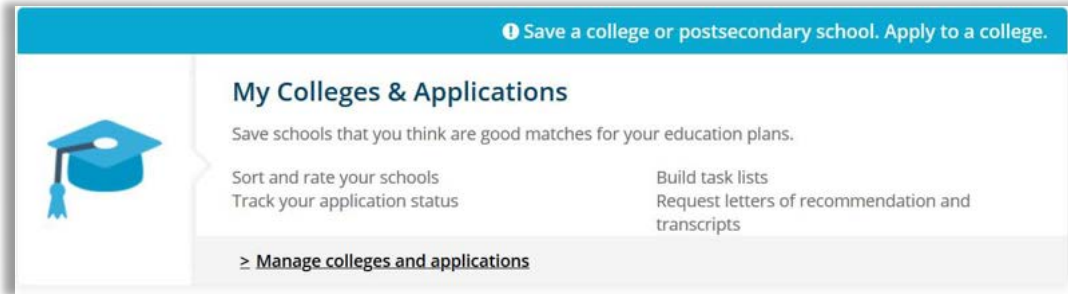
MIDDLE SCHOOLS ATTENDED

Students track the middle school(s) they've attended.

The screenshot shows a form titled "MIDDLE SCHOOLS ATTENDED". It includes input fields for "School Name:", "City:", "State:" (with a "Select a state" dropdown), and "Country:" (with a "United States of America" dropdown). To the right, there are "Start Date:" and "End Date:" sections, each with "Select a month" and "Select a year" dropdowns. A checkbox labeled "Present" is also present. At the bottom, there are three buttons: "Save", "Cancel", and "Delete".

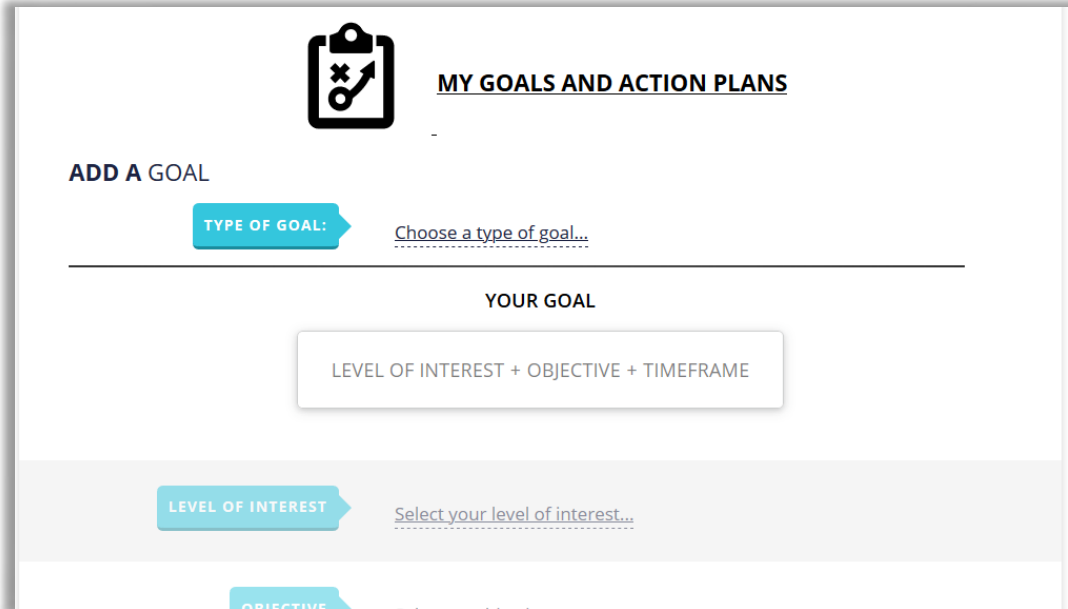
MY COLLEGES & APPLICATIONS

Students are directed to explore postsecondary schools and save those that match their plans to their portfolios. Students can rank schools and add notes about their school choices.



