Individual Learning Plans

College and Career Readiness Webinar Series
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College and Career Readiness
Individual Learning Plans
AGENDA

★ College and Career Readiness
★ Planning for success
★ ILP: Process and Instrument
★ ILP Policies and Practices
★ ILP Components
★ Connections to Other Plans
★ Examples of Early Implementation
Integration of College and Career Readiness (ICCR)

- In June 2012, Board of Elementary and Secondary Education adopted the Report and recommendations of the ICCR Task Force
- Recognition that *Success After High School* includes:
  - completion of postsecondary education or training
  - attainment of a career that provides a family sustaining wage
  - active, informed citizenship
Integration of College and Career Readiness (ICCR)

Key statement in the report:
“academic preparation as a prerequisite for success following high school is an essential domain of secondary education. Yet we are increasingly aware that personal and social developments as well as workplace readiness are also of paramount importance in a young person’s K-12 education.”
The Boards of Elementary and Secondary Education (BESE) and the Higher Education (BHE) voted to adopt a common definition of “college and career readiness” in February and March 2013.

These end goals are based on students acquiring knowledge, skills and experiences in three domains: Learning (academic), Workplace Readiness, and Qualities and Strategies (personal/social) with the ultimate goal in each domain being competency attainment.
College and career readiness means an individual has the requisite knowledge, skills and experiences in the academic, workplace readiness, and personal/social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy.
Planning for Success

- How does a student know what careers are possible and appropriate and what it takes to make that possibility a reality?

- What role does the school play in guiding and supporting students in achieving their goals? How can parents/families influence and support their children?

- What physical, social, and emotional supports are available to students who have risk factors that may hinder their academic and professional success?

- How/Where do we capture students’ planning?
What is an Individual Learning Plan (ILP)?

An ILP is:

- a student-directed, multi-year, dynamic tool that maps academic plans, personal/social/emotional skill development, and career development education while taking into account each student’s unique interests, needs and goals for post-secondary success.

- a process and an instrument.
The ILP as Instrument

- Is often an online planning tool such as: *YourPlanforthe Future*, Naviance, Career Cruising and MassCIS.

- Maps a student’s skill attainment across three domains - Academic, Personal/Social, and Workplace Readiness.

- Captures the student’s interests, strengths, barriers, and short- and long-term goals.

- Includes action steps for moving towards goals.
The ILP Process

- **Student-directed**: The student drives this process; the student leads discussions; researches information, identifies his/her interests and skills as well as barriers and challenges. It is an opportunity for students to voice their opinions about their life and to own their future.

- **Multi-year**: This is not a “one and done” process. Not only is it multi-year but there should be multiple meetings throughout the year.

- **Dynamic Tool**: Engages students, parents and school staff, particularly a “school mentor”- an adult in the school who regularly works with the student implementing the ILP.

- **Maps**: Captures the development of academic, personal/social and workplace readiness skills.
The ILP Process

Students engaged in ILP development report:

- stronger goal-setting skills
- being more engaged in their learning
- increased motivation to attend school
- making connections between their course selections and their career interests
- increasingly confident in their ability to speak for themselves.
Who Is Involved?
Individual Learning Plan
Who is Involved?

**Student:**

Creates a realistic plan for success after high school taking into account personal interests, strengths, challenges, and barriers. Establishing short and long-term goals and assists in generating action steps. Self-reflection provides continual improvement and refined goal setting.

**Families:**

The ILP process can be an opportunity for conversations between a child and identified adult supporters about the student’s dreams, choices, learning needs, and goals.
Individual Learning Plan
Who is Involved? (cont.)

School Staff:

- **Leadership**: Sets the vision and ensures adequate time and resources are available to implement ILP(s) with fidelity.

- **School Mentor**: (e.g., teacher, administrator, counselor)
  Provides guidance and support in aligning learning with unique interests and goals, accessing career development opportunities and identifying appropriate postsecondary pathways.

- **Teachers and other school staff**: Can use data from students’ ILPs to identify additional experiences to support a students’ learning. (e.g. course selections or differentiated in-class projects).
Individual Learning Plan
Who is Involved? (cont.)

District:

- Develops policies for ILP implementation and monitoring and provides adequate resources such as professional development, access to technology, and time for appropriate planning and implementation.
Policies and Practices
Individual Learning Plan
District and School Policies

- Establish district and school level leadership teams.
- Communicate clear rationale for ILP implementation and connectivity to the varied school-level innovation and improvement efforts.
- Create Professional Learning Communities (PLCs) to support teachers and other key adults in understanding the value of the ILP, their role in the ILP process, and the design and implementation of strategies.
- Provide professional development to address roles and responsibilities, as well as strategies for engaging families and community partners.
Create a systematic process and time in student, staff and school schedules for every student and school mentor to develop, review, and update the ILP on a regular basis.

