# Arizona Education & Career Action Plans
## 2014 SURVEY
## Highlights & Comparisons

## Part I. Educational Setting (N = 340)

**Highlights**
- The initial 2014 sample size was twice as large with 340 respondents compared to 168 in 2013. These numbers dropped to 302 for questions 7–19 and 290 for questions 20–24.
- A majority of the respondents (99%) work in high schools or schools that serve students in grades 9–12. Sixty-three respondents (19%) were from middle schools compared to seven respondents (4%) in 2013.
- Responses by school type were nearly identical to 2013 with 68% from district schools and about one-quarter from public charter schools.
- Responses by location were similar to 2013 with almost one-half of the schools located in urban areas. Suburban schools comprise one-fifth of the sample and nearly one-third are in rural areas. Thirteen responses were received from schools located on reservations compared to five in 2013.
- A least one school from every county responded. The majority of responses (55%) are from schools in Maricopa County. The number of responses per county increased from 2013 except for Pinal County, which dropped from 15 to 13 schools.
- Similar to 2013 about half of the respondents (48%) indicated that their schools have three or more certified counselors, while the other half (52%) have two or fewer certified counselors.
- A majority (52%) of respondents work in schools with ratios of one counselor to between 250 and 550 students.

**Data Tables**

1.  Grade levels served:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| K–5 | 5 | 3 | 27 | 8 |
| Grades 6–8 | 7 | 4 | 63 | 19 |
| Grades 9–12 | 139 | 83 | 337 | 99 |
| Other | 17 | 10 | 0 | 0 |
| Total | 168 |  | 340 |  |

2. Type of school:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| District School | 114 | 68 | 233 | 69 |
| District Charter School | 10 | 6 | 14 | 4 |
| Public Charter School | 39 | 23 | 90 | 26 |
| Online only | 5 | 3 | 3 | 1 |

3. School locations:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Urban | 74 | 44 | 160 | 47 |
| Suburban | 33 | 20 | 69 | 20 |
| Rural | 56 | 33 | 98 | 29 |
| Reservation | 5 | 3 | 13 | 4 |

4. Participating counties:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Apache | 5 | 3 | 7 | 2 |
| Cochise | 8 | 5 | 11 | 3 |
| Coconino | 5 | 3 | 14 | 4 |
| Gila | 1 | 1 | 6 | 2 |
| Graham | 2 | 1 | 4 | 1 |
| Greenlee | 0 | 0 | 1 | 0.29 |
| La Paz | 0 | 0 | 1 | 0.29 |
| Maricopa | 86 | 51 | 186 | 55 |
| Mohave | 7 | 4 | 16 | 5 |
| Navajo | 5 | 3 | 8 | 2 |
| Pima | 19 | 11 | 46 | 14 |
| Pinal | 15 | 9 | 13 | 4 |
| Santa Cruz | 1 | 1 | 2 | 0.59 |
| Yavapai | 5 | 3 | 9 | 3 |
| Yuma | 9 | 5 | 16 | 5 |

5. Certified school counselors:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| None | 23 | 14 | 74 | 22 |
| One | 45 | 27 | 65 | 19 |
| Two | 16 | 10 | 38 | 11 |
| Three | 13 | 8 | 32 | 9 |
| Four or more | 71 | 42 | 38 | 11 |
| Five or more | NA | NA | 93 | 27 |

Note: Options augmented in 2014. Some data are not available for 2013.

