



Statewide support for individual learning plans: Research, successes, and challenges

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Agenda

1. Welcome, event orientation, and speaker introductions
2. Research base for individual learning plans
3. Arkansas' student success plan vision
4. State panel
5. Thank you and stakeholder feedback survey

Meet the presenters



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How does REL Southwest do this work?

REL Southwest conducts its work through collaborative research partnerships with stakeholders in **Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.**

To address the priorities and interests of these states, REL Southwest supports **six** collaborative research partnerships.



Research partnerships

- College and Career Readiness.
- Early Childhood Education.
- English Learner Students.
- Networked Improvement Communities.
- School Improvement.
- Teacher Preparation and Professional Development.

Today's goal

To discuss research related to individual learning plans (ILPs) for college and career readiness and their implementation benefits and challenges.



Webinar outcomes

1. Become aware of the research base and evidence supporting ILPs.
2. Gain a better understanding of state systems for supporting ILPs to increase college and career readiness.
3. Learn about the successes, challenges, and lessons learned from states implementing ILPs.



Stakeholder feedback survey

Don't forget to tell us what you thought about the webinar by completing our stakeholder feedback survey.

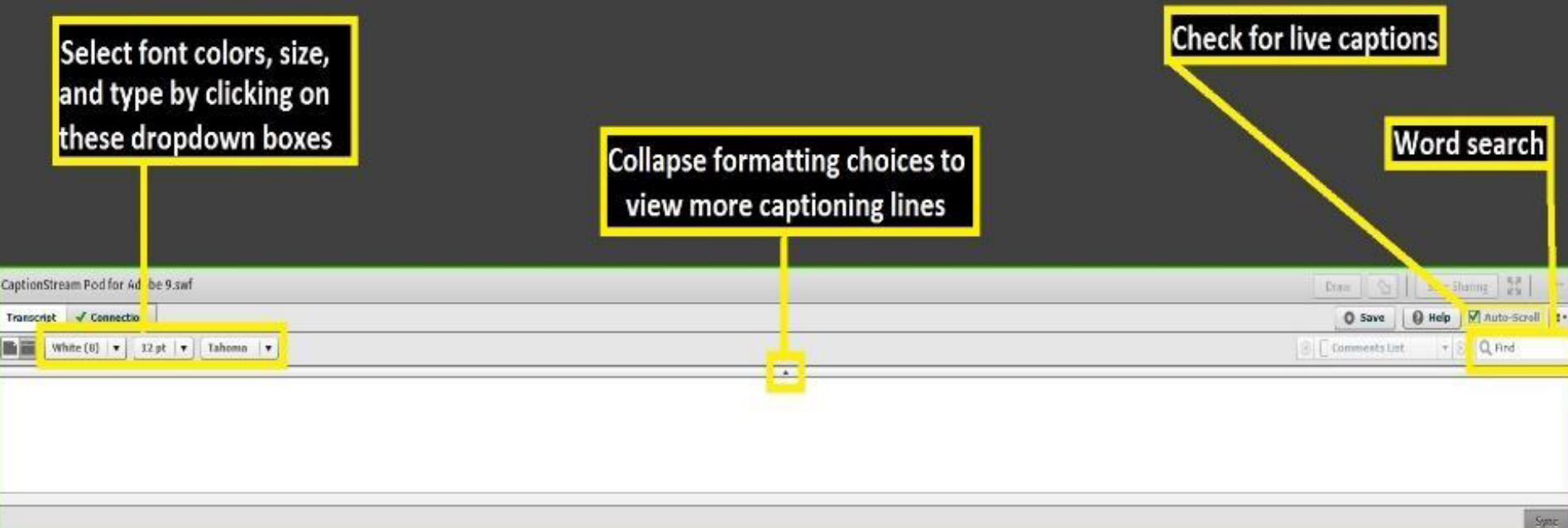
Your responses help us create better events in the future.



Closed captioning by Caption First

The following are some tips for customizing the closed-captioning box at the bottom of your screen:

- On the far left: select font type, color, and size.
- In the center, click the small arrow to hide the formatting choices and see more lines of captioning.
- On the right, be sure “Auto-Scroll” is checked so that the captioning will automatically scroll in real time.
- On the right, there also is a word search feature.





