



ECAP Implementation Framework For Middle and High School



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Introduction

The Arizona Department of Education believes that integrating an Education and Career Action Plan (ECAP) into all facets of the school experience enables students to become lifelong learners and problem-solvers, developing and applying 21st century skills to their experiences as students, as workers, as consumers, and as responsible citizens. According to the department's ECAP brochure, "With the ability to identify skills and interests and apply that knowledge to create ECAPs, students will develop needed skills to advance in a more fluid, seamless transition, meeting 21st Century technologies, workplace and postsecondary requirements."

The Arizona ECAP documents the student's current coursework plans, career aspirations, and extended learning opportunities, and it uses these to develop individual academic and career goals. ECAPs promote engagement and goal-orientedness; by putting the student in the driver's seat for his/her life planning, more commitment to education ensues.

Knowing oneself well enough to envision your life dreams is step one of career development. Seeing the relationship between your current activities and those dreams is step two. Acquiring the knowledge to formulate goals and map out how to achieve your dreams is step three. This Framework shows you how to help students achieve their dreams, beginning in 6th grade and systematically progressing through high school.

Presently, the ECAP is required in Arizona high schools and recommended in middle grades. Career development occurs whether intention or not, but providing a structured and systematic process, beginning by 6th grade, assures that all students receive the opportunity to achieve their dreams. Use this framework grade by grade to help all students achieve the ECAP goals and their dreams. This guide is organized by grade, beginning with 6th grade.

The ECAP graphic below portrays the model used in this framework. At the middle grades level, (shown on left) students engage in a simple three step process and complete activities to help them know themselves, identify where they are going, and see how to get there. By high school (shown on right), they engage in gradually more sophisticated activities, using an annually recurring five-step process of knowing myself, researching options, evaluating options, setting goals and making plans. These five steps correspond to middle grades' in an increasingly more sophisticated and multifaceted manner.

Middle Grades High School



Section 1: Middle Grades ECAP Materials

Who Am I

**Where Am
I Going**

**How Do I
Get There?**

Ready, Set . . .

6th Grade Goals and Activities

- Introduce AzCIS Junior
- Set up ECAP Portfolio
- Introduce 8th grade completion requirements and Arizona high school graduation requirements
- Explore interests and learning styles
- Begin to explore occupations and occupational clusters
- Learn about your community, school, and working conditions
- Learn about employability skills, time management, and dependability
- Learn about life after high school
- Set personal, academic and career goals
- Set goals for enrichment and improvement

6 th Grade Activities	
Who Am I?	<p>AzCIS Activities: <i>Things I Like to do, My community, My Ideal Community, What's My Cluster?</i></p> <p>Assessments: <i>Career Cluster Inventory</i></p>
Where Am I Going?	<p>AzCIS Activities: <i>What to do to Prepare, Career Cluster Posters, Bobilator, If I became...</i></p> <p>Assessments: <i>Learning Styles Survey</i></p>
How Do I Get There?	<p>AzCIS Activities: <i>Being Dependable, Are You Listening?, Listening skills on the job, Being dependable, Using My Time for Success, Getting fired at work and school, Where are you going to volunteer?,</i></p> <p>AzCIS Occupations and Course Planner</p>
Academic Strengths	<ul style="list-style-type: none"> • Review grades and other measures of academic performance • Set goals for academic enrichment and improvement • Be aware of 8th grade completion requirements • Begin Course Planner for middle grade years

NOTES: *Your school may or may not have AzCIS available for use in grade 6. Contact the Arizona Department of Education, ESS Special Project Section for suggestions. Abbreviated models for delivering ECAP materials in middle grades follow at the end of this guide in Appendix 1.*

Getting Started

7th and 8th Grade ECAP Goals

7th Grade Goals

- Introduce AzCIS
- Set up ECAP Portfolio, if not completed in 6th grade
- Complete CTE Intro Career Development Activities
- Complete activities and reflections in ECAP Portfolio (listed below): Getting Started – Know Myself, reflection boxes
- Introduce high school graduation & ECAP completion requirements
- Set personal, academic and career goals
- Set goals for enrichment and improvement