6. Counselor to student ratios:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Less than 1 : 100 | 11 | 7 | 24 | 7 |
| 1 : 100–250 | 27 | 16 | 50 | 15 |
| 1 : 250–400 | 45 | 27 | 77 | 23 |
| 1 : 400–550 | 54 | 32 | 100 | 29 |
| 1 : 550–700 | 10 | 6 | 30 | 9 |
| Greater than 1 : 700 | 3 | 2 | 5 | 1 |
| Not applicable | 18 | 11 | 54 | 16 |

## Part II. Implementation (N=302)

**Highlights**
- Ninety percent of the respondents implement ECAPs in grades 9 through 12.
- School counselors (72%) are mainly responsible for implementing ECAPs, although some schools (15%) are using a team approach.
- Thirty-eight percent of respondents develop ECAPs during monthly or quarterly sessions. Another third of respondents develop ECAPs during a single course and then revisit the plans annually.
- More than half of the respondents implement six of the seven ECAP elements, with self- (86%) and career (91%) exploration elements selected the most. Collaborative development remains the least selected element (29% in 2014 and 37% in 2013).
- Web-based career information systems/e-portfolios continue to be the most selected strategy (54%) for implementing ECAPs, while collaboration with business, community, and higher education remains the least selected strategy (18%).
- A majority of respondents (57%) continue to rely upon college and financial aid nights to involve parents/guardians in the ECAP process. Just 12% of respondents use ECAP conferences to involve parents/guardians.
- The main mechanisms and metrics used to monitor implementation are including plans in students' records (43%), the statewide graduation requirement (43%), and the percentage of students developing and maintaining electronic plans and portfolios (39%). Results are similar to 2013 where 54% of the schools tracked the percentage of students filing electronic plans and portfolios and 50% included the plans as part of a student's record.
- Forty-one percent of the respondents report being at a beginning level (i.e., levels 1–3) of implementation, 32% is at an intermediate level (i.e., levels 4 and 5), and 27% is at an advanced level (i.e., levels 6 and 7) of implementation. In 2013 about one-third of the sample reported being at each increment (i.e., beginning, intermediate, advanced).
- One-half of the respondents use both paper and electronic formats to save ECAP information.
- Similar to 2013 results, more than half of the respondents (60%) use the Arizona Career Information System to assist with ECAP implementation, and nine percent are not using an electronic tool.
- Nearly two-thirds of the respondents (62%) transfer ECAPs electronically between grade levels, and only eight percent do not appear to transfer files between grade levels.
- Forty-five percent of the respondents are not yet transferring ECAP information when students change schools compared to 31% in 2013. Forty percent provide web-based career information system login information to students, which is similar to 2013 results (44%).
- More schools are working with partners to assist students with the ECAP process. About one-half of the respondents do not use partners compared to 62% in 2013. Twenty-eight percent of the respondents partner with community colleges to help students with the ECAP process.

**Data Tables**

7.  Grade levels that schools implement ECAPs:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| 12th grade | 133 | 90 | 278 | 92 |
| 11th grade | 134 | 91 | 276 | 91 |
| 10th grade | 133 | 90 | 275 | 91 |
| 9th grade | 142 | 96 | 285 | 94 |
| 8th grade | 20 | 14 | 34 | 11 |
| 7th grade | 6 | 4 | 19 | 6 |
| 6th grade | 5 | 3 | 6 | 2 |
| 5th grade | 0 | 0 | 3 | 1 |
| 4th grade | NA | NA | 3 | 1 |

Note: Options augmented in 2014. Some data are not available for 2013.

8.  Persons responsible for implementing ECAPs:

|  | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Schoolwide team | NA | NA | 46 | 15 |
| School counselors | 122 | 82 | 217 | 72 |
| School administrators | 29 | 20 | 41 | 14 |
| Classroom/core subject teachers | 40 | 27 | 52 | 17 |
| CTE teachers | 27 | 18 | 49 | 16 |
| JTED counselors | NA | NA | 2 | 1 |
| Elective subject teachers | 14 | 9 | 16 | 5 |
| Transition coordinators/ Special education teachers | 20 | 14 | 22 | 7 |

Note: Options augmented in 2014. Some data are not available for 2013.