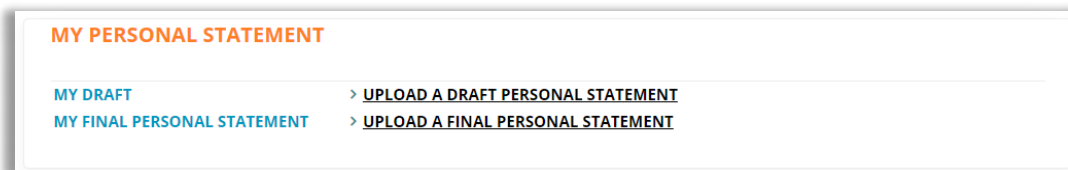
MY GOALS AND ACTION PLANS

Students set goals and create action plans to achieve their goals. This activity can help define academic, career and personal goals. A goal and action plan must be entered to complete this activity.



MY PERSONAL STATEMENT

Students must upload their personal statements. Educators may require a draft and/or a final personal statement. Items marked as “tracked” on the ICAP template will be required for students.



MY REVIEWS AND COMMENTS

Students discuss the work they've done and comments they've received from others. Prompt questions ask how they feel about the career and education planning process and what could be improved moving forward.

The screenshot shows a form titled "MY REVIEWS AND COMMENTS". It features a text input field labeled "Your Comments" with a character limit of 4000. Below the input field are "Save" and "Cancel" buttons. To the right of the input field, there is instructional text: "Discuss your portfolio work and the comments from others on our work. How do you feel that your career and education planning is progressing? What is working for you? What is not working for you? character limit: 4000".

NETWORKING

Students enter contact information for at least one friend, family member or acquaintance who can help with career and education planning.

The screenshot shows a form titled "NETWORKING". It includes several input fields: "Name:", "E-mail address:", and "Description of this contact (character limit: 4000)". There is also a dropdown menu for "Relationship to you" with the option "Choose a relationship...". To the right of the input fields, there is instructional text: "Document friends, family and acquaintances who can help with your career and education planning. Keep the information current. This can become your network of contacts to help you plan your education, find work and discuss your options." At the bottom left, there are "Save" and "Cancel" buttons.

PARENTS/GUARDIANS

Students enter Parent/Guardian information. Students must be at least 13 years old to complete this activity.

The screenshot shows a form titled "PARENTS/GUARDIANS". It contains several input fields for personal information: "First name:", "Middle name:", "Last name:", "Street address:", and "City:". There is also a "Relationship" section with radio buttons for "Parent" and "Guardian". The form is set against a light gray background.

PERSONAL MANAGEMENT STYLE

Students are provided with prompts to assess their management style.

PERSONAL MANAGEMENT STYLE

TAKING RISKS

You deal with change by ...

Things you consider risky in your life and career are ...

[Save](#) [Cancel](#)

TIME MANAGEMENT [DESCRIBE](#)

WELLNESS STRATEGIES [DESCRIBE](#)

PERSONAL VALUES AND PRIORITIES

Students identify the top five items that are important in their professional, social or personal lives. Items on the checklist include responsibility, creativity, helping others and variety.

PERSONAL VALUES AND PRIORITIES

Check the items that are most important to you in your professional, social, or personal life. After you create your list, you will identify your top five.

<input type="checkbox"/> Responsibility	<input type="checkbox"/> Personal time
<input type="checkbox"/> Leadership	<input type="checkbox"/> Accomplishment
<input type="checkbox"/> Enjoyment	<input type="checkbox"/> Guidance
<input type="checkbox"/> Money	<input type="checkbox"/> Support

PHYSICAL HEALTH ACTIVITIES

Students document physical activities they participate in and make a plan for how to sustain these healthy habits as their lives change.

PHYSICAL HEALTH ACTIVITIES

Activity

Date of one-time event

Select a month... Select a year... OR

Frequency of-ongoing activity

Description

DESCRIBE THE ONE-TIME ACTIVITY OR AN ACTIVITY YOU PARTICIPATE IN REGULARLY.

Reflection

DESCRIBE THE BENEFITS TO YOUR HEALTH AND YOUR IDEAS FOR SUSTAINING THESE BENEFITS AS YOUR LIFE CHANGE.

[Save](#) [Cancel](#) [Delete](#)

> [ADD AN ACTIVITY](#)

PLAN

Students must enter their PLAN test scores.

The PLAN form includes input fields for English score, Usage/Mechanics score, Rhetorical Skills score, Mathematics score, Pre-Alg./Elem. Alg. score, Geometry score, Science score, and Reading score. It also features a Test Date section with dropdown menus for month and year, and a note: '>> Select both a month and a year'.

