ARIZONA ECAP and the IEP

On February 25, 2008, the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students in grades 9–12. We, as educators, believe that integrating an Education and Career Action Plan (ECAP) process into all facets of the school experience enables students to be lifelong learners and problem-solvers, developing and applying 21st century skills to their life experiences, as students, as workers, as consumers, and as responsible citizens. With the ability to identify skills and interests and to apply that knowledge to create their own ECAPs, our students will have developed needed skills to transition to postsecondary environments, fluidly and seamlessly, managing 21st century technologies and postsecondary work place requirements.

An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities for developing the student's individual academic and career goals.

Arizona Education and Career Action Plan ECAP—State Board Rule (R7-2-302.05)

Attributes

An Arizona Education and Career Action Plan shall, at a minimum, allow students to enter, track, and update the following information:

ACADEMIC

- Plan coursework
- Meet high school requirements
- Document postsecondary education goals
- Review academic progress to include needed interventions or advisements
- Record academic achievement or awards

CAREER

- Identify postsecondary career plans, options, interests, or skills
- Explore career opportunities
- Explore needed educational requirements to meet the career qualifications

POSTSECONDARY EDUCATION

- Explore admissions requirements
- Complete necessary applications
- Create a financial assistance plan

EXTRACURRICULAR

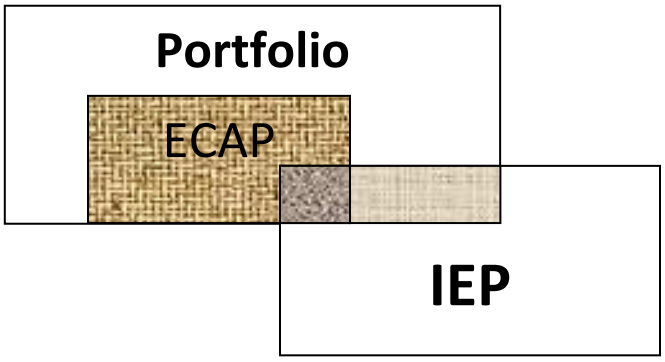
Documentation for participation in:

- Clubs, organizations, or Career and Technology Student Organizations (CTSOs)
- Athletics
- Recreational activities
- Fine arts opportunities
- Community service or volunteer activities
- Work experiences, internships, job shadowing, etc.
- Leadership opportunities
- Other activities the student might wish to note

The ECAP is reviewed by the student and parent, at least annually, including (but not limited to): goal revision, new postsecondary career and education plans, financial aid opportunities, and changes in academic courses.

The Individualized Education Program (IEP) is a written plan for students identified with a disability who have been determined to be eligible for special education services. The most recent reauthorization supporting the development of IEPs was on December 3, 2004, and is known as the **Individuals with Disabilities Education Improvement Act of 2004.** Included in the act is the provision that beginning with the IEP developed no later than the IEP in effect when the student turns 16, the IEP must have a plan for transition services, which includes very similar information to that required in an ECAP. An IEP must include these eight transition components:

- Measurable postsecondary goals (MPGs)
- MPGs are updated annually
- MPGs are based upon age-appropriate transition assessments
- Transition services/activities
- Courses of study
- Annual IEP goals
- Student invitation to IEP meeting
- Outside agency invitation, with prior consent



The IEP is reviewed annually with the student and the parent and includes a discussion of recent assessment activities and results, goal revisions, interagency linkages, and changes in courses.

How Do the ECAP and IEP Align?

Each student will have a portfolio system of some kind. The portfolio is the repository of all career and academic planning information for a student, which will be accessible by the student, parent and/or legal guardian, and designated educators. This portfolio is thought of as the body of evidence. Throughout students' high school (and possibly middle school) years, summaries of assessments, inventories, and career development experiences will be recorded in the ECAP portfolio.

The ECAP is a template that will include specific components from the portfolio. The plan template will be designated by each district or school to pull specified data from the portfolio system. Not all of the information contained in the ECAP portfolio will appear in the ECAP plan at a given time, although it will be maintained as a body of evidence of the student's efforts.

Nonconfidential information about student activities and assessment summaries can and should be shared between the ECAP and the IEP. For example, summaries of career assessments, inventories, academic achievement, and community experiences could be added to the student portfolio throughout the year. Information contributed to the portfolio through general education efforts could supply relevant information to the special education teacher for the development of the current IEP. Of course, there will be some information included in the student's IEP that will not become part of the portfolio due to the confidential nature of the information (e.g., disability specific information, or disciplinary action). Some of the information required on an IEP is not included nor required on an ECAP.

As schools design and implement the process for developing and managing ECAPs and IEPs, special education providers and individuals responsible for developing ECAPs can be essential partners, benefitting students with the least amount of duplication and confusion.

A Crosswalk of the IEP Transition Components and the ECAP Attributes:

IEP Components	ECAP Attributes
1. **Measurable Postsecondary Goals (MPGs):**	
A. **Employment:** after-graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for employment.	**Career Goals:** that include identifying career plans, options, interests, and skills; exploring entry level opportunities; and evaluating educational requirements.
B. **Postsecondary Education and/or Training:** after-graduation outcome statement based on age-appropriate assessment that identifies the student's strengths, interests, and preferences for postsecondary education and/or training.	**Postsecondary Education Goals:** that include identifying progress toward meeting admission requirements, completing application forms, and creating financial assistance plans.
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.	No <u>direct</u> crosswalk item from the ECAP.
2. **Annually Updated MPGs:** evidence that the MPGs are updated annually (i.e., signature on IEP, phone log, or other evidence).	No <u>direct</u> crosswalk item from the ECAP. However, ECAPs are required to be revised annually.

3. **MPGs are based upon age-appropriate transition assessments:** evidence of assessment information used to identify strengths, preferences, and interests, as well as evidence of how the assessment information leads to the MPGs that were written.	If results are documented on how the student performed the ECAP attributes, the information can be used as an informal assessment for writing MPGs.
4. **Transition services/activities:** is a coordinated set of activities that address needs in the areas of: *Instruction, Community Experiences, Related Services, Employment, Post-School Adult Living,* and, if appropriate, *Daily Living Skills and Functional Vocational Assessments* that are designed to enable the student to meet the MPGs.	**Extracurricular Activity Goals:** that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities. Note: If an extracurricular activity aligns with a measurable postsecondary goal (MPG)
5. **Courses of study:** 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.	**Academic Goals:** 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 and advisement; and documenting academic achievement.
6. **Annual IEP Goals:** that are aligned to support the MPGs.	No direct crosswalk item from the ECAP.
7. **Student invitation:** to an IEP meeting when transition services will be discussed.	No direct crosswalk item from the ECAP.
8. **Outside Agency:** that may provide or pay for services can be invited, **with prior consent** of the parent or student at the age of majority.	No direct crosswalk item from the ECAP.

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

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