9.  ECAP development:

| 2013 | n | % | 2014 | n | % |
|---|---|---|---|---|---|
| Embedded into current classroom and counseling curricula, referred to across content areas, and updated regularly. | 47 | 32 | Developed and maintained during a series of regularly scheduled sessions or advisory periods. | 61 | 20 |
| Developed during a single course or series of counseling experiences. | 49 | 33 | Developed during monthly or quarterly sessions. | 116 | 38 |
| Developed in one or more sessions either at a computer or by completing a few handouts. | 35 | 24 | Developed during a single course and revisited annually. | 99 | 33 |
| Students are addressing one or more ECAP attributes but more could be done. | 15 | 10 | Developed during a single experience at the beginning of the academic year. | 26 | 9 |

Note: Survey question modified in 2014. Data are not directly comparable.

## 10. ECAP elements implemented:

| 2013 | n | % | 2014 | n | % |
|---|---|---|---|---|---|
| Collaborative development (i.e., developed by students, parents, and school-based staff) | 55 | 37 | Collaborative development (i.e., developed by students, parents, and school-based staff) | 89 | 29 |
| Comprehensive focus (i.e., include academic, career, and personal goals) | 125 | 85 | Comprehensive focus (i.e., include academic, career, and personal goals) | 222 | 74 |
| Skill and interest inventories or assessments | 123 | 84 | Self-exploration activities (i.e., students identify interests, skills, and work values) | 259 | 86 |
| Career guidance | 126 | 86 | Career exploration (i.e., students connect interests, skills, and work values to career options) | 276 | 91 |
| Connection to career pathways | 101 | 69 | Career planning and management (i.e., students develop career readiness skills and traits) | 201 | 67 |
| Flexibility (i.e., updated at regular intervals, responsive to changing interests) | 92 | 63 | Flexibility (i.e., updated at regular intervals, responsive to changing interests) | 158 | 52 |
| Portfolios (i.e., opportunities for students to document their academic, extracurricular, work, and personal experiences and achievements over time) | 100 | 68 | E-Portfolios (i.e., opportunities for students to document their academic, extracurricular, work, and personal experiences and achievements over time) | 157 | 52 |

Note: Survey question modified in 2014. Data are not directly comparable.

## 11. Strategies to implement ECAPs:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Strong leadership and clear articulation of ECAP objectives | 67 | 46 | 143 | 47 |
| Resources and training for school teams, counselors, educators | 68 | 46 | 99 | 33 |
| Embedded opportunities for positive interactions and student engagement with teachers | 79 | 54 | 121 | 40 |
| Career-based curricula with grade-specific activities | 55 | 37 | 140 | 46 |
| Web-based career information systems and e-portfolios | 126 | 86 | 163 | 54 |
| Advisory periods for planning, reflection, and guidance | 79 | 54 | 142 | 47 |
| Regular reviews and updates beginning in middle school and continuing throughout high school | NA | NA | 113 | 37 |
| District collaboration with business, community, and higher education | 43 | 29 | 55 | 18 |

Note: Options augmented in 2014. Some data are not available for 2013.

12. Parent/guardian involvement:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Opportunities for parents to repeat/complete ECAP activities with their students | NA | NA | 82 | 27 |
| E-Portfolio (i.e., AzCIS or similar web-based tool) | NA | NA | 121 | 40 |
| ECAP-driven, student-led, parent-teacher conferences | NA | NA | 35 | 12 |
| ECAP conferences held during the day or evening | 30 | 20 | 34 | 11 |
| ECAP paper documents sent home for parent signature | 60 | 41 | 97 | 32 |
| Electronic communication/signature | 45 | 31 | 50 | 17 |
| College nights/financial aid nights | 101 | 69 | 171 | 57 |
| Awareness building and informational efforts (e.g., newsletters, parents' nights) | NA | NA | 137 | 45 |
| Not yet actively involving parents/guardians | 27 | 18 | 51 | 17 |

Note: Options augmented in 2014. Some data are not available for 2013.

