The Use of Individualized Learning Plans to Help Students to be College and Career Ready

May 29, 2013

@AYPF_Tweets
Today’s Presentation:

Dr. Joe Harris, Director, College and Career Readiness and Success Center at AIR
Dr. Scott Solberg, Associate Dean for Research, Boston University
Dr. Sabrina Moore, Director, Student Intervention Services, South Carolina Department of Education
Misti Ruthven, Postsecondary Education and Success Manager, Colorado Department of Education
Mindy Larson, Senior Program Associate, Center for Workforce Development at the Institute for Educational Leadership

@AYPF_Tweets
Joe Harris, PhD

Director

College and Career Readiness and Success Center at AIR
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An Overview of the College & Career Readiness & Success Center

Joseph R. Harris, Ph.D.
Director
March 25, 2013
CRS Center Technical Assistance Hub

Task Areas

- Coordination and Collaboration
  - Regional Comprehensive and Content Centers
  - Federal CCRS Technical Assistance Providers
  - External CCRS Stakeholders and Resources
- Knowledge Development
  - New CCRS Center Products and Tools
  - CCRS Knowledge Database
  - Webinars and Symposia
  - CCRS Center Website and Social Media
  - Responsive and Proactive Technical Assistance
  - Networked Communities
CCRS Center Year One Priorities

- Mapping the CCRS Landscape
- Postsecondary Pathways and Transitions
- PK-20W Alignment
Visit our new website: ccrscenter.org
V. Scott Solberg, PhD

National Collaborative on Workforce & Disability for Youth
School of Education, Boston University
ssolberg@bu.edu
Developing Self-Determination & Career Readiness Skills Using Individualized Learning Plans: Findings & Recommendations from a National Study

V. Scott Solberg, PhD
National Collaborative on Workforce & Disability for Youth
School of Education, Boston University
Who We Are

- National Collaborative on Workforce & Disability for Youth
- A national technical assistance center
- Focus on needs of ALL youth, including youth with disabilities and other disconnected youth to
  - 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
Research Partners

IEL
Institute for Educational Leadership

NCWD/For Youth
National Collaborative on Workforce and Disability
Navigating the Road to Work
Making the Connection between Youth with Disabilities & Employment

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES®

BOSTON UNIVERSITY

THE CENTER ON EDUCATION AND WORK
University of Wisconsin-Madison

Social Dynamics, LLC
Evaluation, Performance Measurement, Research

ALTARUM INSTITUTE
SYSTEMS RESEARCH FOR BETTER HEALTH
Questions Guiding Our ILP Research

- Should ILPs be considered a promising practice for developing college and career readiness?

- Are students with disabilities participating in ILPs?

- Should ILPs be considered a promising practice for college and career readiness among students with disabilities
Research Strategies

- Range of mixed methods strategies to identify college and career readiness pathways
- Interviews with students to identify career readiness processes
- Established a study group of schools in four states: educators, families and students participated in surveys and focus groups
- 50-state web review of ILP purposes and implementation strategies
- In-depth conversations with select state and district/school officials
What is a Quality ILP?

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

- A process that relies on a student’s understanding of the relevance of school courses as well as out-of-school learning opportunities and provides the student access to career development opportunities that incorporate self-exploration, career exploration, and career planning and management activities.
Quality ILPs help students develop career-readiness skills in three areas:

- Self-Exploration
- Career Planning & Management
- Career Exploration
ILP/IEP Similarities and Differences

Aren’t ILPs and IEP Transition Plans the Same?

• “Mostly Yes” with respect to documentation
• “No” with respect to process
# ILP and IEP Transition Plan Documentation

## IEP Transition Components

<table>
<thead>
<tr>
<th>IEP Transition Components</th>
<th>Transition IEP</th>
<th>ILP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually updated measurable post-secondary goals</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Transition assessment</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Transition services</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Course taking plans</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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 chose careers
- Engage in ILPs regularly – 2X per week
- Whole school implementation expands mentoring and advocacy opportunities by general educator and school counselors
ILP and Transition IEP Processes

• Transition IEPs and ILPs are both focused on college and career readiness
• Common goal for creating student and family driven planning
• Common goal for increasing self-determination skills that expand student power to direct their life course
• ILP focuses on student’s strengths and how to align those strengths with future career goals
• Responsive to DCTD call to link with disability into national school reform efforts – college and career readiness;
Promising Practices

• Breaking down silo’s between special education and school counseling
• Increased engagement in transition readiness activities by general educators
• Annual student-led parent-teacher conferences putting students in the self-advocacy position of designing transition strategies and course taking plans that are aligned to both self-defined career and post-school goals.
• Increases in students graduating with a general education diploma
• Increased access to transition assessments
• Access to ePortfolio systems to manage ILP document
Self-Determination Characteristics in Relation to ILP Engagement

Youth who are 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
ILP Reactions from Educators

- **Confidence in Implementing ILP**: 57% (Students With IEPs) vs. 74% (Students Without IEPs)
- **Realistic Goals**: 50% (Students With IEPs) vs. 73% (Students Without IEPs)
- **Good Approach**: 74% (Students With IEPs) vs. 82% (Students Without IEPs)
- **ILP is Helpful**: 56% (Students With IEPs) vs. 74% (Students Without IEPs)

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.”

