

Arizona Education and Career Action Plan (ECAP) Implementation Site Assessment

This site-assessment tool was designed to provide a snapshot of how effectively your school is implementing the ECAP process. The tool can be used with district leadership, school administrators, or a site’s ECAP Leadership Team to help identify gaps and assets in the ECAP implementation process. It can be useful in generating meaningful discussion and collaboration among stakeholders.

Directions for use:

- Individually or collectively score your district/school in each element based on a scale from 1 to 4. At the end of each section, add the number of points given for a total score. If a section scores less than the designated threshold, note the element(s) that need improvement.
- Note the artifacts that your school uses as evidence of implementation. For example, if your school uses the Reality Check assessment in AzCIS as a self-exploration activity, one of the artifacts you would note in the “Artifact” section of Element 2.1 would be “Reality Check.”
- Discuss and reflect on why your district/school scored the way it did and identify gaps in your ECAP implementation process. Develop a site action plan using SMART goals that includes all stakeholders to enhance noted elements.

1. AWARENESS: Stakeholders in your school’s ECAP process have the background knowledge necessary to have a deep understanding of the ECAP process and related College and Career Ready (CCR) initiatives.

Element	1	2	3	4	Artifacts
	Not known	Basic	Knowledgeable	Comprehensive Understanding	
1.1 ECAP Board Rule					
1.2 American School Counselors Association Framework					
1.3 Arizona Professional Skills Standards					
1.4 Arizona College and Career Ready Standards					
1.5 Available Arizona ECAP resources and locations to find additional resources					
Reflection and Next Steps:				Total Score: _____ / 16 possible <i>If you scored less than 13 points in this section, consider researching the ECAP and related CCR initiatives before proceeding.</i>	

2. ECAP PROCESS: Your district/school provides the necessary tools, activities, and exercises for a student to develop self-awareness, career awareness, and career planning and management skills.

Element	1	2	3	4	Artifacts
	Not Established	Minimal Implementation	Accomplished Implementation	Fully Integrated into Curriculum & Culture	
2.1 Self-exploration: students identify strengths, skills, interests, and values					
2.2 Career exploration: students align a career interest to individual interests, skills, and values					
2.3 Career exploration: students gain knowledge about the skills and qualities required to be successful in various careers					
2.4 Career exploration: students understand the education and training required to pursue a specific career pathway					
2.5 Career exploration: students gain an awareness of current Arizona labor market information					
2.6 Career planning & management: students gain the skills to search for and obtain employment (using a social network, résumé and cover letter writing, interviewing, etc.)					
2.7 Career planning & management: students build professional skills (communication, critical thinking, professionalism, intergenerational and intercultural competency, etc.)					
2.8 Work-based learning: students participate in apprenticeships, internships, job-shadowing, volunteer service, etc.					
2.9 Financial literacy: students build skills and knowledge on budgeting, student loans, comparing college costs, taxes, etc.					
Reflection and Next Steps:				Total Score: _____ / 36 possible <i>If you scored less than 29 points in this section, consider developing a more comprehensive ECAP process.</i>	

3. ECAP PLAN: A student will graduate from your district/school with a portfolio that they've created in collaboration with school personnel and their parent/guardian that outlines a clear postsecondary pathway. *(Refer to the ECAP Implementation Toolkit for a detailed explanation of the items that should be included in the Four Attributes listed in 3.1-3.4)*

Element	1	2	3	4	Artifact
	Not Present	Basic Plan/ Consultation	Developed Plan/ Consultation	Comprehensive Plan/ Consultation	
3.1 Academic attribute					
3.2 Career attribute					
3.3 Postsecondary attribute					
3.4 Extracurricular attribute					
3.5 School Personnel Involvement					
3.6 Parent/guardian Involvement					
Reflection and Next Steps:				Total Score: _____ / 24 possible <i>If you scored less than 20 points in this section, consider improving the development of your ECAP documentation.</i>	

4. POSTSECONDARY PLANNING: Your district/school provides the necessary tools and activities for students to research and develop knowledge about postsecondary options and complete necessary steps to continue postsecondary education or training in their selected career pathway.

Element	1	2	3	4	Artifacts
	Not Established	Minimal Implementation	Accomplished Implementation	Fully Integrated into Curriculum & Culture	
4.1 Research postsecondary pathways such as college, vocational school, military service and volunteer service; utilize local or school career center					
4.2 Research postsecondary schools or training aligned to interests, skills, and career pathway					
4.3 Explore admissions requirements and create a course plan to meet these requirements					
4.4 Complete and submit necessary college or technical school applications					
4.5 Develop a financial plan based on postsecondary education choices, including FAFSA completion and scholarship searches					
Reflection and Next Steps:				Total Score: _____ / 20 possible <i>If you scored less than 16 points in this section, consider developing more opportunities for postsecondary exploration and planning for your students.</i>	

5. BUILDING AN ECAP CULTURE: Your district/school includes all stakeholders in the school community (administration, school counselors, teachers, ESS, CTE, ELL, etc.) and the local community (business, government, nonprofit, postsecondary institutions, etc.) in the ECAP process.