13. Mechanisms and metrics to monitor implementation and outcomes:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Partial credit for developing and updating an ECAP | 14 | 10 | 60 | 20 |
| Plan included in student's record | 73 | 50 | 130 | 43 |
| Graduation requirement | 64 | 44 | 130 | 43 |
| Transcript notation | 8 | 5 | 42 | 14 |
| Percentage of students developing and maintaining electronic plans and portfolios | 81 | 55 | 118 | 39 |
| Percentage of plans developed with parental input and/or signed by student, parent, and school-based staff | 35 | 24 | 53 | 18 |
| Percentage of students meeting grade-level ECAP benchmarks | NA | NA | 88 | 29 |
| Percentage of students maintaining electronic plans beyond high school graduation | NA | NA | 20 | 7 |
| Percentage of educators participating in ECAP-related professional development opportunities | 17 | 12 | 27 | 9 |
| Satisfaction surveys (e.g., students, parents, educators) | 26 | 18 | 63 | 21 |

Note: Options augmented in 2014. Some data are not available for 2013.

14. Level of ECAP implementation:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Level 1: Awareness — gathering information to inform our plan. | 8 | 5 | 36 | 12 |
| Level 2: Exploration — a clear plan to facilitate installation. | 15 | 10 | 25 | 8 |
| Level 3: Installation — successfully completed first steps of plan. | 27 | 18 | 64 | 21 |
| Level 4: Initiation — managing expectations and forces. | 29 | 20 | 59 | 19 |
| Level 5: Operation — tested and evaluated our process. | 18 | 12 | 36 | 12 |
| Level 6: Innovation — made improvements that benefit students. | 29 | 20 | 46 | 15 |
| Level 7: Sustainability — ensured survival and effectiveness. | 21 | 14 | 36 | 12 |

15. Format used to save ECAP information:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Paper | 18 | 12 | 33 | 11 |
| Electronic | 54 | 37 | 107 | 35 |
| Both paper and electronic | 75 | 51 | 162 | 54 |

16. Electronic tools:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Arizona Career Information System (AzCIS) | 78 | 53 | 181 | 60 |
| Naviance | 16 | 11 | 30 | 10 |
| Kuder | 15 | 10 | 26 | 9 |
| District designed system | 11 | 7 | 9 | 3 |
| Combination of AzCIS and other | 10 | 7 | 28 | 9 |
| Not using an electronic tool | 14 | 10 | 28 | 9 |

17. ECAPs are transferred between grade levels:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Electronically | 104 | 71 | 188 | 62 |
| Cumulative student folder | 42 | 29 | 70 | 23 |
| Counselors' files | NA | NA | 97 | 32 |
| IEP/transition plans | NA | NA | 50 | 17 |
| Do not transfer | NA | NA | 25 | 8 |
| Student responsibility | 1 | 1 | 59 | 20 |

Note: Options augmented in 2014. Some data are not available for 2013.

18. ECAP information is shared:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Web-based career information system login information is provided to the student | 65 | 44 | 121 | 40 |
| Paper cumulative student folder transfer | 13 | 9 | 42 | 14 |
| Plan is included with transcript information | 8 | 5 | 19 | 6 |
| Not yet transferring ECAP information | 46 | 31 | 137 | 45 |

19. Community organizations and partnerships:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| After school programs | 6 | 4 | 27 | 9 |
| College Depot or other such programs | 6 | 4 | 25 | 8 |
| Community-based organizations | NA | NA | 35 | 12 |
| Community colleges | 25 | 17 | 86 | 28 |
| Community libraries | 1 | 1 | 5 | 2 |
| Gear-Up/Trio/Upward Bound | 5 | 3 | 32 | 11 |
| Joint Technical Education Districts | 3 | 2 | 43 | 14 |
| Local businesses | NA | NA | 23 | 8 |
| Universities | 3 | 2 | 54 | 18 |
| None | 91 | 62 | 149 | 49 |

Note: Options augmented in 2014. Some data are not available for 2013.