Research base for individual learning plans

V. Scott Solberg, Ph.D. (@vsolberg; ssolberg@bu.edu)
Boston University Wheelock College of Education and Human Development

Who we are

- The **National Collaborative on Workforce and Disability for Youth** (NCWD/Youth) is a national technical assistance center.
- The center focuses on the transition needs of all youth, including youth with disabilities and other disconnected youth by engaging in the following:
 - Improve state and local policy.
 - Strengthen workforce development service delivery.
 - Improve competencies of youth service professionals.
 - Engage youth and families.
- The center is supported by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor (DOL). It is housed at Institute for Educational Leadership's Center for Workforce Development.
- It partners with the Boston University School of Education, which leads ILP research.





Individualized Learning Plans (ILPs)

An individualized learning plan (ILP) is both a document and a process that students use – with support from school counselors, teachers, and parents – to define their career goals and postsecondary plans in order to inform their decisions about their courses and activities throughout high school. Many states have adopted policies that require all middle and/or high school students to develop and maintain an individualized learning plan in order to make schools more personalized and improve student outcomes.

The ILP research studies by NCWD/Youth and our partners indicate that ILPs show promise as an effective strategy for delivering quality career development opportunities that improve several student outcomes.

Student example: Mia

- Engaged in ILP activities.
 - Self-exploration skills.
 - Career exploration skills.
 - Establish career and life goals.
 - Self-directed to select more rigorous course schedule.
- Role of career pathways.
- Early access to college.
- Postsecondary planning.

