Individual Learning Plans for College and Career Readiness

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Our mission at Hobsons

We empower students to connect learning to life by making informed choices across a lifetime of education decisions.
Hobsons helps students identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and reach their education and life goals. Through our solutions, we enable thousands of educational institutions to improve college and career planning, admissions and enrollment management, student success and advising for millions of students around the globe.
Focus on ILPs

Results of State Survey on Individual Learning Plans

Individual Learning Plans: Improving Student Performance

Todd Bloom, Ph.D.
Chief Academic Officer

Emily Kissane
Policy Analyst

April 2011
Individual Learning Plans for College and Career Readiness: State Policies and School-Based Practices

Melissa Clinedinst, NACAC, Arlington, VA
Study of Individual Learning Plans (ILPs)
What Is An Individual Learning Plan?

- ILPs are personalized plans developed collaboratively by students and school staff members to set goals that focus students on their academic and career futures, and help to keep them on track toward these goals.

- Other names for ILPs include Academic Achievement Plan, Personal Learning Plan, Personal Graduation Plan, Four-Year Plan.

- ILPs are not the same as an Individualized Education Program (IEP), which are for students who receive special education and related services.
Study Questions

- What are state-level policies related to ILPs?
- How are ILPs operationalized and implemented?
- To what extent do ILP requirements contribute to high school students’ college/career readiness and successful transitions?
- Can any best practices be identified?
- What barriers exist that impede optimal implementation of ILPs?
Methodology: State ILP Policy Scan

- Update and extension of information published by Hobsons in 2009 and 2011

Procedure
- Review of state department of education websites
- Follow-up emails to education department representatives
- ILP database U.S. Department of Labor’s Office of Disability Employment Policy

Information Collected
- State mandate?
- Type of plan or activity
- Agencies involved
- Delivery mechanism
- Assessment findings
- Frequency of ILP review
## States with Mandated Individual Learning Plans

<table>
<thead>
<tr>
<th>Alaska</th>
<th>Iowa</th>
<th>Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>Kentucky</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>Colorado</td>
<td>Louisiana</td>
<td>South Carolina</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Maryland</td>
<td>South Dakota</td>
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<tr>
<td>Delaware</td>
<td>Michigan</td>
<td>Tennessee</td>
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<tr>
<td>District of Columbia</td>
<td>Minnesota</td>
<td>Vermont</td>
</tr>
<tr>
<td>Georgia</td>
<td>Missouri</td>
<td>Virginia</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Nevada</td>
<td>Washington</td>
</tr>
<tr>
<td>Idaho</td>
<td>New Jersey</td>
<td>West Virginia</td>
</tr>
<tr>
<td>Indiana</td>
<td>New Mexico</td>
<td>Wisconsin</td>
</tr>
</tbody>
</table>
Methodology: High School Survey

- Survey of high school counseling offices administered in February/March 2015
- Stratified random sample of 10,000 U.S. high schools
  - oversampling of schools in states with ILP mandates
- 1,626 responses received; 915 reported using ILPs
Characteristics of Schools that Use ILPs
Percentage of Schools Using an ILP, by School Enrollment Size


Note: N = 1,573
Percentage of Schools Using an ILP, by Student Eligibility for Free or Reduced Price Lunch

<table>
<thead>
<tr>
<th>Percentage of students eligible for free or reduced price lunch</th>
<th>Percentage of School Using an ILP</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24%</td>
<td>54%</td>
</tr>
<tr>
<td>25%-49%</td>
<td>58%</td>
</tr>
<tr>
<td>50%-74%</td>
<td>59%</td>
</tr>
<tr>
<td>75% or more</td>
<td>59%</td>
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</tbody>
</table>


Note: N = 1,562
Percentage of Schools Using an ILP, by School Funding Level

<table>
<thead>
<tr>
<th>School Funding Level per Student</th>
<th>Percentage of Schools Using an ILP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $8,000</td>
<td>55.8%</td>
</tr>
<tr>
<td>$8,000-$11,000</td>
<td>69.5%</td>
</tr>
<tr>
<td>$11,001-$14,000</td>
<td>39.5%</td>
</tr>
<tr>
<td>More than $14,000</td>
<td>44.7%</td>
</tr>
</tbody>
</table>