8th Grade Goals

- Introduce important requirements:
 - High School Graduation (**required**)
 - College Entry
 - NCAA eligibility
 - Regent's
 - Other opportunities
- Review and complete activities and reflections in ECAP Portfolio (listed below): Getting Started – Know Myself, reflection boxes
- Review World of Work/Holland Codes
- Create 4 year and beyond plan for high school graduation based upon individual goals prior to 9th grade scheduling
- Set personal, academic and career goals
- Set goals for enrichment and improvement

7 th and 8 th Grade Resources and Requirements		
	7 th Grade Activities	8 th Grade Activities
Who am I?	<p>Assessments: <i>IDEAS Assessment, Employability Skills Survey</i></p> <p>AzCIS Activities: <i>Qualities for Success, What are skills?, Activities and achievements, Should I join?</i></p>	<p>Assessment: <i>Reality Check, Interest Profiler-Short Form</i></p> <p>AzCIS Activities: <i>Important Life Events, My accomplishments, Think about my network</i></p>
Where am I going?	<p>AzCIS Activities: <i>What's my cluster?, Career cluster mobiles, My favorite cluster, Learn a new skill, What do I want to be when I grow up?</i></p> <p>Occupations: <i>Occupation Clusters</i></p>	<p>AzCIS Activities: <i>Occupation scavenger hunt, Job Shadow, Occupation Index, How do I make decisions?, Make a change, My career action plan</i></p> <p>Occupations: <i>Helpful High School Courses</i></p>
How do I get there?	<p>AzCIS Activities: <i>Working together, Listening skills on the job, Planning my time for success, Select or plan a volunteer activity, High school graduation requirements, Apprenticeship</i></p>	<p>AzCIS Activities: <i>Job success scale, Free job Training, Volunteer resume, Set up a volunteer activity, My volunteer activities, College Admission requirements, Electives, Activities, My high school course plan</i></p>
Academic Strengths	<ul style="list-style-type: none"> • Review grades and other measures of academic performance • Set goals for enrichment and improvement • Know 8th grade completion requirements 	<ul style="list-style-type: none"> • Review grades and other measures of academic performance • Know high school graduation requirements • Create or update the Course Planner



Using AzCIS Junior My ECAP Reflections

As you complete activities and answer reflective questions in the **Career Plan**, you will begin to build the Career Plan portion of your ECAP. A few of these reflections carry forward to the high school version of AzCIS. Below you will see the full list of reflections and some examples of quality reflection statements, to help you answer these well. Be sure save your reflections.

From Who Am I?

- **What are five things you really like to do?**
 - I like to write, swim, sing, play baseball and ride my bike.
- **List one thing you want to learn to do.**
 - I want to learn to play a violin.
- **List three qualities that help you to be successful in your school, community, and home.**
 - Trying hard, asking for help and using the library will help me succeed.
- **List one personal quality you want to improve on to be more successful.**
 - I want to be a better listener.
- **What is one thing you want to do in your future life?**
 - I want to travel to Mexico.
- **Name five skills you like to use.**
 - I like to sing, dance, listen to others, sell things, and read.
- **Give the names of two people who helped you learn those skills.**
 - Mom and dad helped me learn many skills.
- **Give the name of two businesses in your community you would like to learn more about.**
- **Where do you want to live as an adult?**
- **Describe the family life you want in the future.**
- **What activities, clubs, or hobbies will I take part in during high school?**
- **Record activities and achievements portion of AzCIS ECAP Portfolio**

From Where Am I Going?

- **Select your favorite occupation cluster**
- **When you picture yourself going to work as an adult, what comes to mind? What are you wearing? Where do you do your work?**
- **What kinds of world problems would you like to solve?**
- **What is your career goal?**
- **What courses will you take in high school to achieve your goal? Complete high school course plan in AzCIS ECAP Portfolio**
- **What will you do after high school to achieve your career goal?**
- **What hobbies or activities will help you achieve your career goal?**

From How Do I Get There?

