INDIVIDUAL LEARNING PLANS (ILPs)

CCR Webinar Series
January 21, 2014
Integrating College and Career Readiness (ICCR) Task Force Report

- **November 29, 2011** – The Board of Elementary and Secondary Education established a task force to develop recommendations on better integrating college and career readiness into K-12.

- **January through May 2012** – The Task Force for the Integration of College and Career Readiness chaired by Gerald Chertavian was convened.

- **June 26, 2012** – Task Force members present the ICCR Task Force report and recommendations. Board adopts the report and recommendations and charges the Department to map a path forward.
Integrating College and Career Readiness (ICCR) Task Force Report

The Executive Summary of the report from the Task Force on Integrating College and Career Readiness states:

“The report and recommendations that follow stem from the core knowledge that students who are able to gain experience and exposure to the world of work while in high school are better prepared to persist in and complete a postsecondary education and succeed in pursuing livable wage careers.”
Integrating College and Career Readiness (ICCR) Task Force Report

The report from the Task Force on Integrating College and Career Readiness states:

“We know that academic preparation as a prerequisite for success following high school graduation is an essential domain of a secondary education. Yet we are increasingly aware that personal and social development, as well as workplace readiness, are also of paramount importance in a young person’s K-12 education.”
ESE Goal: Success After High School
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“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 the 21st century economy.”
Planning for Success

- How does a student decide what he/she wants to be when he/she grows up?
- How does a student know what it takes to become what he/she dreams of being?
- How does a school guide and support student choices and decisions?
- How can parents/families influence and support a child’s decision?
- What part does the community play?
- How and where do we capture all the planning?
Planning for Success

- **Commonly used planning tools:**
  - Your Plan for the Future
  - Naviance
  - Career Cruising
  - Mass CIS

- **Commonly used planning forms:**
  - Transition Planning Form
  - CTE Planning Form
  - Education Proficiency Plan

- *What are the common elements of individual planning that need to be captured in the ILP?*
Individualized Learning Plans
Core Components

The three domains identified in the ICCR Task Force Report are the focus of the ILP process:

- **Academic** – Course-taking information; assessments and grades; MassCore completion; curricular and extra curricular activities

- **Personal/Social** – Using Interest surveys to identify career goals; Identifying 21st century skills such as communication, critical thinking, decision making, etc. necessary for success after high school

- **Workplace Readiness** – Career Awareness, Exploration and Immersion activities; Work-based Learning Plans
Planning for Success
What is an ILP?

The ILP is a two-pronged ongoing, multi-year comprehensive plan for the future.

It is a **document** as well as a **process** that involves a student along with multiple stakeholders guiding, directing and/or engaging in various activities that will allow the student to access a successful, economically viable career.
Planning Success: Research Based Strategies for Implementing Quality ILPs

V. Scott Solberg, PhD, Boston University
Mindy Larson, Institute for Educational Leadership
Who We Are

- National Collaborative on Workforce & Disability for Youth, a national technical assistance center

- Focus on transition needs of ALL youth, including youth with disabilities and other disconnected youth
  - Improve state and local policy
  - Strengthen workforce development service delivery
  - Improve competencies of youth service professionals
  - Engage youth and families

- Supported by Office of Disability Employment Policy, U.S. Department of Labor
Boston University Research Team

- Caroline vanBruinswaardt
- Zi Chen
- Chonlada J
- Taryn Hargrove
Overview:

- Individualized Learning Plan (ILP)
  - Research based recommendations for District and School Implementation
  - Resources and Support
Individualized Learning Plans

- Typically begin in middle school - no later than 9th grade

- Required or strongly encouraged in 37 states for all students

- ILPs by any other name ... Education & Career Action Plan, Student Success Plan, High School and Beyond, etc.
Purpose of ILPs

- Purposes for ILP in education system:
  - To personalize learning and reengage low performing youth
  - To develop college and career readiness
  - To prepare early to meet graduation requirements

- ILP is not the same as an Individualized Education Program (IEP) for students with disabilities. However, the ILP would include the IEP document.
Emerging Promising Practices

- Begin in middle school and continue through high school graduation
- Provide access to online career information systems that use an ePortfolio for the ILP
- Emphasize three career development processes: Self-exploration, Career exploration, and Career planning and management
- Establish whole school buy in by incorporating ILP activities into advisory period
- Adopt student-led parent-teacher conferences
What is a Quality ILP?

- A document consisting of:
  (a) course taking and post-secondary plans aligned to career goals; and
  (b) documentation of the range of college and career readiness skills that the student has developed.