POSTSECONDARY PLANNING FACTORS

Students describe what their lives will be like in the short term and in 20 years.

The form titled 'A PICTURE OF ME IN THE FUTURE' asks: 'In 2040 you will be 35 years old. What will your life be like? Build a picture of you 20 years from now to help you with your career and education planning. If you can envision where you want to be, it can help you figure out the steps to get there and motivate you to make it happen.' It includes a question 'Where do you plan to be living in 2040?' with radio button options: STATE OR REGION (selected), OUTSIDE THE COUNTRY, and DOESN'T MATTER. There is also a 'Select a State' dropdown menu and a question 'What sort of neighborhood do you imagine yourself living in?'.

POSTSECONDARY PROGRAMS AND MAJORS RECENTLY REVIEWED

This item will list postsecondary programs and majors that have been viewed during the current session. If no programs or majors have been viewed, students will not see this item.

The section header is 'POSTSECONDARY PROGRAMS AND MAJORS RECENTLY REVIEWED'. Below the header, the word 'Acoustics' is listed as a reviewed program.

PREACT

Students must enter their PreACT scores to complete this activity.

The PreACT interface shows a progress bar with three segments: 'IN NEED OF INTERVENTION' (red), 'ON THE CUSP' (yellow), and 'ON TARGET' (green). Below the bar, it says 'I took the PreACT in JANUARY of 2020 in the 10TH GRADE'. There are 'SAVE' and 'CANCEL' buttons. A 'Composite Score' section shows a pencil icon and a score of 1 out of 35 for 'ENGLISH'.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Students may enter information for any professional associations they've joined.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Associate Name:

Start Date: to End Date:

Present

Description: Describe the organization and how your membership benefits your

PROJECTS

Students track at least one project they've worked on, identify how they planned and executed the project and identify skills used.

PROJECTS

Project title:

Project completion date:

School subjects used in the project:

English Language Arts Fine art

Music Math

PSAT

Educators can select which PSAT test scores they require of students: PSAT, PSAT 10, PSAT 8/9, PSAT 8, and/or PSAT 9. Students must submit the scores for the tracked test(s) in order to complete this activity.

PSAT/NMSQT Scores ?

NEED TO STRENGTHEN SKILLS | APPROACHING BENCHMARK | MEETS OR EXCEEDS BENCHMARK

I took the PSAT in of in the

[SAVE](#) | [CANCEL](#)

Total

PSAT/NMSQT

SECTION SCORES

EVIDENCE-BASED READING AND WRITING 160 760

RESUMES

Students are directed to create a new resume or upload an existing resume. Students must be at least 13 years old to complete this activity.

The screenshot shows the 'Resume Builder' interface. On the left is a vertical navigation menu with options: > PERSONAL INFORMATION (highlighted), EMPLOYMENT OBJECTIVE, SKILLS AND QUALIFICATIONS, WORK HISTORY, EDUCATION AND TRAINING, CERTIFICATES AND LICENSES, ACCOMPLISHMENTS AND ACTIVITIES, YOUR INTERESTS, OTHER INFORMATION AND REFERENCES, and CHOOSING THE RIGHT FORMAT FOR YOU. The main content area is titled 'PERSONAL INFORMATION' and 'Step 1 to 10'. It contains a form with the following fields: First name (Garth), Last name (Brooks), Street (655 Research Parkway), City (Oklahoma City), State (Oklahoma), Zip code (73104), Phone (Home) (empty), and E-mail address (GarthBrooks@okcollegest). A legend indicates that an asterisk (*) denotes a required field. A 'CONTINUE >' button is located at the bottom right of the form.

SAT

Educators can require SAT scores or allow SAT or ACT scores to complete the activity.

The screenshot shows the 'SAT Scores' input form. At the top, it says 'Enter your SAT scores to earn this milestone'. Below this is a progress bar with three segments: 'NEED TO STRENGTHEN SKILLS' (red), 'APPROACHING BENCHMARK' (yellow), and 'MEETS OR EXCEEDS BENCHMARK' (green). There are two buttons: 'SAT AFTER MARCH 2016' (blue) and 'SAT BEFORE MARCH 2016' (white). Below these are three dropdown menus: 'I took the SAT in' (JANUARY), 'of' (2020), and 'in the' (10TH GRADE). At the bottom right are 'SAVE' and 'CANCEL' buttons. The main content area has a background image of a pencil writing on a grid and the word 'Total'. Below this is a 'SECTION SCORES' section with two rows: 'EVIDENCE-BASED READING AND WRITING' and 'MATH'. Each row has a score of 200 on the left and 800 on the right, with a horizontal orange bar and a white circle indicating the current score.