- **What activities, clubs, or hobbies will you take part in during high school?**
- **Reflect and note any informal work experience you have had, such as babysitting, yard/field work, helping a neighbor, etc? These kinds of experiences are valuable in learning about yourself and the things you like to do.**

Section 2: High School My ECAP Materials



- **Know Yourself**



- **Research Options**



- **Evaluate Options**



- **Set Goals**



- **Make Plans**

Looking Deeper

9th and 10th Grade ECAP Goals

9th Grade Goals -

- Complete Career Cluster Inventory and IDEAS, research occupations
- Evaluate occupational and post-secondary education options
- Revise personal, academic and career goals
- Revise goals for enrichment and improvement
- Establish experiential learning plans and action plans to achieve goals
- Update four year and beyond plan (note students cannot have a career goal of “undecided.” Create “Plan A” and a Plan B.”

10th Grade Goals -

- In-depth self-reflection activity: *Looking Inward*
- Identify work values and linked careers: *My Work Values*
- Focus deeper, researching occupations and programs of study, analyze options
- Revise personal, academic and career goals
- Revise goals for enrichment and improvement
- Revise experiential learning plans and action plans to achieve goals
- Update four year and beyond plan

9 th and 10 th Grade Resources and Requirements		
	9 th Grade Activities	10 th Grade Activities
Know Myself	Activity: <i>Career Cluster Inventory</i> AzCIS Assessments: Career Cluster Inventory, IDEAS (required)	Activity: <i>Looking Inward, My Work Values</i> AzCIS Assessments: Work Importance Locator (required)
Research Options	Activity: <i>Research My Options</i> AzCIS: Research Occupations based on Career Cluster Inventory and IDEAS (required)	Activity: <i>Occupation and Preparation Research</i> AzCIS: Research Occupations and Programs of Study based on Work Importance Locator (required)
Evaluate Options	Activities: Evaluate Occupation Options Evaluate Education Options AzCIS: Occupations, Programs	Activity: Evaluate Education Options Evaluate Education Options AzCIS: Occupations, Programs of Study
Set Goals	Activity: <i>Revise Goals</i> AzCIS: Occupations, Programs, US Colleges & Universities	Activity: <i>Revise Goals Update 4 year and beyond plan (required)</i> AzCIS: Occupations, Programs, US Colleges & Universities
Make Plans	AzCIS: Review Financial Aid Module (all bold items below are required) Applying for Scholarships (can do a sort) Federal Student Aid FAFSA4Caster Eligibility/ Questions to Ask Activities: <i>Make Experiential Learning Plans, My Action Plans and Supports</i> AzCIS: Course Planner (review required)	AzCIS: Review Financial Aid Module (all bold items below are required) Applying for Scholarships (can do a sort) Application Tips Federal Student Aid FAFSA4Caster Eligibility/ Questions to Ask Activities: <i>Update Education Plans, Update My Action Plans and Supports, Experiential Learning Notes</i> AzCIS: Course Planner (review required)
Academic Strengths	<ul style="list-style-type: none"> • Review grades, progress to graduation (required) and other measures of academic performance • Set goals for enrichment and improvement • Review learning styles and strategies • Know high school graduation requirements (required) 	<ul style="list-style-type: none"> • Review grades, progress to graduation (required) and other measures of academic performance • Set goals for enrichment and improvement • Review learning styles and strategies • Know high school graduation requirements (required) • College Entrance Test recommended

Next Steps

11th and 12th Grade ECAP Goals

11th Grade Program Goals

- Complete the Interest Inventory and Occupation Sort to link preferences to occupations
- Conduct educational research and school comparison
- Use the scholarship option (**required**)
- Evaluate occupation and education options
- Revise personal, academic and career goals
- Update plans, records of accomplishment
- Begin college planning--College means 1, 2 or 4-year programs and degrees

12th Grade Program Goals

- Learn about Career Anchors
- Learn about skills and accomplishments and identify occupations using preferred skills
- Consider self-employment realities (optional)
- Complete in-depth occupation and education research and evaluation
- Confirm next step goals and post-secondary plans
- Create resume, master job search skills
- Clarify financial issues associated with next steps
- Reflect on learning and experiential learning goals

