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

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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

V. Scott Solberg, Ph.D.
Professor, Boston University

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Director of Postsecondary Readiness, Colorado Department of Education
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.
Career readiness drives college readiness

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.
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

- Mixed methods, multistudy investigation
- Program evaluation

Generating knowledge

Translating into practice and policy
- New positive youth development pedagogy
  - Policy briefs
  - How to guide 2.0
  - Work matters report
  - Handbook

Impacting practice and policy
- State Leaders Career Development Network
- Massachusetts professional development
- Massachusetts Institute for College and Career Readiness
Resources

- Use of Individualized Learning Plans
  A Promising Practice for Driving College and Career Efforts
  By V. Scott Solberg, Jean Wills, Kinether Redmon, and Laura Skaff

- Promoting Quality Individualized Learning Plans Throughout the Lifespan:
  A Revised and Updated "ILP HOW TO GUIDE 2.0"

- Work Matters
  A Framework for States on Workforce Development for People with Disabilities

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

Revised model depicting relationships among quality learning experiences, self-determination, and academic success. Note: Standardized coefficients are shown. Note that dotted lines indicate hypothesized, but insignificant, relationships. *p < .05. **p < .01. ***p < .001. Reprinted with permission from the Career Development for Exceptional Individuals.
Figure 2. Path analysis demonstrating how engaging in ILPs results in stronger outcomes.

- Engaging in Quality ILPs
- Increases Goal Setting
- Increases Motivation
- Increases Academic Self-Efficacy

Improves GPA, Career Decision-Making Readiness; Lowers Distress
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.
Quality ILP implementation from a caring and encouraging adult
Learners establish career and life goals

Education becomes perceived as more meaningful and relevant to helping
them achieve those goals

Learners pursue more rigorous education and work-based learning
opportunities

Increased academic performance, postsecondary completion rates, higher
wage earnings, and overall life satisfaction
NCWD/Youth: www.ncwd-youth.info
Funded by ODEP, U.S. DOL: www.dol.gov/odep

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