SAT SUBJECT TEST

Students must enter SAT subject test scores.

SAT SUBJECT TESTS

Test: Test score:

Test Date
 >> Select both a month and a year

[Save](#) [Cancel](#) [Clear](#)

SAVED CAREER CLUSTERS AND CAREER PATHWAYS

Students save one or more career clusters or pathways to their portfolios.

SAVED CAREER CLUSTERS AND CAREER PATHWAYS

Click the link below to explore career clusters and the career pathways within them. Save the ones you're interested in.
> [TRY BROWSING CAREER CLUSTERS](#)

SAVED CAREERS

After exploring careers, students save at least one they think is a good option for their future. Students can explore careers by cluster or utilize the Career Finder to see careers that match their future needs.

Agricultural Engineer > WHAT THEY DO

- > WHAT THEY DO
- > IS THIS FOR YOU?
- > SKILLS YOU NEED
- > WHAT TO LEARN
- > MONEY AND OUTLOOK
- > CONNECTIONS
- > INTERVIEWS
- > REAL LIFE ACTIVITIES


[Add to Portfolio](#)

[Compare to another Career](#)

[Start a Career Plan](#)

JUST THE FACTS

AGRICULTURAL ENGINEERS CAREER VIDEO



0:00 / 1:37

Applies knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and

[INSIDER INFO](#)

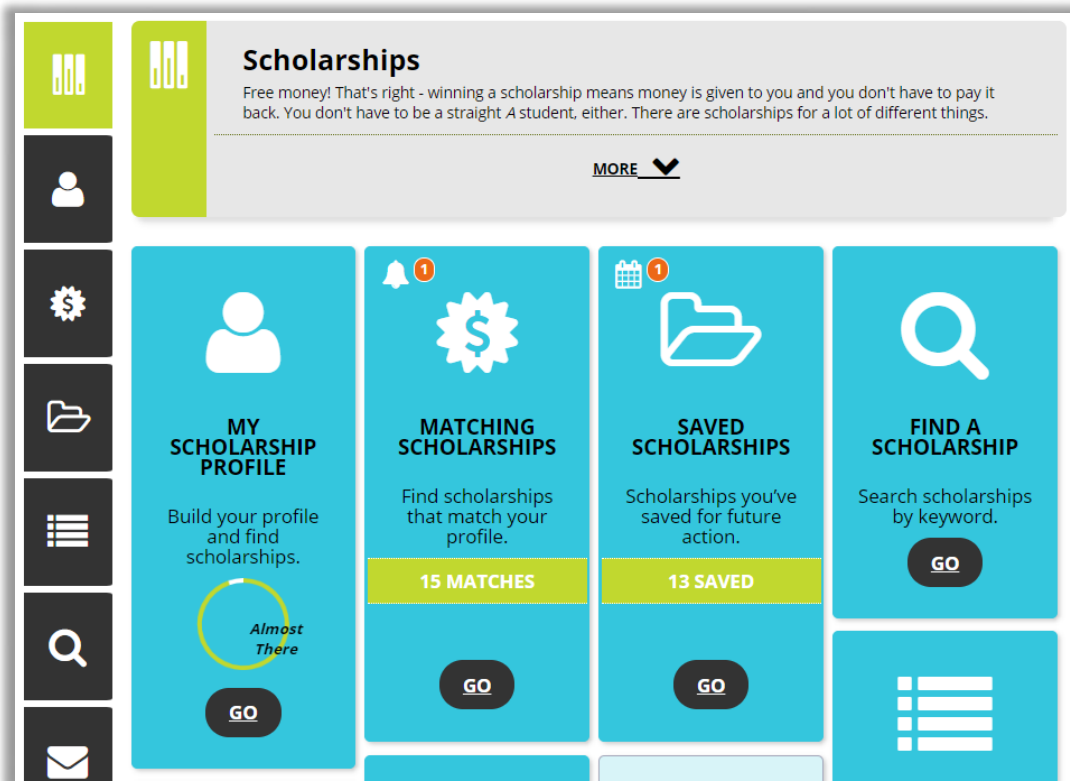
SAVED PROGRAMS OR MAJORS

Students are directed to the Explore Programs and Majors feature and directed to save those degree programs they're interested in pursuing.