Element	1	2	3	4	Artifacts
	Not Involved in Process	Minimal Involvement in Process	Active Involvement in Process	Comprehensive College & Career Readiness Culture	
5.1 District					
5.2 Site Administration					
5.3 ECAP Leadership Team					
5.4 School Counselors					
5.5 Teachers					
5.6 Whole-school (ESS, ELL, CTE, etc.)					
5.7 Students					
5.8 Student Families					
5.9 Business and Community Members					
Reflection and Next Steps:				Total Score: _____ / 36 possible <i>If you scored less than 29 points in this section, consider developing strategies to engage all stakeholders in this process.</i>	

6. COMMUNICATIONS AND MESSAGING: Your district/school has a clearly defined communications and messaging system in place that represents a shared vision for what the ECAP process is and why it is important.

Element	1	2	3	4	Artifacts
	Not Established	Basic Plan	Developed Plan	Comprehensive & Consistent Communication & Messaging	
6.1 Clearly stated vision and goals for the ECAP process					
6.2 Awareness of Arizona’s available communications/messaging tools					
6.3 Communications/messaging plan for in-building staff					
6.4 Communications/messaging plan for student awareness; students are aware of the ECAP process and able to articulate their plans					
6.5 Communication/messaging plan for families; families are aware of and understand the importance of their engagement with the ECAP process					
6.6 Communications/messaging plan for community/business partnerships; partners understand the necessity for their engagement with the ECAP process					
Reflection and Next Steps:				Total Score: _ / 24 possible <i>If you scored less than 20 points in this section, consider using Arizona’s C/M tools and developing your own plans for communicating the necessity of ECAP.</i>	

7. ECAP LOGISTICAL SUPPORT: Your district/school has a clear plan for ECAP implementation that considers the personnel and logistics of providing a quality ECAP process.

Element	1	2	3	4	Artifacts
	Not Established	Basic Plan	Developed Plan	Exemplary Logistical Support for ECAP	
7.1 Leadership/management; it is clearly defined who will manage the ECAP process					
7.2 Personnel; it is clearly defined who will be involved in ECAP implementation					
7.3 Professional development; there is a structured plan to meet the college and career readiness professional development needs of ALL school staff					
7.4 Scope and sequence; there is a structured plan to implement ECAP content and curriculum					
7.5 Calendar; there is a clearly defined schedule to allocate time for students to work on the ECAP process (per day/week/month)					
7.6 Resources; necessary space, technology, and professional development resources for ECAP implementation are available					
Reflection and Next Steps: Click here to enter text.				Total Score: _____ / 24 possible <i>If you scored less than 20 points in this section, consider creating SMART goals to address the logistics of an ECAP process at your school.</i>	

8. TECHNOLOGY: Your school/district has the technological capacity to administer a comprehensive ECAP process. ***NOTE:** An electronic system is not required, but is recommended to contain artifacts and provide assessments. AzCIS is provided free of charge to all Arizona schools for use as an electronic ECAP process and portfolio.

Element	1	2	3	4	Artifacts
	Not Available	Minimal Availability	Accomplished Availability	Electronic System Fully Incorporated into ECAP Process	
8.1 Electronic system (AzCIS, Kuder, Naviance, etc.) available to students and accessible to parents					
8.2 Professional development opportunities provided for staff to become familiar with electronic system					
8.3 Computer availability for students to use electronic tools; assistance available for students with disabilities and/or language barriers					
8.4 Bandwidth/IT support to support the use of an electronic system					
Reflection and Next Steps:				Total Score: _____ / 16 possible <i>If you scored less than 13 points in this section, discuss as a leadership team the costs and benefits of an electronic system.</i>	

9. ASSESSMENT/DATA COLLECTION: Your district/school has developed a comprehensive assessment and data collection plan for the ECAP process that allows for deeper implementation over time based on data-driven adjustments.

Element	1	2	3	4	Artifacts
	Not Established	Basic Process/ Minimal Collection	Developed Process/ Accomplished Collection	Comprehensive Assessment and Data Collection Process	
9.1 Clearly defined assessment and reevaluation process for continued growth and deeper implementation					
9.2 Process data collected					
9.3 Outcome data collected					
9.4 Perception data collected from staff, students, and families					
Reflection and Next Steps:				Total Score: _____ / 16 possible <i>If you scored less than 13 points in this section, consider refining your data collection and assessment process for ECAPs.</i>	

10. ACTION PLAN: After you have identified your site’s gaps, develop a site action plan with SMART goals that includes all stakeholders to enhance noted elements. Refer to the template below:

Element	Improvement Needed	Information/ Resources Needed	Potential Obstacles	Responsible Party	Assessment Mechanism	Completion Date
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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