Individualized Learning Plans:
Policy Strategies Moving Forward

Joan Wills, Senior Fellow

National Collaborative on Workforce & Disability for Youth

Center for Workforce Development, Institute for Educational Leadership

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ILPs are a Strategy to Meet Broader Goals

- Education reform including wide adoption by states of dual goals that all graduates be
  - college and career ready
- Supporting expansion of jobs in the states
- Husbanding resources (fiscal, technical, and human)
- Documenting return on public investment
- Long history of ILP use

State Options for Using ILPs

▶ States have considered an array of questions:
  ◦ Should there be a state initiative? Why? For whom? What grades should it cover?
  ◦ Should it be a mandated service or an "allowable" good idea service?
  ◦ How can it be financed and staffed?
  ◦ What should be the primary focus of the plan? Course selection linked to graduation standards?
  ◦ Can it be a bridge to connect success of both college and career ready goals?

States Repurposing $

▸ Providing services through content rich internet-based platforms

▸ Building platforms to blend information from multiple sources to track people and programs

▸ Increasing use of evidence-based research to drive program design and services
  ◦ substantial reliance on a national network of non-governmental organizations

Moving Forward: Three Actions to Support ILPs

▶ Providing <u>Sustainable</u> Leadership

▶ Setting <u>Voluntary</u> Standards of Practice and Identifying metrics to <u>Measure</u> Results

▶ <u>Supporting</u> Capacity Development within Multiple Institutions

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Providing Sustainable Leadership

▸ Key Strategies Include:

◦ Establishing interdepartmental mechanisms to design, implement, monitor, and promote continuous improvement of content and technologies

◦ Developing common messages targeted to multiple stakeholders

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Setting Voluntary Standards of Practice/Measuring Results

▸ Key Strategies Include:

- Developing benchmarks to meet the needs of all individuals using the "ILP System" based on the specific institutional requirements

- Using these benchmarks as building blocks to design specifications for technology platforms and monitoring processes

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Supporting Capacity Development in Multiple Institutions

▶ Key Strategies Include:

◦ Improving content of career information systems

◦ Improving staff competencies

◦ Providing evidence-based resources

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Web-based Career Information Systems

▸ Accessible to all individuals statewide to address:

- ◦ overall cost containment

- ◦ quality control

- ◦ transferability

- ◦ student ownership of a portable document

Providing Evidence-Based Resources

- Develop a repository of classroom activities that is continuously updated

- Develop grade by grade benchmarks that can be used as a part of a tracking system

- Consult with partnering departments to collect evidence-based materials

- Spread the use of ILPs by infusing the strategy into grant programs managed by the state

Families Matter

▸ Focused attention on communicating with families is essential!

  ◦ Ask for advice from parent groups prior to development of family focused materials

  ◦ Have a family focused section in web-based information materials

  ◦ Schedule events with families such as <u>student-led</u> conferences

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The Focus on Youth with Disabilities

▸ Issues explored:

◦ What is the ILP's role in relationship to IEPs?

◦ Can the ILP compliment and inform the IEP Transition Plan?

◦ Can participation in ILP initiatives enhance the classroom and community experiences of YWD?

◦ Will ILPs improve post school outcomes for youth with disabilities?

◦ How can we focus attention on youth with significant disabilities?

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Moving Forward: Supporting Youth with Disabilities

▸ Growing evidence that ILPs strengthen IEPs due to:

- Starting earlier

- Explicitly focused on attention to post school outcomes

- Substantive time spent during the week focused on the ILP issues

Youth with Disabilities: Focus on IEP/ILP Relationship

▸ Growing # of states are promoting use of ILP content to be embedded in the IEP by:

◦ Identifying the impediments to promote compatibility between the two processes

◦ Developing guidance and technical assistance tools to assist school staff and families including a clear focus on post school outcomes

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Moving Forward: How National Collaborations Can Help

▸ Multi-state organizations helped launch ILPs and can help move the effort forward

▸ The following areas emerged as the most important to center collaborative action:

  ◦ Improving access to and use of technology

  ◦ Developing common measures to track return on investment (ROI)

  ◦ Develop materials and tools to be shared with states and localities to provide professional development opportunities and use web-based resources

  ◦ Address the development or upgrading of voluntary standards of practice

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National Collaborations Continued

- Professional organizations focused on career development should

    - Review guidelines and materials to help ensure professionals in the schools are exposed to a wide range of self-exploration, career exploration and planning, and management activities

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Looking Forward: The Federal Government Possible Roles

▸ An important note: No one is advocating for federal legislation to support ILPs for ALL students

▸ But an array of capacity building efforts are appropriate and desirable

▸ Four areas of note included in the next few slides

Strengthening the Focus on Career Development

Promoting Alignment:

- ▶ 1. Federal program authorizing statutes should:
  - ◦ Explicitly include references to support career development activities as an allowable function
  - ◦ Align common definitions, terms, and age eligibility requirements
- ▶ 2. Strengthen Quality through:
  - ◦ Development of technology-based education, professional development, and web-based services
  - ◦ Identify, validate and promote effective practices
  - ◦ Encourage universal access standards

Strengthening the Focus on Career Development Continued

- 3. Priority Research Areas include:
  - ◦ Randomized efficacy studies of ILPs with students in general and special education to examine ILPs' effect in supporting academic performance, reducing dropouts, promoting matriculation into higher education, and increasing college and career readiness outcomes
  - ◦ A longitudinal study of ILPs to determine whether quality ILPs are associated with key secondary, post-secondary, and labor-related outcomes
  - ◦ A study on how and whether ILPs can support students' exploration and matriculation into undergraduate STEM majors

Career Development, Continued

▸ 4. Federal agencies supporting programs and services for transition-age youth should consider

◦ Conducting an analysis of the various agencies' materials focused on promoting college and career ready young adults

◦ Sharing with their constituencies, through guidance bulletins and TA strategies to promote individualized services that promote college and career ready young adults

◦ Develop range of demonstration projects designed to improve transition planning processes, including use of well constructed ILPs in tandem with other formal planning tools

◦ Infuse quality career development strategies into college and university pre-service and in-service education and training programs

For Further Information

- Joan Wills
  - WillsJ@iel.org
  - 202.822.8405 x103

- NCWD/Youth www.ncwd-youth.info

- NCWD/Youth ILP Materials www.ncwd-youth.info/ilp

- ILP How-to-Guide www.ncwd-youth.info/ilp/how-to-guide