SCHOLARSHIPS

Students are directed to complete the Scholarship Profile to find matching scholarships and/or educators can require students to save scholarships. Items marked as "tracked" on the ICAP template will be required for students.



SCHOOL FINDER SEARCHES

Students are directed to use the School Finder feature to identify schools that match the characteristics they're looking for.

SELF KNOWLEDGE

Students identify at least one personal quality they possess and areas in which they need to improve.

SELF-ADVOCACY STRATEGIES

Students describe strategies they've executed to advocate on their own behalf and reflect on how to improve the process in the future.

SHORT-DURATION COURSES

Students enter courses they've taken, including a course description and the agency that taught the course.

SHORT-DURATION COURSES

Course name: If you earned a credential for taking the course, enter it as one of your credentials.

Date Completed:

Institution or agency that taught the course:

Course description:

THANK-YOU LETTERS

Students create a thank-you letter to remind an interviewer about their qualifications. Students must be at least 13 years old to complete this activity.

Dear Mr./Ms. [Contact Person's Name]:

It was a pleasure coming to [Company's Name] and meeting you. I learned a lot in our interview, and I'm excited about the prospect of working in the job. You convinced me that [Company's Name] is committed to and I'm positive that I can help you meet the goal.

As you said, the person in the [title of job] must be able to . I think that my experience with shows that I can

THE CAREER KEY

Students are directed to complete the Career Key assessment at least once to learn about themselves and what careers they might be interested in.

THE CAREER KEY™

- > GET STARTED
- > CAREERS OF INTEREST
- > **YOUR INTERESTS**
- YOUR ABILITIES
- HOW YOU SEE YOURSELF
- YOUR VALUES
- RESULTS
- CAREERS

YOUR INTERESTS

Read each statement below and decide how much it describes you. If the statement is a very accurate description of you, click "True". If it is "Mostly True" of you, click that button. If it does not describe you, click "Not True".

[Clear all](#)

1. I like to work with animals, tools, or machines.
 True Mostly True Not True
2. I like to study and solve math, or science problems.
 True Mostly True Not True
3. I like to do creative activities such as art, drama, crafts, dance, music, or creative writing.
 True Mostly True Not True
4. I like to do things where I can help people, such as teaching, first aid, or giving information.
 True Mostly True Not True

THIS IS ME

Students may update their profile information including graduation year and school connections. Students must be at least 13 years old to complete this activity.

THIS IS ME Edit

I AM A(N): HIGH SCHOOL STUDENT CHANGE

NAME: GARTH BROOKS E-MAIL ADDRESS: GARTH BROOKS@OKCOLLEGESTART.ORG
MAIN USERNAME: GARTH BROOKS

CHANGE PASSWORD CHANGE SECURITY QUESTION

[I CHOSE TO SHARE MY PERSONAL INFORMATION. CHANGE](#)

TOEFL

Students must enter TOEFL (Test of English as a Foreign Language) test scores.

TOEFL

iBT total score: iBT Listening score: iBT Reading score: iBT Speaking score:

iBT Writing score:

PBT total score: PBT Listen. Comp. score: PBT Struc./Written score: PBT Reading Comp. score:

Test Date
Select Month.. Select a Year.. >> Select both a month and a year

Save Cancel Clear

TRANSFERABLE SKILLS CHECKLIST

Students are directed to complete the Transferable Skills Checklist to determine what skills they now have – or plan to have – and match them to careers.

TRANSFERABLE SKILLS CHECKLIST

> START
> **CHECKLIST**
RESULTS
CAREERS

GETTING INFORMATION NEEDED TO DO THE JOB Cluster 1 of 25

Skills in this cluster involve observing, researching, investigating, examining, evaluating, collecting, surveying, and otherwise getting information from a variety of sources. They also include monitoring and diagnosing some conditions and situations.