“Nothing is more important than a career pathway for youth with IEPs. The [ILP] provides a clear path: it is student-led, the family is engaged, and there are school supports. All of these are critical planning tools for a successful outcome for a child. Students must begin to think about the relevance of the postsecondary outcomes to visions and planning. The [ILP] is a lever for that.”
ILP Reactions from Families

- **School preparing my child for post high school transitions**: 70% With IEPS, 83% Without IEPS
- **Child Taking Leadership Role in ILPs**: 32% With IEPS, 60% Without IEPS
- **Child Involved in ILP**: 79% With IEPS, 88% Without IEPS
- **Family Helping With ILP**: 88% With IEPS, 90% Without IEPS

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

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 skills
- Establish whole school buy in by incorporating ILP activities into advisory periods
- Adopt student-led parent-teacher conferences
Questions about the research should be directed to:
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Sabrina Moore, PhD

Director
Student Intervention Services
South Carolina Department of Education
SMoore@ed.sc.gov
Connecting Academic and Career Readiness

Discussion Outline

- Education and Economic Development Act
- Individual Graduation Plans (IGPs)
- IGPs and IEPs
Education and Economic Development Act (EEDA)

- Passed by SC General Assembly in 2005

- Average Annual Funding-----approx. $29M

- Focused on integrating academic and career education into a unified system for all students
## Comprehensive Reform from K5 through Postsecondary Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–5</td>
<td>Career Awareness</td>
<td>Introduction to the world of careers</td>
</tr>
<tr>
<td>6–8</td>
<td>Career Exploration</td>
<td>Discovering interest areas</td>
</tr>
<tr>
<td>8</td>
<td>Transition</td>
<td>Choosing a cluster of study and major (can change easily at any time)</td>
</tr>
<tr>
<td>9–12</td>
<td>Career Preparation</td>
<td>Academics and technical courses, intensive guidance, individual graduation plans</td>
</tr>
<tr>
<td></td>
<td>Employment: Career Advancement</td>
<td>Continuing education and lifelong learning</td>
</tr>
<tr>
<td></td>
<td>Postsecondary: Career Preparation</td>
<td>Achieving credentials: college credit, certification, apprenticeships, military</td>
</tr>
</tbody>
</table>
EEDA: Key Requirements

- Curricula organized around career clusters
- 300:1 student-to-guidance personnel ratio
- Certified career development facilitators in middle and high schools
- Individual graduation plan conferences for all students
EEDA: Key Requirements

• Evidence-based initiatives to address the needs of students at risk
• Increased parental involvement
• Increased opportunities for dual credit
• Career preparation opportunities for all students
Individual Graduation Plan (IGP)

• Required for all students in grades 8–12
• Developed by a certified school counselor during a conference with a student and his/her parents/guardians
• Captures decisions about the direction in which the student wishes to go in high school and postsecondary education
Individual Graduation Plan (IGP)

- Specifies cluster, major, postsecondary goals, planned high school schedule, planned out-of-class activities, and more
- Reviewed at least annually throughout high school by students, parents, and guidance counselors
- Is flexible; can be changed as students’ aspirations, interests, and abilities change
<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Requirements / Electives</th>
<th>Total Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>ENG 1 CP (87)</td>
<td>Alg 1 - Part 1</td>
<td>PHY SCIENCE (82)</td>
<td>CUR ISSUES (88)</td>
<td>DESIGN FOUND 1 (89)</td>
<td>8</td>
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<tr>
<td></td>
<td>FR SUCCESS (84)</td>
<td>Alg 1 CP YT (81)</td>
<td></td>
<td>WLD GEO 1 CP (80)</td>
<td>DIGITAL INP TECH (73)</td>
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<td></td>
<td></td>
<td></td>
<td>PE 1 F&amp;M A (85)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPAN 1</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>ENG 2 CP (75)</td>
<td>GEOM CP (75)</td>
<td>BIO 1 CP (86)</td>
<td>GLOBAL 2 CP (74)</td>
<td>3D DESIGN 1 (82)</td>
<td>5.5</td>
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<td></td>
<td>HISTORY OF FILM</td>
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<td>BIO 1 HR</td>
<td></td>
<td>CUR ISSUES</td>
<td></td>
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<td>INTRO ENG DES</td>
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<td>INTRO ENG DES DC (92)</td>
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<td>SPAN 1</td>
<td></td>
</tr>
</tbody>
</table>
Individual Graduation Plan (IGP) Worksheet
Dutch Fork High School (803) 476-3300