11 th and 12 th Grade Resources and Requirements		
	11 th Grade	12 th Grade
Know Myself	Activities: My Career Interests, Occupation Sort AzCIS: IDEAS or Interest Profiler (required), Occupation Sort	Activities: My Career Anchors, My Accomplishments, My SKILLS, Is Self-employment for Me? AzCIS: SKILLS, Self-employment Information, Occupations
Research Options	Activity: Education Research (required) AzCIS: Programs of Study US Colleges & Universities	Activities: In-depth Occupational Research Project, Compare Schools AzCIS: Occupations, Programs of Study, US Colleges & Universities
Evaluate Options	Activity: Evaluate Education Options AzCIS: Undergraduate School Sort, US Colleges & Universities	Activity: Evaluate Next Step Options AzCIS: Occupations, Programs of Study
Set Goals	Activity: Next Step Goals AzCIS: Job Search, My Education and Work History Complete practice college application or employment application (required)	Complete and submit college application or employment application (required)
Make Plans	AzCIS: Review Financial Aid Module, Applying for Scholarships (can do a sort) Application Tips Federal Student Aid FAFSA4Caster Eligibility/ Questions to Ask Activities: Update Education Plans, Update My Action Plan and Supports, Junior Year-College Planning Checklist (optional) AzCIS: Programs of Study, Course Planner, US Colleges & Universities	Complete FAFSA (required) Applying for Scholarships (can do a sort) Application Tips Federal Student Aid FAFSA4Caster Eligibility/ Questions to Ask Activities: Next Steps to Education, Financing My Education, Managing My Resources, My Education and Work History, My Experiential Learning Plans and Reflections, Senior Year College Checklist (optional), My Job Search Action Plan, My Graduation Action Plan
Academic Strengths	<ul style="list-style-type: none"> • ACT/SAT recommended for all • Review grades, progress to graduation (required) and other measures of academic performance • Set goals for enrichment and improvement • Know high school graduation requirements (required) • Update test scores in resume 	<ul style="list-style-type: none"> • Review grades, progress to graduation (required) and other measures of academic performance • Set goals for enrichment and improvement • Know high school graduation requirements (required) • Update test scores in resume (required)



Using AzCIS High School My ECAP Reflections

As you complete the **My Career Plan** activities and answer these reflective questions, you continue to build your ECAP. Items below are found at each level in the **My Career Plan**.

From Know Myself

- What do you know about yourself - your characteristics, interests and preferences?
- What did you learn about yourself from the career assessments you used?
- What occupations interest you now?

From Research My Options

- What occupations interest you now?
- What are the preparation requirements for the occupations that interest you?

From Evaluate Options

- What did you learn about yourself from the career research you completed?
- What did you learn about how you set goals and make decisions from the career work you completed?

From Set Goals

- What are your personal goals?
- What are your academic goals?
- What are career goals?
- What are your plans for improvement and enrichment this year?

From Make Plans

- What are your educational plans after high school?
- What high school sources are you considering?
- What extra-curricular activities do you plan to participate in?
- What high school programs are you considering?
- What plans for experiential learning do you have?
 - Exploration/Job Shadowing?
 - Mentoring?
 - Internships?
 - Community Service Learning?
- What is your action plan for this year?
- What are your long-range plans?
- Who will encourage and support you to achieve your goals?

Using AzCIS High School My ECAP Reflections with Sample Responses

*These reflective writing prompt **examples** might help guide some students as they draft meaningful reflections in their ECAP portfolios.*

From Know Myself

- **What do you know about yourself - your characteristics, interests and preferences?**
 - **Example:** I am an energetic people person. I love animals. I care about doing well in school.
- **What did you learn about yourself from the career assessments you used?**
 - **Example:** I am a “Social” type; lots of human services jobs match me well.
- **What occupations interest you now?**
 - **Example:** Counselor, teacher, social worker

From Research My Options

- **What occupations interest you now?**
 - **Example:** Counselor, teacher, social worker
- **What are the preparation requirements for the occupations that interest you?**
 - **Example:** at least 4 years of education beyond high school for most careers that interest me, some of which will be in a college or university setting.

From Evaluate Options

- **What did you learn about yourself from the career research you completed?**
 - **Example:** I like careers best that require 4+ years of education.
- **What did you learn about how you set goals and make decisions from the career work you completed?**
 - **Example:** I like making decisions by being objective. I like exploring all my options.

