

Crosswalk: ICAP Quality Indicators & CDE Student Outcomes

ICAP Quality Indicators	CDE Student Outcomes
<p>Self-Awareness: Understand how one’s unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.</p>	<p>Personal competencies, including deep knowledge of self that students can use to make good decisions that play on their strengths</p> <p>Civic competencies, including: drive to contribute as a member of the community and the workforce</p>
<p>Career Awareness: Know the difference between jobs, occupations and careers. Articulate a wide range local regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.</p>	<p>Professional competencies, including: ability to manage time, collaborate with others, and independently learn new things</p> <p>Entrepreneurial competencies, including the ability to manage professional risk, make interesting connections, and learn from failure</p> <p>Civic competencies, including: drive to contribute as a member of the community and the workforce</p>
<p>Postsecondary Aspirations: Participate in career exploration activities centered on students’ passions, interests, dreams and visions of their future self and perceived options.</p>	<p>Personal competencies, including deep knowledge of self that students can use to make good decisions that play on their strengths</p>
<p>Postsecondary Options: Be aware of and participate in a variety of postsecondary and career opportunities. Use tools such as career clusters, personality assessments and learning style inventories to highlight individual strengths and capabilities.</p>	<p>Personal competencies, including deep knowledge of self that students can use to make good decisions that play on their strengths</p> <p>Entrepreneurial competencies, including the ability to manage professional risk, make interesting connections, and learn from failure</p>
<p>Environmental Expectations: Consider how school, family, community, culture and world view might influence the students’ career development and postsecondary plans.</p>	<p>Civic competencies, including: drive to contribute as a member of the community and the workforce</p>
<p>Academic Planning: Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.</p>	<p>Academic competencies, including math skills, literacy skills, and critical thinking skills</p> <p>Personal competencies, including deep knowledge of self that students can use to make good decisions that play on their strengths</p>
<p>Employability Skills: Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.</p>	<p>Professional competencies, including: ability to manage time, collaborate with others, and independently learn new things</p> <p>Entrepreneurial competencies, including the ability to manage professional risk, make interesting connections, and learn from failure</p>
<p>Personal Financial Literacy: Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary. Understand and articulate personal financial literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.</p>	<p>Academic competencies, including math skills, literacy skills, and critical thinking skills</p> <p>Professional competencies, including: ability to manage time, collaborate with others, and independently learn new things</p>