Establish protocols for how the school and district will follow-through on implementing the student plans.

Create methods for monitoring the effectiveness of the ILP process by using student data.

Ensure that district support systems for students with limited English proficiency (LEP) are in place to ensure clear communication and access in ILP implementation.
Implementation – Best Practices

- Begin the ILP process for ALL students no later than 6th grade.
- Identify a school mentor for every student.
- Implement ILP development in a structured environment such as advisory, homeroom, college and career planning time, etc.
- Consider a college and career readiness framework such as the MA Model for School Counseling to foster development.
- Encourage active participation from student, staff, and families.
- Identify and document key adults who will share responsibility for action items to support implementation of student plans.
- Establish procedures for regular communication between school and parent/guardian including student-led parent/teacher conferences.
Implementation – Best Practices (cont.)

- Use an online tool designed to allow students to search, explore, build skills, and plan for success in all domains.
- Include written reflections by students on strengths, challenges, and areas for improvement across all three domains.
- Include written reflections by school personnel and parents to express their goals and aspirations for the student and identify progress.
- Connect ILP implementation with other student plans, such as the Education Proficiency Plan (EPP) and Special Education Individualized Education Plan (IEP) and Transition Plan.
- Reflect on students’ goals, challenges, strengths, and activities that are identified through the ILP process and/or documented in the ILP when planning for school and district improvements.
Components of Individual Learning Plans
ILP Components

Personal Information:

- Basic student information such as name, address, date of birth, grade, parent/guardian information, etc.
- Student self-identified strengths and areas of interest.
- Recognition of in and out-of-school barriers to success.
- Identification of short- and long-term goals.
- Reflections from the student, parent/guardian, and school should happen at the beginning and at the end of the school year.
ILP Components (cont.)

Academic Domain:

Examples of student activities/artifacts supporting and documenting acquisition of knowledge and skills in the academic domain needed to enter postsecondary degree/certificate programs to pursue career goals might include:

- Course selections aligned with interests and skills and geared to an identified career pathway
- Grades
- Assessments
- Learning opportunities (dual enrollment, AP, project-based, contextual learning, etc.)
- Interventions and accommodations
Personal/Social Domain:

Examples of in and out-of-school student activities/artifacts supporting and documenting the knowledge, attitudes, and skills necessary for personal and professional success might include:

- Joining a club or team.
- Participating in a restorative justice program for conflict resolution.
- Becoming a mentor or peer leader.
- Participating in a service learning project.
- Volunteering for projects within the community.
- Certificates of Achievement
Workplace Readiness Domain:

Examples of student activities/artifacts supporting and documenting acquisition of knowledge, skills and experiences in the workplace readiness domain* might include:

- **Awareness**: Career Interest inventories, exploring the job market information through websites and publications, career speakers, participating in career days or fair, etc.

- **Exploration**: Workshops or classes, “job shadowing”, informational interview with local professionals, career-related research projects.

- **Immersion**: Career-related clubs and after-school activities, internships, capstone projects, entrepreneurial projects, community-based volunteer work, work-based learning, after-school/summer job or internship, MA Work-Based Learning Plan.

*Aligned with stages of ESE’s Career Development Education (CDE) Guide
Connections To Other Plans
ILP Connections
Education Proficiency Plan (EPP)

An EPP is an educational planning tool to be developed for the subject area(s) in which students did not score at least 240 and includes:

- A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input.
- The courses the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area(s).
- A description of the assessments the school will administer to the student annually to determine whether s/he is making progress toward proficiency.
For students who are required to have an EPP, the ILP can be the place to document:

- The learning of the skills and competencies needed to meet and exceed their objectives.
- The steps towards successful completion of the Competency Determination (CD) by: (a) identifying CD completion as a student goal along; (b) identifying the subject area (Math or ELA) and the course title(s) the student is enrolled in to complete the EPP; and (c) the assessment measure and final grades for completion of the EPP.
Chapter 74 and the Vocational Technical Education Regulations (603 CMR 4.03 (4) (d)) state:

Career guidance and placement services shall be provided to each student and shall include assessment of all vocational technical students to determine individual vocational technical and academic aptitude, interest and learning styles and assistance with the development of a four-year career plan based on the assessments. Services shall be provided to assist each student in making the transition to the workforce, post-secondary education and apprenticeship programs.
ILP Connections With CVTE (cont.)

- Much like the ILP, a CVTE Career Plan is designed to facilitate the transition from high school to future learning or employment. The Career Plan can be thought of as both an instrument and a process for monitoring one’s career development. A Career Plan should be revisited and modified periodically.