Student: John Smith
Plan Name: Clone of 11th grade IGP
SUNS Number: 4395772501
Current Grade: 12

Interests from Career Exploration and Planning:

- Occupations: physician
- Entrepreneurship Interests: undecided
- Postsecondary Majors: USC, Cof C
- Postsecondary Schools:
- Planning Notes:

The IGP worksheet reflects a plan that may be subject to change by the availability and timing of course offerings in each school.

Office of Student Intervention Services
Summary of IGP Conferences
(based on data collected from electronic IGPs)

2011–12

% of eIGPs by Grade
Statewide percentage of students with eIGPs = 99.1%
Summary of IGP Conferences
(based on data collected from electronic IGPs)

2011–12

Parental Involvement

- 8th
- 9th
- 10th
- 11th
- 12th

Parent or Guardian
Other Representative
No Representative
Summary of IGP Conferences
(based on data collected from electronic IGPs)
2011–12
Summary of IGP Conferences
(based on data collected from electronic IGPs)

2011–12

Cluster Selection by Students
## IGP Survey Results

### Counselors

#### 2012–13

### Do you believe IGP conferences help students to understand better the relationship between their academic progress (grades, course work, standardized test scores) and their career goals?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (A1)</td>
<td>817</td>
<td>88.42%</td>
</tr>
</tbody>
</table>

### Do you believe IGP conferences help parents to understand better the relationship between their children's academic progress (grades, courses, standardized test scores) and their career goals?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (A1)</td>
<td>832</td>
<td>90.04%</td>
</tr>
</tbody>
</table>
## IGP Survey Results

### Students

#### 2012–13

How helpful was the IGP conference in improving your understanding of the relationship between your career goals and your academic progress (grades, courses, standardized test scores)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful (A1)</td>
<td>4908</td>
<td>45.32%</td>
</tr>
<tr>
<td>Helpful (A2)</td>
<td>3951</td>
<td>36.48%</td>
</tr>
</tbody>
</table>

Which of the following statements best represents your attitude toward the IGP conference?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful for career planning (A1)</td>
<td>4546</td>
<td>41.98%</td>
</tr>
<tr>
<td>Helpful for career planning (A2)</td>
<td>4291</td>
<td>39.62%</td>
</tr>
</tbody>
</table>
IGP Survey Results

*Parents*

2012–13

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you believe IGP conferences are beneficial to your child as he/she prepares to be promoted to the next grade level?</td>
<td>YES (SQ001)</td>
<td>307</td>
<td>86.72%</td>
</tr>
<tr>
<td>Would you recommend that other parents/guardians attend an IGP conference with their children?</td>
<td>Yes (Y)</td>
<td>332</td>
<td>93.79%</td>
</tr>
</tbody>
</table>
IGP-IEP Conference: Requirements

• All students (diploma and non-diploma to include students participating in alternative assessment) must complete an individual graduation plan (IGP).

• The IGP
  – must align career goals and a student’s course of study
  – must incorporate provisions of a student’s individual education program, when appropriate
  – must be approved by a certified school guidance counselor and the student’s parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.
IGP-IEP Conference: Guidelines

• Schedule all students with an IEP, to include students participating in alternate assessment, for IGP conferences during the same timeframe that other IGP conferences are scheduled, to the greatest extent possible.

• Meet with special education teachers, psychologists, and/or district personnel prior to IGP conferences.
IGP Resources

Personal Pathways to Success

Empowering all students to shape our future.
DISCUS (www.scdiscus.org)

- Features
  - Ferguson Career Center
  - Learning Express
  - eBooks
  - Hundreds of other resources
College Planning and Financial Aid

Info about athletic scholarships

Military info and FA for Students w/ Disabilities
Login with your SCOIS personal username and password to view Microburst Learning’s MicroCareerBursts.

Username:          
Password:          

Sign in

Forgot your user name or password for your "My Portfolio" account?

After you log in you will be able to access Microburst Learning’s Online Job Shadow
MicroCareer Bursts.

Why MicroCareerBursts

• Provides real life examples of everyday tasks and job duties through videos, scenarios, and interviews.
• Shows you what you can do in high school to prepare for your future career.
• Grabs your interest through the use of interactive educational games.

