

## A Crosswalk of the IEP, ECAP and POS

IEP Components	ECAP Attributes	POS Components
<p>1. Measurable Postsecondary Goals (MPGs):</p> <p>A. Employment: a statement within the IEP that identifies the student’s desired employment outcome once he/she has completed high school. The employment goals is based on results of age –appropriate assessments that identifies the student’s strengths, interests and preferences for employment.</p> <p>B. Postsecondary Education and/or Training: a statement within the IEP that identifies the student’s desired goal for further education (college) or training once the student has completed high school. The postsecondary education or training goal is based on results of age-appropriate assessments that identify the student’s strengths, interests, and preferences for education and training.</p> <p>C. Independent Living: after-graduation outcome statement based on age-appropriate assessment that identifies the student’s strengths, interests, and preferences for independent living needs.</p>	<p>Career Goals: that includes identifying career plans, options, interests, and skills; exploring entry level opportunities; and evaluating educational requirements.</p> <p>Postsecondary Education Goals: that includes identifying progress toward meeting admission requirements, completing application forms, and creating financial assistance plans.</p> <p>No <u>direct</u> crosswalk item.</p>	<p>Career Plan: A component of the POS will include a career plan of study, including the career cluster, career pathway and sample occupations in the area of study.</p> <p>Secondary and Post-Secondary plans of study: POS shall include information of a course of study in secondary and post-secondary education that is seamless, is not duplicative, and provides for opportunities for dual enrollment opportunities when available.</p> <p>No <u>direct</u> crosswalk item.</p>
<p>2. MPG’s are updated annually i.e. reviewed and revised where appropriate.</p>	<p>No <u>direct</u> crosswalk item from the ECAP.</p>	<p>No <u>direct</u> crosswalk item.</p> <p>A POS is developed for a particular program, not an</p>

<p>Example of evidence that this has been done include: signature on IEP, phone log, or discussions that the MPGs have been reviewed or revised in the Present Level of Academic and Functional Performance section.</p>	<p>However, ECAPs are required to be reviewed and updated annually.</p>	<p>individual student. The POS is utilized as a guidance tool with the student to provide a clear pathway to achieving a career goal. Recommend annual review of POS by district to be certain information is remains accurate.</p>
<p>3. Development or revision of MPGs must be based upon information obtained through age-appropriate transition assessments that identify the student’s strengths, interests and preferences.</p>	<p>If results are documented on how the student met the ECAP attributes requirements, the information can be used as an informal assessment for writing MPGs.</p>	<p>The Guidance Counseling and Academic Advisement component of the POS advises counselor use of ECAP, AZCIS, and other resources to prepare students and parents to be college and career ready, including workshops on college and financial aid applications. Such activities can be documented in MPG and ECAP as well as POS.</p>
<p><b>4. Transition services/activities:</b> is a coordinated set of activities that address needs in the areas of: <i>Instruction, Community Experiences, Related Services, Employment, Post-School Adult Living</i>, and, if appropriate,</p> <p><i>Daily Living Skills and Functional Vocational Assessments</i> that are designed to enable the student to meet the MPGs.</p>	<p><b>Extracurricular Activity Goals:</b> that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities.</p> <p>Note: If an extracurricular activity aligns with a measurable postsecondary goal (MPG)</p>	<p><b>Teaching and Learning Strategies:</b> A POS should employ contextualized work-based and project based learning. It should also incorporate team building, critical thinking, problem solving and communication skills frequently utilized in Career and Technical Student Organizations (CTSO). Documentation of CTSO involvement in the transition services/activities section of the IEP as well as in the extracurricular activity portion of the ECAP.</p>
<p><b>5. Courses of study:</b> courses of study that focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school and are designed to enable the student to meet the MPGs. Courses of study identify the academic classes</p>	<p><b>Academic Goals:</b> that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention</p>	<p><b>Course Sequences and Transfer Agreements:</b> Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. Offers</p>

and educational experiences that are needed to assist the student in reasonably meeting his MPG.	and advisement; and documenting academic achievement.	opportunities for students to earn postsecondary credit for coursework taken during high school.
6. Annual IEP goals that represent the steps the student needs to take while in high school to get ready for meeting their postsecondary goals.	No <u>direct</u> crosswalk item from the ECAP.	No <u>direct</u> crosswalk item from the ECAP.
7. Invitation to the student to attend his or her IEP meeting to discuss transition services.	No <u>direct</u> crosswalk item from the ECAP.  However, students with parent and educator do review their ECAP at least annually. If there is documentation related to the completion of this review it can serve as evidence of the student being invited to a meeting to review and discuss their ECAP	No <u>direct</u> crosswalk item from the ECAP.
8. <b>Outside Agency:</b> If the school wishes to invite an outside agency (who may provide or pay for post high school services) to the IEP meeting, permission must be obtained from the parent prior to extending the invitation.	No <u>direct</u> crosswalk item from the ECAP.	No <u>direct</u> crosswalk item from the ECAP.  However, the POS includes information regarding the partnering college where the student can continue the training for his or her career.

More detailed information on IEP transition components is available on the ADE website at:  
<http://www.ade.az.gov/ess/SpecialProjects/transition/>

More detailed information on the ECAP is available on the ADE website at:  
<https://www.azed.gov/ecap/>

More detailed information on the POS is available on the ADE website at:  
<http://www.azed.gov/career-technical-education/programs-of-study/>