- The ILP has the potential to fulfill, and expand upon, the requirements of the Career Plan. Therefore, schools may consider using the ILP as the process and instrument to capture a student’s required Career Plan.
Individualized Education Program (IEP) and Transition Planning

IDEA and Transition Planning Definition:

A **coordinated set of activities** for a child with a disability that is designed to be within a results-oriented process, that is focused on improving **the academic and functional achievement of the child with a disability** to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Although IDEA requires transition planning begin at age 16, Massachusetts law requires beginning at age 14.
IEP, Transition Planning and ILP similarities:

- Goal is post-secondary success for all students.
- Planning includes multiple stakeholders – student, family, school, community members (including related service providers).
- Meetings have a defined (required) schedule.
- Academic, personal/social, and workplace readiness domains along with independent living skills are addressed.
- Students are encouraged to lead meetings.
Individual Learning Plan (ILP)
Connections to IEP and Transition Planning

While the IEP and ILP have similar components, some key differences include:

- The ILP may engage students with disabilities and their families in postsecondary planning before the state required age of 14 for transition planning.

- The recommended guidance for ILPs is that they are reviewed and revised continuously during the year.

- Because of more reviews, ILPs may provide more rapid response to need for interventions and supports.

- ILPs have the potential to engage students in a more in-depth fashion than is possible at a single, annual IEP meeting.
ILP Connections
IEP (cont.)

Research indicates:

- ILP(s) contribute to making the IEP Transition Planning meeting more efficient and improved overall quality of the meetings.

- Students and families are able to be stronger advocates for ensuring accommodations were in place to support the course plans identified in the ILP that align with career goals.

- Students and families are better able to advocate for work-based learning opportunities that help them develop the employability skills needed to support their career and life goals.
Examples of Implementation Work
Weymouth Middle School - Chapman Campus

Why Engage In this Work:

- A significant percentage of our seventh and eighth grade students were unable to identify short and long-term goals (academic, college, and career) based on their individual interests and strengths.
- A significant portion of our students were not receiving career development education within the classroom.
- As a school we wanted to align with the district vision, “that students will graduate from Weymouth Public Schools with the academic skills, knowledge and mindset necessary to succeed in college and career,” and determined this was the best course of action building-wide.
Weymouth Middle School - Chapman Campus

Strategies:

- All 7th and 8th grade students create ILP
- Use MassCIS as the planning tool
- Career Development activities identified for each grade level
- Key personnel: counselors, teacher, assistant principal
- Classroom activities/lessons completed in History class
- All activities documented in the ILP
Weymouth Middle School - Chapman Campus

What We Have Learned:

➢ Students are able to develop future goals based on their individual interests and strengths.

➢ As students become increasingly aware of their options and goals, they become more invested in their future.

➢ When students are able to identify their weaknesses, they can focus on strengthening them.

➢ Students are excited to think about their individual plan for the future.

➢ The sooner the better!!
Hampden Wilbraham Regional School District:
Thornton Burgess Middle School
Wilbraham Middle School
Minnechaug Regional High School
Hampden Wilbraham Regional School District

Goals of the Work:

- establish and enact a continuum of college and career planning activities grades 7-12
- incorporate CCR planning within guidance and advisory programs at the middle schools
- launch an Advisory program at the high school that includes CCR planning and preparation with ILP development that will connect course selections with career interests
Hampden Wilbraham Regional School District

Middle School:

- Both middle schools have implemented Individual Learning Plans (ILPs) in grades 7 and 8
- *Your Plan for the Future* is used in 7th & 8th grade health classes to help students complete interest and abilities inventories
- Advisories participate in newly focused CCR activities during advisory
- Increased communication to parents about CCR activities
Hampden Wilbraham Regional School District

High School:

- Developmental Guidance/Mass Model program complete and initiated 2014-2015
- Full implementation of the program 2015-2016
- Emphasis will be on ILP development and correlation of course selection to career interests
- Plans have been developed to transfer middle school ILP data to the high school’s online resource (Naviance)
Hampden Wilbraham Regional School District

Evaluation through Student and Faculty Surveys:

- 52% of advisors perceive connections forming among their advisory group members
- 72% perceive their students as feeling included within the advisory group
- 86% of advisors feel that their students are connecting with them
- 88% of advisors perceive themselves as fully engaged in the advisory program and connecting with their students
Thank you!

The following links may be of interest:

Massachusetts Guide for Implementing Individual Learning Plans (ILP):
http://www.doe.mass.edu/ccr/ilpguidance2014.pdf

From Cradle to Career: Educating Our Students for Life Long Success:
http://www.doe.mass.edu/ccr/2012-06BESEReport.pdf

College and Career Readiness: http://www.doe.mass.edu/ccr/

National Collaborative on Workforce and Disability (NCWD) for Youth:
http://www.ncsd-youth.info/ilp

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