The MicroCareerBurst lessons are sponsored by the South Carolina Department of Education
as part of the Personal Pathways to Success program in cooperation with Microburst Learning.

Personal Pathways
Hot jobs

Occu finder, green jobs, military crosswalks,

Interest, skills, and values assessments
MicroBurst Learning’s MicroCareerBursts experiences
Misti Ruthven

Postsecondary Education and Success Manager, Colorado Department of Education
Ruthven_M@cde.state.co.us
@codepted
Successful students

Prepare students to thrive in their education and in a globally competitive workforce.
- Ensure every student is on track to graduate postsecondary and workforce ready.
- Increase achievement for all students and close achievement gaps.
  - Ensure students graduate ready for success in postsecondary education and the workforce.

Great teachers and leaders

Ensure effective educators for every student and effective leaders for every school and district.
- Increase and support the effectiveness of all educators (school counselors).
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

Outstanding schools and districts

Build the capacity of schools and districts to meet the needs of Colorado students and their families.
- Increase school and district performance. (Increase graduation rates, reduce dropout and increase ACT scores)
  - Turnaround the state’s lowest performing districts and schools.

Best education system in the nation

Build the best education system in the nation.
- Lead the nation in policy, innovation, and positive outcomes for students. (College enrollment, remediation rates, concurrent enrollment, career and technical education)
Postsecondary and Workforce Readiness Definition

“The knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the workforce and compete in the global economy including content knowledge, learning and behavior skills”

Source: State Board of Education and the Commission on Higher Education’s joint adoption on June 30, 2009 of the description of Postsecondary and Workforce Readiness.
# Policy Framework for PWR

<table>
<thead>
<tr>
<th>Bill Name</th>
<th>PWR</th>
<th>ICAP</th>
<th>Concurrent Enrollment</th>
<th>ASCENT</th>
<th>Secondary Initiatives</th>
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<tbody>
<tr>
<td><strong>PWR (Postsecondary and Workforce Readiness) &amp; Endorsed Diplomas</strong></td>
<td>SB08-212</td>
<td>SB08-212</td>
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<tr>
<td><strong>Grad Guidelines</strong></td>
<td>HB07-1118</td>
<td>HB07-1118</td>
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<td><strong>School Counselor Corps</strong></td>
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<td>HB08-1370</td>
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<tr>
<td><strong>ICAP</strong></td>
<td>SB09-256</td>
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<td><strong>Concurrent Enrollment</strong></td>
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<tr>
<td><strong>Early HS Grads</strong></td>
<td>HB12-1043</td>
<td>HB12-1043</td>
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<tr>
<td><strong>Dropout Recovery</strong></td>
<td>HB12-1146</td>
<td>HB12-1146</td>
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<td>HB12-1146</td>
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<tr>
<td><strong>Basic Skills Tests</strong></td>
<td>HB12-1345</td>
<td>HB12-1345</td>
<td></td>
<td></td>
<td>HB12-1345</td>
</tr>
</tbody>
</table>
Individual Career and Academic Plan (ICAP)

1. Decrease the dropout rates and increase graduation rates by assisting students in developing and maintaining a personalized postsecondary plan.

2. Assist parents and students in exploring the postsecondary career and educational opportunities available to the student.

3. Align course work and curriculum to the students’ postsecondary goals.

4. A way to determine if a student is on-track with the planning and preparation and readiness for postsecondary education and/or the workforce.
The ILP journey...

**Awareness & Dissemination**
2010 - 2011
Building bridges and readiness, training and planning

**Implementation**
2011-2012
Making meaning of the ICAP, engaging in activities and process

**Implementation Continued**
2012-2013
Reviews and Revisions where necessary

**Transformation**
2013 – 2014
ICAPs fully implemented
ICAP Data

85% of school counselors list ICAP implementation as a priority

Limiting Factors:

• Lack of funding
• Turnover in administration
• Lack of administrator support.

Source: Colorado School Counselor Corps
Source: Colorado Community College System
In what grade is your school district implementing ICAP?

- 12th grade: 17%
- 11th grade: 18%
- 10th grade: 18%
- 9th grade: 18%
- 8th grade: 11%
- 7th grade: 9%
- 6th grade: 7%
- Earlier than 6th grade: 0%
- Other: 1%

N=400
Who is mainly responsible for implementing ICAPs in your setting?

- School Counselors: 77%
- School Administrators: 2%
- Classroom/Subject Matter Coordinators: 9%
- CTE and Elective Coordinators: 5%
- Transition Coordinators: 2%
- Other: 5%

N=400
In your district, what is your level of ICAP implementation?

