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## Education & Career Action Plans

### Report 1: Fall 2013 Survey Results

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#### Part I. Educational Setting (N=168)

##### Highlights

- A majority of the respondents (83%) work in high schools or schools that serve students in grades 9–12.
- Nearly one-quarter of the respondents represent independent charter schools.
- Slightly more than two-fifths of the schools are located in urban areas. Suburban schools comprise one-fifth of the sample and one-third are in rural areas. Five responses were received from schools located on reservations.
- A majority of the responses (86 of 168) are from schools in Maricopa County. Responses were not received from any schools located in Greenlee and La Paz Counties.
- One half of the respondents indicated that their schools have three or more certified counselors, while the other half have two or fewer certified counselors.
- About one-third of the respondents work in schools with ratios of one counselor to between 400 and 550 students.

##### Data Tables

###### 1. Grade levels served:

|                    | n   | %  |
|--------------------|-----|----|
| Pre–K–5            | 5   | 3  |
| Grades 6–8         | 7   | 4  |
| Grades 9–12        | 139 | 83 |
| K–12               | 22  | 13 |
| Other: Grades 7–12 | 5   | 3  |

###### 2. Type of school:

|                         | n   | %  |
|-------------------------|-----|----|
| District School         | 114 | 68 |
| District Charter School | 10  | 6  |
| Public Charter School   | 39  | 23 |
| Online only             | 5   | 3  |

###### 3. School locations:

|             | n  | %  |
|-------------|----|----|
| Urban       | 74 | 44 |
| Suburban    | 33 | 20 |
| Rural       | 56 | 33 |
| Reservation | 5  | 3  |

4. Participating counties:

|            | n  | %  |
|------------|----|----|
| Apache     | 5  | 3  |
| Cochise    | 8  | 5  |
| Coconino   | 5  | 3  |
| Gila       | 1  | 1  |
| Graham     | 2  | 1  |
| Greenlee   | 0  | 0  |
| La Paz     | 0  | 0  |
| Maricopa   | 86 | 51 |
| Mohave     | 7  | 4  |
| Navajo     | 5  | 3  |
| Pima       | 19 | 11 |
| Pinal      | 15 | 9  |
| Santa Cruz | 1  | 1  |
| Yavapai    | 5  | 3  |
| Yuma       | 9  | 5  |

5. Certified school counselors:

|              | n  | %  |
|--------------|----|----|
| None         | 23 | 14 |
| One          | 45 | 27 |
| Two          | 16 | 10 |
| Three        | 13 | 8  |
| Four or more | 71 | 42 |

6. Counselor to student ratios:

|                      | n  | %  |
|----------------------|----|----|
| Less than 1 : 100    | 11 | 7  |
| 1 : 100–250          | 27 | 16 |
| 1 : 250–400          | 45 | 27 |
| 1 : 400–550          | 54 | 32 |
| 1 : 550–700          | 10 | 6  |
| Greater than 1 : 700 | 3  | 2  |
| Not applicable       | 18 | 11 |