- A process that enhances the relevance of school and out-of-school learning opportunities, and provides the student access to career development opportunities that involve building skills in self exploration, career exploration, and career planning and management.
Quality ILP Process Characteristics

- Youth define career goals and post-secondary plans through exposure to activities that build self-exploration and career exploration skills.
- Youth identify course taking plans that align to those career goals and select into outside school learning opportunities that optimize their employability skills.
- Youth explore the career planning and management skills they need to successfully enter their chosen careers.
- Engage in ILP regularly – 2X per week.
- Whole school implementation expands mentoring and advocacy opportunities by general educators and school counselors.
Intended ILP Outcomes

- Rigorous courses aligned to self-defined career goals
- Self awareness skills
- Career exploration skills
- Career planning and management skills

ICCR Domains:

- Academic
- Personal/Social/ Emotional
- Workplace Readiness:
  - Career Awareness
  - Career Exploration
  - Career Immersion
Implementation Strategies

- Communication Materials
  - Definition of an ILP
  - Grade level ILP activities
  - Grade level competencies
  - Emphasize “all means all”
  - Strategy for education and workforce development

- Tailored to key stakeholder groups
  - District and school leaders, school board, elected officials
  - Educators
  - Families
  - Business community, youth serving organizations
Establish policies that enable whole-school ILP implementation

Establish ILP professional learning communities (PLCs) at the district and school levels, respectively

Ensure equitable representation in ILP PLCs that includes all key stakeholders

Bring together whole community to link ILPs to real world knowledge through work-based learning opportunities that lead to regional employability skill needs
District ILP Recommendations: Setting Standards

- Direct web based career information system vendors to link to student information systems

- Create community-wide strategy to enable lifetime access to web based career information systems
District ILP Recommendations: Capacity Development

- Enable school counselors, CTE, and special education staff to increase career development skills that support whole school ILP implementation
- Include community stakeholders to improve ILP quality through work based learning and active participation in ILP related activities (e.g., ILP based exit interviews, job shadowing, etc.)
- Ensure adequate planning time to design and coordinate ILP implementation
School Level ILP Implementation Strategies

- Whole school implementation

- Affirmation that “all means all” students engage in ILPs

- Annual Student-led parent-teacher conferences

- Skills focus on development self-exploration, career exploration, and career planning and management

- Family engagement – ILP syllabus, clarity regarding link to IEPs and transition plan, homework using online systems.
Tailored Professional Development

- Designed by an ILP professional learning community of educators and leaders at both district and school levels
  - PLC should include school counseling, special education, and CTE representation with general educators

- Leadership orientation

- Educators orientation and periodic PD
Recommendations for Including Families

- Develop family-friendly ILP communication materials
- Provide ideas for how schools can more effectively engage families in ILPs
- Direct vendors to enable family participation in their’s child ILP and to allow for parallel ILP activities at home
- Use ILP to establish annual student-led parent-teacher conferences
Establish multidisciplinary task force to design accommodations for IILP activities and work-based learning opportunities to support students with significant disabilities

Ensure that web based career information systems adhere to universal design principles

Create advocacy policy to ensure “all students” have access to ILPs

Design and highlight demonstration projects
ILP and Career Readiness
Becoming Career Ready is a Student Who is Able to:

- Identify one or more careers of interest
- Clearly describe plans to pursue the careers of interest
- Connect career plans to personal interests, skills and values
- Identify how current courses relate to career plan
- Articulate skill and entry requirements for their careers
- Engage in additional learning opportunities
- Describe their needed skills & future development plan
Work-Based Learning

- Tours
- Job Shadowing
- Rotations
- Mentoring
- Entrepreneurship
- Service Learning
- Internships/Co-Ops
- Youth apprenticeship (paid)
## Minnesota: Spectrum of Work-Based Learning Experiences

### Internships/Co-Ops:
Students participate in paid work experience with employer, school coordinator and student agreeing to follow training plan. Students take vocational and work related classes at school.

### Entrepreneurship:
Students create an alternate work program, are their own boss, earn money, create a project, run their business, and earn high school credit.

### Rotations:
Students work in a number of different departments or for different employers, to explore different occupations within an industry cluster.

### Tours:
Students take part in tours of worksites. Employer-led tours of site which provides students with information on requirements of different jobs.

### Mentoring:
Students are paired with "adult peers" from the workplace who provide guidance and encouragement on career-related, interdisciplinary projects.

### Service Learning:
Students unpaid work, geared to the public good, integrated with school learning through projects or similar mechanisms.

### Job Shadowing:
Students make brief worksite visits to spend time with individual workers learning what their jobs entail.