- Fully implemented: 37%
- Partially implemented: 46%
- Beginning implemented: 9%
- Nothing, we have: 4%
- Other: 4%

N=400
How are ICAPs being implemented?

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAPs are embedded into current classroom and counseling curricula and are referred to on a regular basis.</td>
<td>31</td>
<td>7%</td>
</tr>
<tr>
<td>ICAPs are being completed through classroom or counseling curricula throughout the school year.</td>
<td>154</td>
<td>35%</td>
</tr>
<tr>
<td>Students complete their ICAPs in one or two settings, at a computer or with a few handouts.</td>
<td>138</td>
<td>32%</td>
</tr>
<tr>
<td>Elements of ICAP are being completed, but we could be doing more.</td>
<td>74</td>
<td>17%</td>
</tr>
<tr>
<td>Students are not completing ICAPs</td>
<td>23</td>
<td>5%</td>
</tr>
</tbody>
</table>

N=400
In what format is your district implementing ICAP?

- Paper: 20%
- Electronic: 67%
- Both Paper & Electronic: 25%
- Other: 4%

N=400
Question and Answer

Misti Ruthven, Postsecondary Education and Success Manager, Colorado Department of Education
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Dr. Sabrina Moore, Director, Student Intervention Services, South Carolina Department of Education
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Mindy Larson
Senior Program Associate, Center for Workforce Development
Institute for Educational Leadership
Project Manager, National Collaborative on Workforce & Disability for Youth (NCWD/Youth)
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Policy Implications & Resources
Promoting Quality ILPs for All Students

Mindy Larson
Senior Program Associate, Center for Workforce Development
Institute for Educational Leadership
Project Manager, National Collaborative on
Workforce & Disability for Youth (NCWD/Youth)
About NCWD/Youth

- National Collaborative on Workforce & Disability for Youth, a national TA center housed at Institute for Educational Leadership’s Center for Workforce Development
- Supported by Office of Disability Employment Policy, U.S. Department of Labor
- Focus on needs of ALL youth, including youth with disabilities and other disconnected youth
- Wealth of resources at www.ncwd-youth.info for:
  - Improving state and local policies
  - Strengthening transition related service delivery
  - Developing competencies of youth service professionals
  - Engaging youth and families
Provide Sustainable Leadership

States
- Interdepartmental mechanisms to promote collaboration on design & implementation
- Common messages about value & process of ILP

Districts & Schools
- School-wide implementation & inclusion of all students
- Implementation teams with staff from various departments
- Community-wide conversations about career readiness

National Organizations
- Support cross-state work on common issues: technology, accountability systems, training & resources
Set Standards & Measure Results

States & Districts
- Develop logic model with grade-specific ILP activities & suggested benchmarks for student competencies
- Create accountability systems to track participation & outcomes – link ILP data with student longitudinal data
- Work with vendors on designing career info systems to: transfer data, provide dash boards & reports, ensure valid assessments of students’ interests/skills/values, provide full range of career development activities

National Organizations
- Develop/Upgrade voluntary standards of practice for all systems involved in career development
- Common measures for evaluating return on investment
Support Capacity Development

Staff Competencies, Evidence-based Resources & Web-based Career Information Systems

**States & Districts**

- Define staff competencies & evidence-based strategies needed to facilitate career development
- Develop training for various professionals involved with ILPs
- Provide access to evidence-based resources for ILP activities
- Collaborate with workforce development entities

**National Organizations**

- Review guidelines & materials for career development professionals in schools to ensure focus on career development strategies in all 3 areas: self-exploration, career exploration, career planning and management
 Improve Implementation with Students with Disabilities

- Promote practice of embedding ILP content in the IEP by:
  - Identifying impediments to aligning the two processes
  - Developing guidance & technical assistance tools for schools & families - focus on how ILPs support post-school outcomes
- Create District/School task force on accommodations for ILP participation among students with significant disabilities
- Adhere to universal design principles for career development activities and career info systems
- Reexamine any exclusion policies & promote inclusion strategies
Increase Family Engagement

- Develop family focused messages & materials with input from parent advocacy groups
- Provide guidance to schools/staff on how to effectively engage families in ILP activities (student-led parent-teacher conferences, parallel activities for families at home)
- Include a family-focused section in online career information systems
Resources on ILPs

- **Policy Brief:** “Using Individualized Learning Plans to Produce College and Career Ready High School Graduates”


- **ILP Fact Sheet:**

- **ILP Resources Home Page:** [www.ncwd-youth.info/ilp](http://www.ncwd-youth.info/ilp)
Question and Answer

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