Career readiness drives college readiness

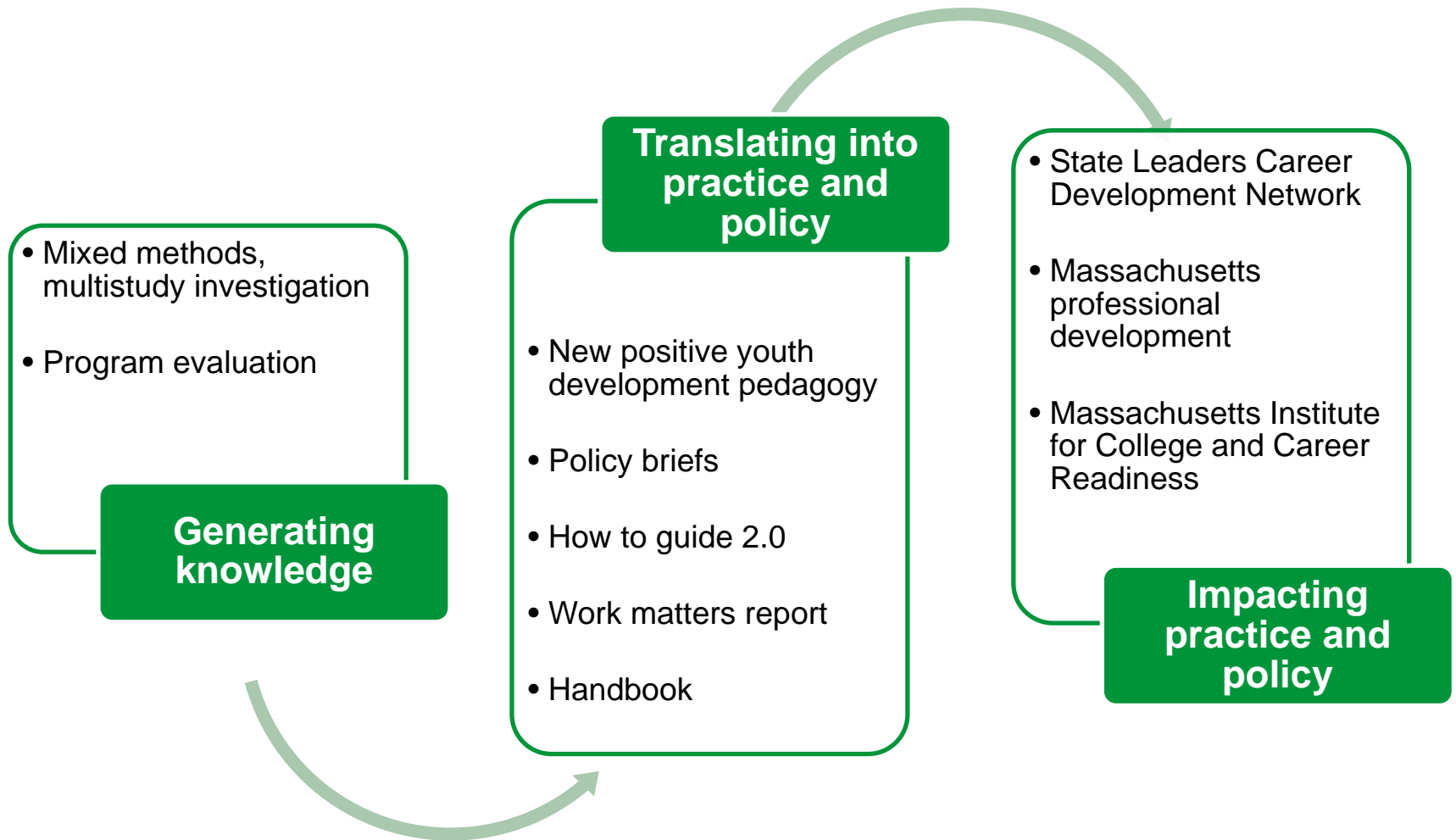


Academic and Career Planning is:

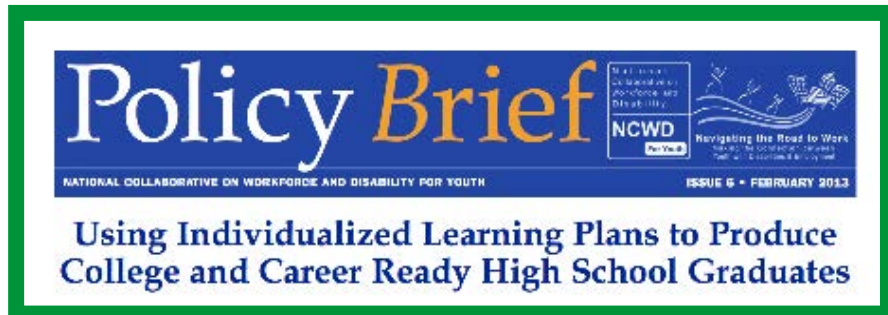
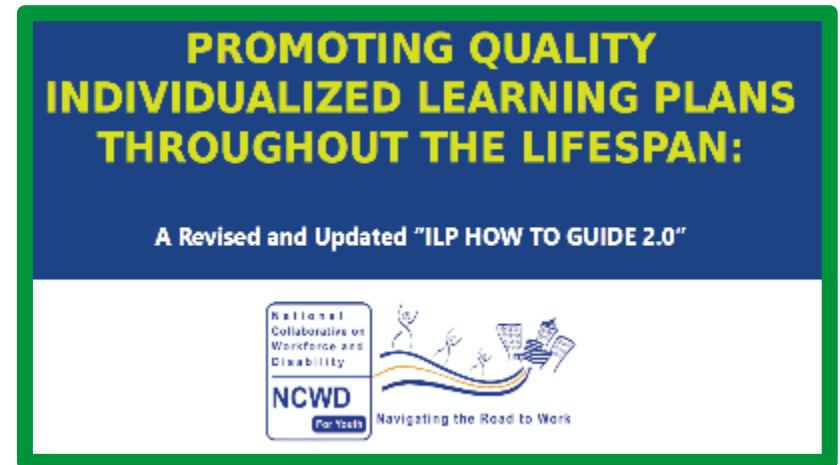
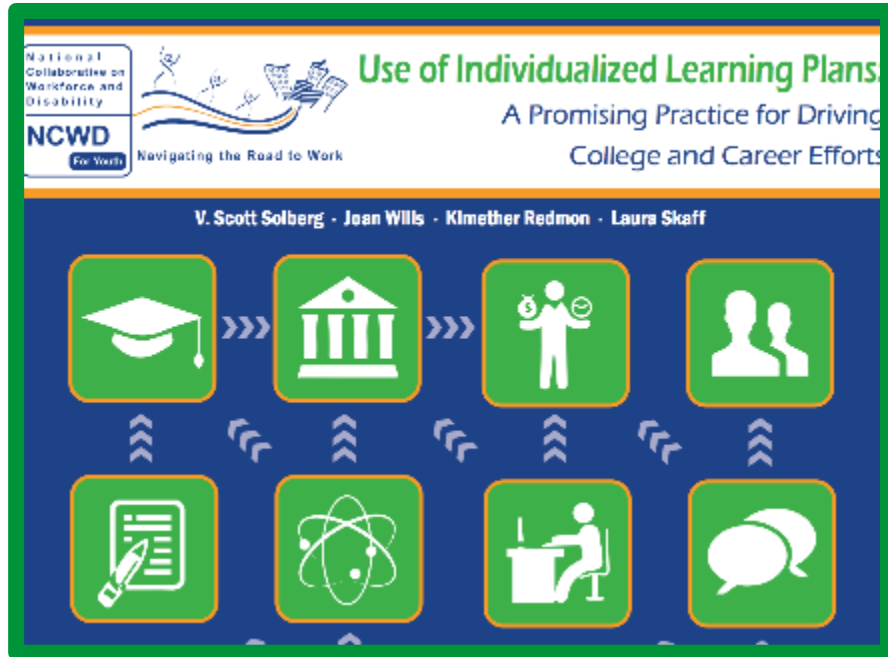
- a student driven vision of personal future goals
- based on deep understanding and reflection of strengths and interests
- connecting goals to college and career exploration and planning
- supported by meaningful adult relationships
- making informed choices for post-secondary transitions to adulthood