From Set Goals

- **What are your personal goals?**
 - **Example:** I want to learn to play a guitar, and I want to run the 880 in less than two minutes.
- **What are your academic goals?**
 - **Example:** I want to get straight A’s in math this year. I want to take College Algebra in high school.
- **What are career goals?**
 - **Example:** I want to work in a social services field. I want to work overseas sometime in my career.
- **What are your plans for improvement and enrichment this year?**
 - **Example:** I plan to take a college Italian class. I also plan to meet with my math teachers once a week after school to review homework questions.

From Make Plans

- **What are your educational plans after high school?**
 - **Example:** I plan to go to a 4-year college.
- **What high school sources are you considering?**
 - **Example:** Arts, 4-years of math and English, International Studies, and Woodshop.
- **What extra-curricular activities do you plan to participate in?**
 - **Example:** Volleyball, track, swimming, leadership, Key Club, yearbook staff
- **What high school programs are you considering?**
 - **Example:** CTE program in Arts and Communications
- **What plans for experiential learning do you have?**
 - **Example:** Get as much job-related experience and training as possible.
- **Exploration/Job Shadowing?**
 - **Example:** Job shadow a counselor my sophomore year.
- **Mentoring?**
 - **Example:** I will work with a mentor on my senior project, which will have something to do with helping people.
- **Internships?**
 - **Example:** I will intern at the local women’s shelter.
- **Community Service Learning?**
 - **Example:** I will volunteer with the homeless shelter my junior and senior years.
- **What is your action plan for this year?**
 - **Example:** Get straight A’s, do a job shadow in a social services site, meet with math teachers if I struggle to get A’s, take Italian.
- **What are your long-range plans?**
 - **Example:** Go to college, maybe ASU, travel abroad to work, and enjoy life.
- **Who will encourage and support you to achieve your goals?**
 - **Example:** My mom, Mrs. Smith, my counselor, and my friend Julie.

Appendix 1: Abbreviated ECAP Model for Middle Grades

We recognize that not all Arizona middle grades are able or prepared to offer the comprehensive middle grades delivery model suggested in this framework, so we have provided an exemplary model for a “one-shot” abbreviated career development in middle grades.

Abbreviated Model

6th – 8th Grades Goals and Activities

- Introduce AzCIS Junior
- Set up an ECAP Portfolio
- Introduce 8th grade completion requirements and Arizona high school graduation requirements
- Explore interests and learning styles
- Begin to explore occupations and occupational clusters
- Learn about your community, school, and working conditions
- Learn about employability skills, time management, and dependability
- Learn about life after high school
- Set personal, academic, and career goals
- Set goals for enrichment and improvement

Delivered at any point in Middle Grades	
Activity	Resource
“Things I Like to Do”	AzCIS Junior: worksheet and portfolio reflection entry
“Qualities for Success”	AzCIS Junior: worksheet and portfolio reflection entry
Assessment: “Career Cluster Inventory” or “IDEAS” interest assessment	AzCIS Junior: inventory, occupation information, and My Favorites reflection entry
“Important Life Events”	AzCIS Junior: worksheet and portfolio reflection entry
“My Accomplishments”	AzCIS Junior: worksheet and portfolio reflection entry
“Activities”	AzCIS Junior: worksheet and portfolio reflection entry
Academic Strengths/Course Planning for High School	<ul style="list-style-type: none"> • Review grades and other measures of academic performance • Set goals for academic enrichment and improvement • Be aware of 8th grade completion requirements • AzCIS Course Planner

APPENDIX 2: – MESSAGE TO STUDENTS

During your next several years of school, you will be involved in career and educational planning.

To support your planning, the Arizona ECAP and AzCIS **Career Plan** target two goals:

- To help you find relevance in your school work and activities by relating them to your personal and career goals and postsecondary decisions.
- To teach you skills and knowledge that you can use throughout your life to manage your education and career decisions.

Each year, we will focus on several pieces of career development through class activities. Because career development is ongoing and very personal, you may find it valuable to spend more time completing some of these activities on your own, independently reviewing and updating your ECAP portfolio.

Your teacher will introduce you to a framework that outlines steps in career development (see the graphic below) one model for middle grades and a similar model for high school. This decision-making model will be useful throughout your life. You will repeat the career development process several times while in school and as an adult. As you repeat these steps, you may find yourself modifying your career plans again and again, which leads to quality planning and decision-making.

Middle Grades Model High School Model