## Part II. Implementation (N=147)

### Highlights

- Ninety percent of the respondents implement ECAPs in grades 9 through 12.
- School counselors (82%) are mainly responsible for implementing ECAPs.
- One respondent stated that students are not developing ECAPs, and nearly two-thirds of the respondents appear to have specific development processes in place.
- Commonly implemented ECAP elements include career guidance (86%), a comprehensive focus (85%), and skill/interest inventories and assessments (84%). The next most commonly implemented ECAP elements are career pathway connections (69%), portfolios (68%), and flexibility (63%). Just over one-third of the respondents (37%) indicated that ECAPs are developed collaboratively by students, parents, and school-based staff.
- Access to online career information systems and/or electronic portfolios is the strategy used most (86%) to develop ECAPs. More than half of the respondents also listed adequate time for planning, reflection, guidance, and ongoing advisement as well as opportunities for positive interactions and student engagement with teachers as key development strategies.
- College nights/financial aid nights was the most selected (69%) approach for involving parents/guardians in the ECAP process.
- At least half of the schools appear to track the percentage of students filing electronic plans and/or portfolios (54%) and include the plans as part of a student's record (50%).
- All but nine of the respondents indicated that ECAPs are either partially (54%) or fully (40%) implemented at their schools.
- One-third of the respondents report being at a beginning level (i.e., levels 1–3) of implementation, another one-third is at an intermediate level (i.e., levels 4 and 5), and the final one-third is at an advanced level (i.e., levels 6 and 7).
- One-half of the respondents use both paper and electronic formats to save ECAP information.
- More than half of the respondents (60%) use the Arizona Career Information System to assist with ECAP implementation, and just 10 percent of respondents are not using an electronic tool.
- While more than two-thirds of the respondents (71%) transfer ECAPs electronically between grade levels, only 44 percent appear to share the information electronically when students transfer to other schools.
- More than one-third of the respondents (38%) work with community colleges and other partners to help students with the ECAP process.

### Data Tables

#### 7. Grade levels that schools implement ECAPs:

|                        | n   | %  |
|------------------------|-----|----|
| 12 <sup>th</sup> grade | 133 | 90 |
| 11 <sup>th</sup> grade | 134 | 91 |
| 10 <sup>th</sup> grade | 133 | 90 |
| 9 <sup>th</sup> grade  | 142 | 96 |

|                       | n  | %  |
|-----------------------|----|----|
| 8 <sup>th</sup> grade | 20 | 14 |
| 7 <sup>th</sup> grade | 6  | 4  |
| 6 <sup>th</sup> grade | 5  | 3  |
| 5 <sup>th</sup> grade | 0  | 0  |

8. Persons responsible for implementing ECAPs:

|  | n   | %  |
|--|-----|----|
| School counselors                                      | 122 | 82 |
| School administrators                                  | 29  | 20 |
| Classroom/subject teachers                             | 40  | 27 |
| CTE teachers   | 27  | 18 |
| Elective subject teachers                              | 14  | 9  |
| Transition coordinators/<br>Special education teachers | 20  | 14 |

9. ECAP development:

|   | n  | %  |
|---|----|----|
| Embedded into current classroom and counseling curricula, referred to across content areas, and updated regularly.  | 47 | 32 |
| Developed during a single course or series of counseling experiences.   | 49 | 33 |
| Developed in one or more sessions either at a computer or by completing a few handouts.   | 35 | 24 |
| Students are addressing one or more ECAP attributes (e.g., academic goals, career goals, postsecondary plans, and extracurricular activities) but more could be done. | 15 | 10 |
| Students are not developing ECAPs.  | 1  | 1  |

10. ECAP elements implemented:

|  | n   | %  |
|--|-----|----|
| Collaborative development (i.e., developed by students, parents, and school-based staff)   | 55  | 37 |
| Comprehensive focus (i.e., include academic, career, and personal goals)   | 125 | 85 |
| Skill and interest inventories or assessments  | 123 | 84 |
| Career guidance  | 126 | 86 |
| Connection to career pathways  | 101 | 69 |
| Flexibility (i.e., updated at regular intervals, responsive to changing interests)   | 92  | 63 |
| Portfolios (i.e., opportunities for students to document their academic, extracurricular, work, and personal experiences and achievements over time) | 100 | 68 |

11. Strategies to implement ECAPs:

|  | n   | %  |
|--|-----|----|
| Strong leadership and clear articulation of ECAP objectives                  | 67  | 46 |
| Resources and training for counselors and educators                          | 68  | 46 |
| Opportunities for positive interactions and student engagement with teachers | 79  | 54 |
| Offering a career-based curriculum to guide advising                         | 55  | 37 |
| Access to online career information systems and/or electronic portfolios     | 126 | 86 |
| Adequate time for planning, reflection, guidance, and ongoing advisement     | 79  | 54 |
| District collaboration with business, community, and/or higher education     | 43  | 29 |