## Part III. Technical Assistance and Professional Development (N=290)

**Highlights**

- Respondents cite two major challenges to implementing ECAPs: scheduling (57%) and large case loads/high student to staff ratios (47%).
- More than any other support, respondents (67%) rely upon the Arizona Career Information System (AzCIS) for implementing ECAPs.
- The top two types of assistance desired by respondents are AzCIS training (56%) and help with the ECAP implementation process (50%).
- A majority of respondents prefer that technical assistance be available online, 24 hours a day, seven days a week (55%). The two least preferred types of technical assistance are teleconferences (10%) and the use of regional education centers (8%) for delivery.
- While one-third of the respondents completed both the 2013 and 2014 ECAP surveys, a majority (55%) does not know whether their schools completed the 2013 survey.
- Of the initial 340 respondents, 167 provided complete contact information.

20. Major challenges to implementing ECAPs:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Access to information, evidence-based practices, expertise | 30 | 20 | 56 | 19 |
| Communication within our school and/or district | 34 | 23 | 68 | 23 |
| Few well-trained career counselors, educators, and parents | 37 | 25 | 78 | 27 |
| Insufficient support, training, or resources | 46 | 31 | 86 | 30 |
| Large case loads and high student to staff ratios | NA | NA | 136 | 47 |
| Longitudinal data systems | 16 | 11 | 35 | 12 |
| Scheduling (i.e., ability to schedule or embed development opportunities) | 76 | 52 | 166 | 57 |
| Staff interest and engagement | 35 | 24 | 106 | 37 |
| Technology | 55 | 37 | 102 | 35 |

Note: Options augmented in 2014. Some data are not available for 2013.

21. Supports for implementing ECAPs:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| ADE communication and outreach | NA | NA | 68 | 23 |
| AzCIS | 82 | 56 | 194 | 67 |
| Other web-based career information systems | 22 | 15 | 44 | 15 |
| Comprehensive counseling and guidance programs | 44 | 30 | 63 | 22 |
| Comprehensive implementation plans | 24 | 16 | 31 | 11 |
| Districtwide ECAP curriculum that includes grade-specific activities | 29 | 20 | 54 | 19 |
| ECAP website | 33 | 22 | 72 | 25 |
| Observing and learning from other schools/districts | 41 | 28 | 70 | 24 |
| Partnerships with local businesses and community-based organizations | 8 | 5 | 13 | 4 |
| Professional development and training | 39 | 27 | 66 | 23 |

22. Note: Options augmented in 2014. Some data are not available for 2013.

23. Types of assistance desired:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| ECAP attributes and elements | 52 | 35 | 84 | 29 |
| ECAP implementation process | 75 | 51 | 144 | 50 |
| AzCIS training | 83 | 56 | 162 | 56 |
| ECAP data indicators cross walked with school goals | 60 | 41 | 97 | 33 |
| Evidence-based practices | 77 | 52 | 105 | 36 |
| Onsite audits | NA | NA | 17 | 6 |
| Resources | 62 | 42 | 124 | 43 |

Note: Options augmented in 2014. Some data are not available for 2013.

24. Technical assistance delivery preferences:

| | 2013 n | 2013 % | 2014 n | 2014 % |
|---|---|---|---|---|
| Available online 24/7 | 87 | 59 | 160 | 55 |
| Delivered through the Regional Educational Centers | 27 | 18 | 23 | 8 |
| Online resource directory | NA | NA | 110 | 38 |
| Onsite workshop or trainings for school teams, counselors, and other staff | 68 | 46 | 126 | 43 |
| Regional workshop or trainings for counselors and other staff | 81 | 55 | 121 | 42 |
| Teleconferences | NA | NA | 30 | 10 |
| Webinars | 57 | 39 | 115 | 40 |

Note: Options augmented in 2014. Some data are not available for 2013.

25. Completed the 2013 survey:

| | n | % |
|---|---|---|
| Yes | 96 | 33 |
| No | 34 | 12 |
| Don't know | 160 | 55 |

Note: New question in the 2014 survey.