Scope of 12 years of ILP research



Resources



Family ILP experiences

*“When I signed up, they [school staff] asked us,
‘What are you going to do to help us
raise your child?’*

*And that’s one thing that I think is really positive
about this school is I feel like I have a second
parent helping me out here.*

*It’s like we’re on the same track,
doing the same thing.”*

Figure 2: **Hypothesized Relationships Among Quality Learning Experiences, Self-Determination, and Academic Success**

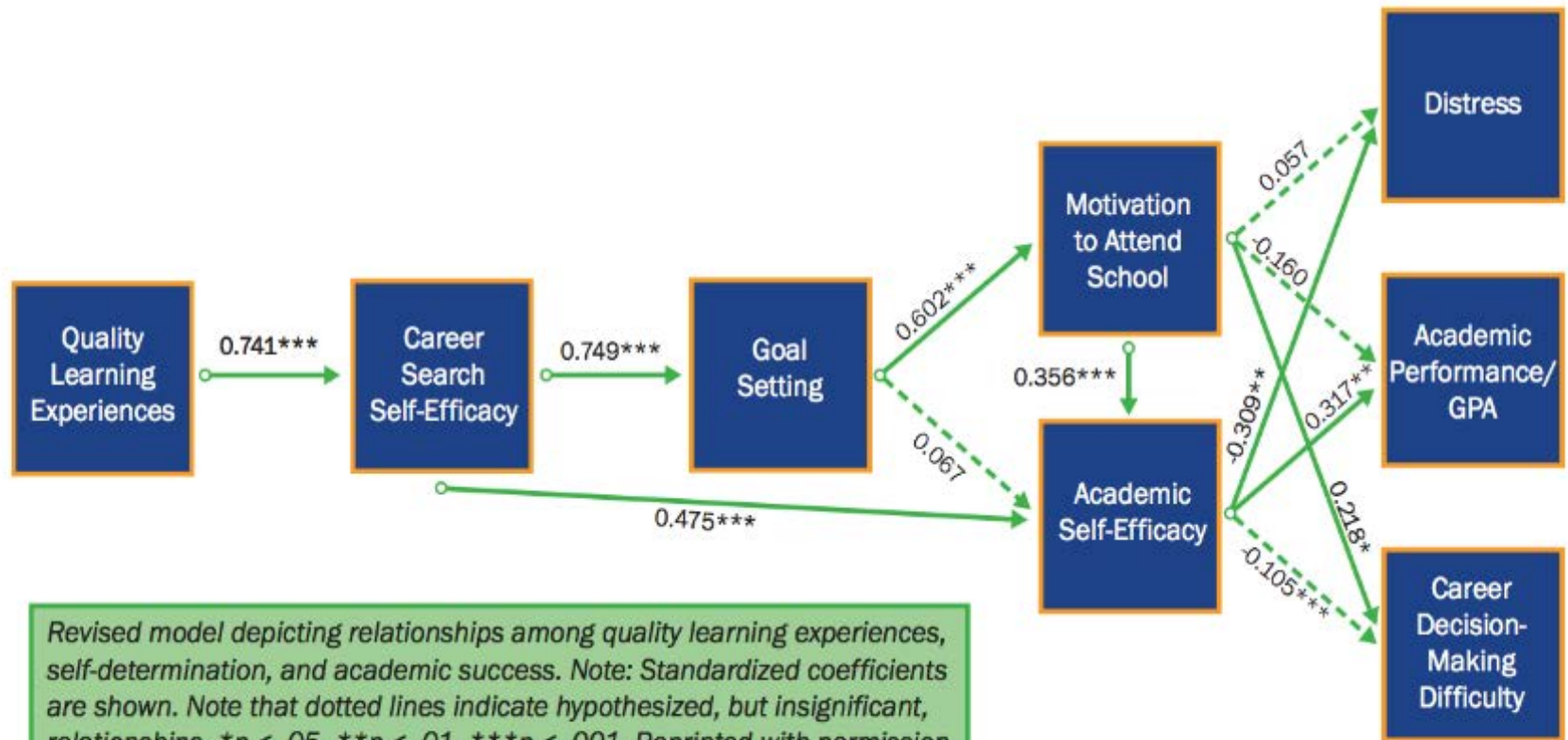
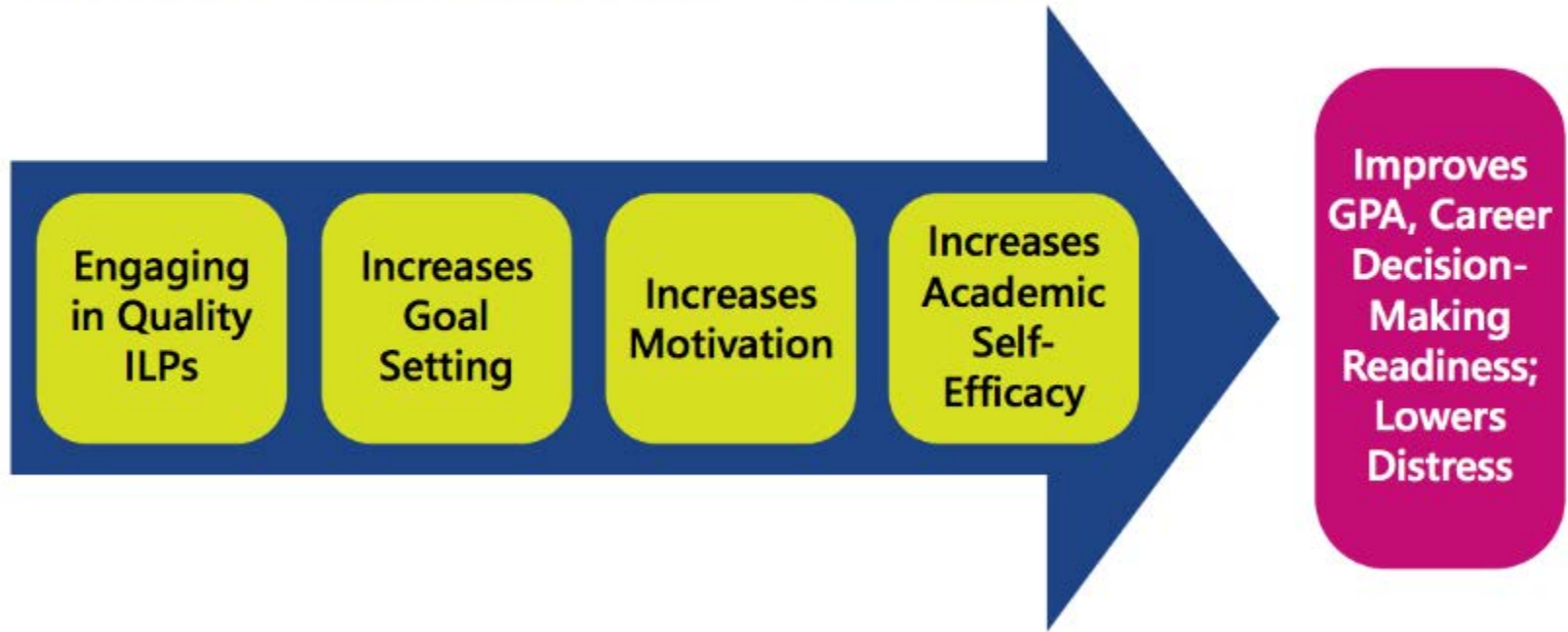
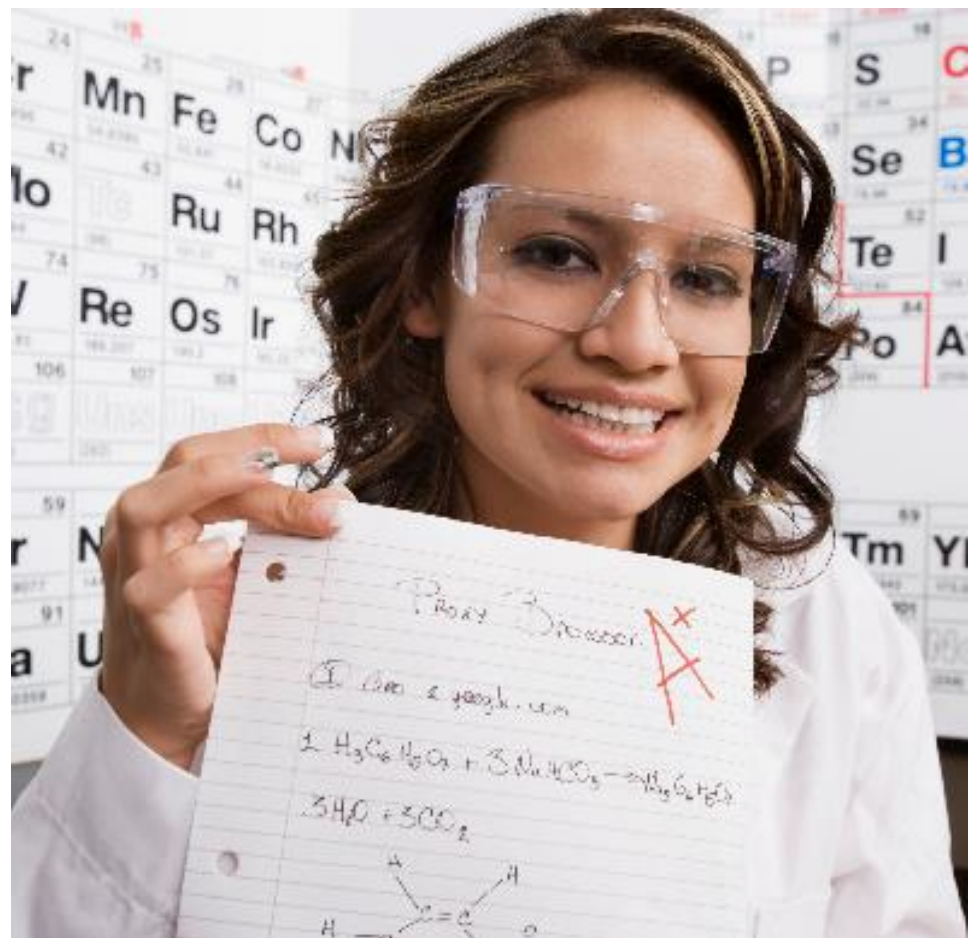


Figure 2. Path analysis demonstrating how engaging in ILPs results in stronger outcomes.



Students actively engaged in establishing career and life goals reported the following

- Higher academic self-efficacy.
- Higher career decisionmaking readiness.
- Lower psychological and emotional distress.
- Lower academic stress.
- Higher motivation to attend school.



Becoming career ready rubric

- Identifies three career plans.
- Clearly describes the career plans.
- Connects career to personal interests, skills, and values.
- Identifies how current courses relate to career plan.
- Articulates the skill and entry requirements.
- Engages in additional learning opportunities.
- Is aware of needed skills and future development.



Figure 1. ILP Theory of Change





The Handbook of Career and Workforce Development

Research, Practice, and Policy



Edited by V. Scott H. Solberg and
Saba Rasheed Ali

Making School Relevant with Individualized Learning Plans

HELPING STUDENTS CREATE THEIR
OWN CAREER AND LIFE GOALS



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