### Youth Apprenticeship:
The integration of academic instruction and work-based learning. The student commits to one or two years of paid work experience in a specific trade and is registered as a youth apprentice.
Quality Individualized Planning

- Quality ILPs more than documentation
- Quality ILPs strategies actively and continuously engage youth in
  - Self Exploration
  - Career Exploration
  - Career Planning & Management
Career Development Strategies

Use the ILP How-to Guide

Includes Sample Lessons, Activities & Tools for:

• Self Exploration
• Career Exploration
• Career Planning & Management
  • Job Search Skills
  • Youth Development and Leadership
  • Career and Work-Readiness Skills
  • Work-Based Learning
  • Financial Literacy

Online at: www.ncwd-youth.info/ilp/how-to-guide
# Career Development Strategies

## Self Exploration

**Purpose**: To help youth become aware of their interests, skills, and values to guide career exploration & planning

<table>
<thead>
<tr>
<th>Youth Competencies</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>Identify own abilities, strengths, skills, and talents</td>
<td>Complete online career interest, ability, and values assessments using O*NET</td>
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<tr>
<td>Identify own social skills that will support future employability</td>
<td>Complete “Why Should I Hire You?” Activity</td>
</tr>
<tr>
<td>Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility)</td>
<td>Complete “Do You Have The Universal Skills Employers Seek?” Activity</td>
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**Career Development Strategies**

**Career Exploration**

**Purpose:** To help youth learn about the skills and qualities required to be successful in various careers and the education and training necessary to pursue each career.

<table>
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<th>Youth Competencies</th>
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<tbody>
<tr>
<td>Able to describe short- and long-term career and life goals</td>
<td>Complete “Goal Setting Begins with a Dream” Activity</td>
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<tr>
<td>Able to use different types of career information resources (i.e., occupational,</td>
<td>Complete “Considering Labor Market Information in Your Career Choice”</td>
</tr>
<tr>
<td>educational, economic, and employment) for career planning</td>
<td>Activity</td>
</tr>
<tr>
<td>Able to develop a career plan to meet own career goals</td>
<td>Design a travel map that identifies one's main goals and stops along the</td>
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<td></td>
<td>road (learning opportunities, experiences) needed to help reach the</td>
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<tr>
<td></td>
<td>ultimate destination</td>
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**Purpose:** To help youth develop a range of skills needed to secure and succeed in employment, navigate career changes, and pursue growth opportunities throughout a lifetime.

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<th>Youth Competencies</th>
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<tr>
<td>Able to identify strategies for improving educational achievement &amp; options for continued education &amp; training</td>
<td>Complete “Connecting Education to Our Careers” Activity</td>
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<tr>
<td>Career Readiness/ Work Readiness Skills (Communication; Enthusiasm &amp; Attitude; Teamwork; Networking; Problem Solving &amp; Critical Thinking; and Professionalism)</td>
<td>Complete soft skills activities in U.S. DOL ODEP’s <em>Skills to Pay the Bills: Mastering Soft Skills for Workplace Success</em></td>
</tr>
<tr>
<td>Job Seeking Skills: resume and cover letter writing, job applications, interviewing, finding and pursuing employment leads, networking</td>
<td>Career Portfolios - Putting it all together: The Career Development checklist, Resume builder</td>
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Successful Implementation of the ILP

What those who know are saying
Teacher’s ILP Experience

“I love it. I absolutely love it. I think it’s a success in that it’s made everyone a stakeholder in where this child is going ... the ILP makes the courses and the curriculum the child chooses more relevant. They understand now why they have to take algebra I. They understand now why they have to take biology.”

Another Teacher’s Experience

“It really is selling public education.. the parent leaves feeling really good about what we’re doing, good about what their kid’s doing, they’re more likely to be engaged and involved in the school...and lets them see what we do in our school.”

“[This school] really seems focused on launching adults as opposed to getting through a curriculum...”

Family ILP Experiences

“It gave [my daughters] a sense that they had chosen [these courses], that they had decided this, that they had set goals around this…”

More Resources for Youth Workforce Development

Learn More About ILPs

- **ILP Fact Sheet:** [http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan](http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan)
- **ILP Resources Home Page:** [www.ncwd-youth.info/ilp](http://www.ncwd-youth.info/ilp)
Contact Us

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ILP Research Partners:
INDIVIDUAL LEARNING PLANS (ILP)

❖ Questions for today’s webinar presenters?

❖ We would like to publish an ILP Guide for the late spring, 2014. What information would you find helpful in an ILP Guide?

Feel free to comment in the chat box or send your comments to lharney@doe.mass.edu
INDIVIDUAL LEARNING PLANS (ILP)

Thank you for participating on the webinar. We hope this has been helpful to you. Feel free to contact Lisa Harney lharney@doe.mass.edu for further information, comments, or questions.

The power point slides will be emailed to all who registered for the webinar.