Check the skills that you know you can do today – and the ones you're planning to develop in the future

- Diagnosing diseases and disorders
- Researching life sciences
- Researching mathematics
- Researching social sciences
- Researching physical sciences
- Researching business problems to develop solutions

WORK EXPERIENCES

Students record work they've done in the past to help understand skills and talents.

WORK EXPERIENCES

(includes past or current work, volunteering, full-time or part-time, hands-on training and community service)

Position held: Location(company or agency name):

City: State:

Start Date: select year to End Date: select end year

WORK KEYS

Students must enter their WorkKeys test scores.

Enter your WorkKeys to earn this milestone

WorkKeys ?

WORKKEYS BEFORE JUNE 2017 WORKKEYS AFTER JUNE 2017

I took the WorkKeys in of in the

[SAVE](#) | [CANCEL](#)

APP. MATH LEVEL SCORE 3 7

WORK VALUES SORTER

Students are directed to complete the Work Values Sorter at least once. This tool allows students to determine what their work values are and match them to careers.

WORK VALUES SORTER

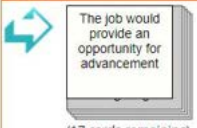
> START

> **SORTER**

RESULTS

CAREERS

On my ideal job it is important that...

 (17 cards remaining)

GETTING STARTED

- Decide how important each work situation is to you.
- Drag and drop each card to an empty square.
- Swap cards by dropping one card onto another or placing cards back onto the pile.
- To move a card using the keyboard:
First, use **Ctrl + arrow keys** to locate a card to be moved. Then press **Ctrl + M** to select it.
Press **ESC** key to cancel.

Most important	More Important	Somewhat important	Less important	Least important
1	I make use of my abilities	I would be treated fairly by the company	4	5

WORKING FOR YOURSELF

The Entrepreneurial Checklist helps students identify the risk and responsibility in starting a business. Students also have the opportunity to describe their ideas for starting a business and how they feel about working for themselves.

WORKING FOR YOURSELF

ENTREPRENEURSHIP* CHECKLIST

* The assumption of risk and responsibility in designing and implementing a business strategy or starting a business.

Check the items below that describe you.

- I have ... an idea for a great new product or service.
- I have ... financial management skills.
- I can ... take financial risks.
- I can ... commit myself 100% to meeting deadlines.
- I can ... do whatever it takes to get the job done.
- I can ... work well with others even if I have just met them.
- I like ... to work hard on a project I believe in.
- I like ... being in charge of things and taking all the responsibility for success and failure.
- I like ... working alone

"ENTREPRENEURSHIP WILL BECOME A CORE SKILL WHICH ALL OUR YOUNG PEOPLE WILL NEED TO EXPLOIT THE OPPORTUNITIES EMERGING FROM SCIENCE AND TECHNOLOGY, CULTURE AND COMMUNICATIONS."

TONY BLAIR, FORMER BRITISH PRIME MINISTER

YOUR PLAN OF STUDY

Students are directed to complete a Plan of Study outlining the courses they'll take to meet high school graduation requirements.

6th-8th Grade View cr = credit	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	CHECKUP
ENGLISH	English I 1 cr (completed) A	English II 1 cr (completed) A	English III 1 cr (enrolled)	English IV 1 cr (planned)	Completed: 2 cr Enrolled: 1 cr Planned: 1 cr
					Your Total: 4 cr Required: 4 cr
					Note
MATHEMATICS	Algebra I 1 cr (completed) A	Geometry 1 cr (completed) A	Algebra II 1 cr (enrolled)	Click to add course	Completed: 2 cr Enrolled: 1 cr Planned: 0 cr
					Your Total: 3 cr Required: 3 cr
					Note

SURVEYS

The survey feature allows educators to create custom surveys to assign to students as an activity within an ICAP.

ICAP Survey

Complete this survey about your ICAP experience.

> [Take this survey.](#)

MY EVIDENCE DOCUMENTS

This is automatically assigned and appears at the bottom of the ICAP. Students can upload documents to support any of the activities listed above.

MY EVIDENCE DOCUMENTS

Upload a document
Click Browse to find the file, then enter a title for the document and click Upload & Save.

File name and location
 No file chosen

Title for the document

[Privacy Policy](#) and [Terms of Use](#)

This will become the link to click to access the file.