12. Parent/guardian involvement:

|   | n   | %  |
|---|-----|----|
| ECAP conferences held during the day                | 27  | 18 |
| ECAP conferences held in the evening                | 30  | 20 |
| ECAP paper documents sent home for parent signature | 60  | 41 |
| Electronic communication/signature                  | 45  | 31 |
| College nights/financial aid nights                 | 101 | 69 |
| Not yet actively involving parents/guardians        | 27  | 18 |
| Other   | 11  | 7  |

13. Mechanisms and metrics to monitor implementation and outcomes:

|  | n  | %  |
|--|----|----|
| Mandated course that includes ECAP completion  | 34 | 23 |
| ECAP conferences for middle school students  | 11 | 7  |
| Student led parent-teacher conferences   | 12 | 8  |
| Partial credit for developing and updating an ECAP   | 14 | 10 |
| Plan included in student's record  | 73 | 50 |
| Graduation requirement   | 64 | 44 |
| Notation on transcript   | 8  | 5  |
| Percentage of students filing electronic plans and/or portfolios   | 81 | 55 |
| Percentage of plans developed with parental input and/or signed by student, parent, and school-based staff | 35 | 24 |
| Percentage of educators participating in professional development  | 17 | 12 |
| Percentage of paper portfolios maintained/completed  | 38 | 26 |
| Satisfaction surveys (e.g., students, parents, educators)  | 26 | 18 |

14. Stage of ECAP implementation:

|  | n  | %  |
|--|----|----|
| Fully Implemented (i.e., comprehensive process in place) | 59 | 40 |
| Partially Implemented (i.e., working on a process)       | 79 | 54 |
| Beginning Implementation (i.e., discussing a process)    | 9  | 6  |
| Nothing (i.e., no ECAP process)                          | 0  | 0  |

15. Level of ECAP implementation:

|   | n  | %  |
|---|----|----|
| Level 1: Awareness — Gathering information to inform our plan.          | 8  | 5  |
| Level 2: Exploration — A clear plan to facilitate installation.         | 15 | 10 |
| Level 3: Installation — Successfully completed first steps of our plan. | 27 | 18 |
| Level 4: Initiation — Managing expectations and forces.                 | 29 | 20 |
| Level 5: Operation — Tested and evaluated our process.                  | 18 | 12 |
| Level 6: Innovation — Made improvements that benefit students.          | 29 | 20 |
| Level 7: Sustainability — Ensured long-term survival and effectiveness. | 21 | 14 |

16. Format used to save ECAP information:

|                           | n  | %  |
|---------------------------|----|----|
| Paper                     | 18 | 12 |
| Electronic                | 54 | 37 |
| Both paper and electronic | 75 | 51 |

17. Electronic tools:

|   | n  | %  |
|---|----|----|
| Arizona Career Information System (AzCIS) | 78 | 53 |
| Naviance                                  | 16 | 11 |
| Kuder                                     | 15 | 10 |
| Bridges – Choices                         | 2  | 1  |
| Career Cruising                           | 1  | 1  |
| District designed system                  | 11 | 7  |
| Combination of AzCIS and other            | 10 | 7  |
| Not using an electronic tool              | 14 | 10 |

18. ECAPs are transferred between grade levels:

|                               | n   | %  |
|-------------------------------|-----|----|
| Electronically                | 104 | 71 |
| Cumulative student folder     | 42  | 29 |
| Student/family responsibility | 1   | 1  |

19. ECAP information is shared:

|   | n  | %  |
|---|----|----|
| AzCIS/tool login information is provided to the student | 65 | 44 |
| Paper cumulative student folder transfer                | 13 | 9  |
| Plan is included with transcript information            | 8  | 5  |
| Student/family responsibility                           | 12 | 8  |
| Not yet transferring ECAP information                   | 46 | 31 |

