Arizona Department of Education
Education and Career Action Plan (ECAP)
Attributes Checklist

Personal Goals
☐ The process assists the individual student in setting appropriate personal goals for the period during high school.
☐ The process assists the individual student in setting appropriate personal goals for life beyond high school graduation.
☐ A system exists for each student to maintain and update his/her personal life goals.
☐ The system provides for appropriate adult guidance for the student in developing his/her personal life goals.

Academic Goals
☐ The process assists the individual student in setting appropriate academic goals consistent with the student’s individual skills and interests leading to high school completion.
☐ The process assists the individual student in setting appropriate academic goals for education and work beyond high school graduation.
☐ A system exists for each student to maintain and update his/her academic goals.
☐ The system provides for appropriate adult guidance for the student in developing his/her personal academic goals.

Career Planning
☐ The process and system provide opportunities for the student to assess his or her interests and skills related to a variety of options including careers.
☐ The process and system provide opportunities for the student to explore careers from a variety of approaches such as virtual career searches, CTE classes, service learning, job shadowing, internships and externships, etc.
☐ The process and system provides an opportunity for the student to maintain a record of the results of his/her interest and career surveys.
☐ The process and system provides an opportunity for the student to maintain a record of the results of his/her experiences such as virtual career searches, CTE classes, service learning, job shadowing, internships, externships, work experience, etc.

Extra Curricular Activities
☐ The process provides an opportunity for the student to receive guidance from and appropriate adult in understanding the value and importance of participating in extracurricular activities.
☐ The process engages students with the appropriate adult to assist him/her in identifying those extracurricular and out of school activities which meet his/her interests and abilities.
☐ The process assists students in understanding leadership and civic responsibility, and encourages participation in activities that lead to personal development in these areas.
The process and system provides an opportunity for the student to record and maintain a record of participation and level of responsibility assumed in relation to leadership and civic responsibility.

Resume Development:
- The process provides opportunities for the student to learn what a resume is.
- The process provides assistance for the student in developing a resume which includes appropriate information regarding the student’s academic, work, and service experiences, as well as the skills and individual qualities the student possesses.
- The process includes the opportunity for the student to revisit his/her resume periodically to edit and update information.
- The process and system provides a method for obtaining and maintaining appropriate letters of recommendation.

Postsecondary planning:
- The process provides support for assisting the student and his/her family in the development of a postsecondary plan.
- The process includes a system for assisting the student and his/her parents in understanding the completion of necessary forms and other required products for college and postsecondary application.
- The process is designed to assist the student and his/her parents in understanding the various admission requirements to postsecondary educational institutions and/or work experiences including providing information regarding scholarship opportunities and financial assistance.
- The process includes a system for assisting the student in maintaining a record of all postsecondary planning activities.

Management System:
- An appropriate adult (s) supervises the ECAP process with the student and parents throughout the full four years of high school.
- There is an articulated system for assuring that all components of the process are consistent and that there is a common language around the process which is understood by administration, teachers, non-teaching staff, students and parents.
- There is a consistent and transparent system for gathering and maintaining student data while assuring student confidentiality.
- There is a clearly defined and guaranteed system for assuring an annual (or more frequent) review of each students individual ECAP.
- There is a clear and transparent process for actively engaging parents in the development of each student individual ECAP throughout the four years of high school.