20. Community organizations and partnerships:

|                                      | n  | %  |
|--------------------------------------|----|----|
| After school programs                | 6  | 4  |
| Boys and Girls Clubs                 | 0  | 0  |
| College Depot or other such programs | 6  | 4  |
| Community colleges                   | 25 | 17 |
| Community libraries                  | 1  | 1  |
| Gear-Up/Trio/Upward Bound            | 5  | 3  |
| Joint Technical Education Districts  | 3  | 2  |
| Universities                         | 3  | 2  |
| YMCA                                 | 1  | 1  |
| None                                 | 91 | 62 |
| Other                                | 7  | 5  |

## Part III. Technical Assistance and Professional Development (N=147)

### Highlights

- Respondents cite two major challenges to implementing ECAPs: time (71%) and scheduling (52%).
- Respondents (56%) prefer the Arizona Career Information System (AzCIS) more than other supports for implementing ECAPs.
- The top three types of assistance desired by respondents are AzCIS training (56%), best practices (52%), and the ECAP implementation process (51%).
- A majority of respondents prefer that technical assistance be available online, 24 hours a day, seven days a week (59%) and delivered during regional trainings (55%).
- Most respondents (60%) prefer annual ECAP implementation surveys to more frequent administrations, and about one-third provided contact information.

#### 21. Major challenges to implementing ECAPs:

|   | n   | %  |
|---|-----|----|
| Access to information, exemplars, and expertise                           | 30  | 20 |
| Communication within our school and/or district                           | 34  | 23 |
| Few well-trained career counselors, educators, and parents                | 37  | 25 |
| Insufficient support, training, or resources                              | 46  | 31 |
| Longitudinal data systems   | 16  | 11 |
| Scheduling (i.e., ability to schedule or embed development opportunities) | 76  | 52 |
| Staff interest and engagement   | 35  | 24 |
| Technology  | 55  | 37 |
| Time  | 104 | 71 |
| None  | 4   | 3  |
| Other   | 11  | 7  |

#### 22. Supports for implementing ECAPs:

|  | n  | %  |
|--|----|----|
| AzCIS  | 82 | 56 |
| Other online career information systems                | 22 | 15 |
| Comprehensive counseling and guidance programs         | 44 | 30 |
| Comprehensive implementation plans                     | 24 | 16 |
| Districtwide ECAP curriculum                           | 29 | 20 |
| ECAP website   | 33 | 22 |
| Partnerships and/or community-based organizations      | 8  | 5  |
| Sharing with and learning from other schools/districts | 41 | 28 |
| Training and professional development                  | 39 | 27 |
| None   | 5  | 3  |
| Other  | 13 | 9  |



23. Types of assistance desired:

|   | n  | %  |
|---|----|----|
| ECAP Attributes and Elements                        | 52 | 35 |
| ECAP Implementation Process                         | 75 | 51 |
| AzCIS Training                                      | 83 | 56 |
| ECAP Data Indicators cross walked with school goals | 60 | 41 |
| Best Practices                                      | 77 | 52 |
| Resources   | 62 | 42 |
| None  | 9  | 6  |
| Other   | 3  | 2  |

24. Technical assistance delivery preferences:

|  | n  | %  |
|--|----|----|
| Delivered through the Regional Educational Centers         | 27 | 18 |
| Available online 24/7                                      | 87 | 59 |
| Webinar format   | 57 | 39 |
| Regional workshop/trainings for counselors and other staff | 81 | 55 |
| Onsite workshop/trainings for counselors and other staff   | 68 | 46 |

25. Number of times each year that counselors should be surveyed:

|             | n  | %  |
|-------------|----|----|
| Once        | 88 | 60 |
| Twice       | 50 | 34 |
| Three times | 5  | 3  |
| Four        | 4  | 3  |