Note: N = 1,517
Distribution of Counselor Caseloads for Survey Respondent Schools Using an ILP

- More than 500 students: 41.3%
- 251 - 500 students: 50.9%
- 250 students: 7.7%

ILP State Mandate Status Compared to ILP Use

<table>
<thead>
<tr>
<th>State-Mandated ILP Policy</th>
<th>Use ILPs</th>
<th>Do Not Use ILPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67</td>
<td>29</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>53</td>
</tr>
</tbody>
</table>

- 29 percent of survey respondents located in states identified as having ILP mandates during the state policy scan report on the ILP survey that they, in fact, *do not* use ILPs.

- Many survey respondents from states without ILP mandates (44 percent) reported using ILPs in their schools.

Sources: Scan of state ILP policies; High School ILP Survey, 2015.
ILP Features
Timespan for School Use of ILPs

<table>
<thead>
<tr>
<th>Number of Years Using ILP</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>14%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>19%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>23%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>31%</td>
</tr>
<tr>
<td>Not sure</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: High School ILP Survey.

Note: N = 905
Grade Level When ILPs Are Initiated

Source: High School ILP Survey.

Note: N = 904
## Most Common ILP Elements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards high school graduation (e.g., high school courses taken)</td>
<td>88</td>
</tr>
<tr>
<td>Completion of high school course plan of study</td>
<td>81</td>
</tr>
<tr>
<td>Career interest identified</td>
<td>77</td>
</tr>
<tr>
<td>Participation in dual enrollment (college) courses</td>
<td>65</td>
</tr>
<tr>
<td>Self-assessment of interests, strengths, aptitudes, etc.</td>
<td>48</td>
</tr>
<tr>
<td>Completion of pre-college entrance examinations (ACT’s PLAN, EXPLORE, etc.)</td>
<td>44</td>
</tr>
<tr>
<td>Student resume completed</td>
<td>43</td>
</tr>
<tr>
<td>Completion of college entrance examinations (ACT, SAT)</td>
<td>41</td>
</tr>
<tr>
<td>Extracurricular non-athletics</td>
<td>37</td>
</tr>
<tr>
<td>Volunteerism</td>
<td>34</td>
</tr>
<tr>
<td>Extracurricular athletics</td>
<td>30</td>
</tr>
<tr>
<td>Awards</td>
<td>29</td>
</tr>
<tr>
<td>Work experience (e.g. apprenticeship, internship, job shadowing)</td>
<td>29</td>
</tr>
<tr>
<td>FAFSA completion</td>
<td>23</td>
</tr>
<tr>
<td>College application submission</td>
<td>20</td>
</tr>
<tr>
<td>Postsecondary financial plan</td>
<td>20</td>
</tr>
<tr>
<td>Participation in personal financial literacy courses/workshops/activities</td>
<td>18</td>
</tr>
<tr>
<td>Other financial aid application completion (e.g., scholarships and grants)</td>
<td>16</td>
</tr>
</tbody>
</table>

Source: High School ILP Survey.
ILP Implementation
Types of ILP Training Provided for Survey Respondents Using ILPs

- Implementing ILPs: 44%
- Communicating with students about ILPs: 33%
- Designing/developing ILPs: 28%
- Communicating with families about ILPs: 22%
- Best practices in using ILPs: 19%
- Communicating with teachers about ILPs: 13%
- Evaluating ILP implementation: 7%
- No Training: 0%

Stakeholders Involved in Design, Implementation, and Evaluation of ILPs

Percentage of Schools Where Students/Families Meet at Least Once Per Year with School Personnel about the ILP, by Grade Level

Frequency of Meetings between School Personnel and Students, by Grade Level


- **Before 9th Grade**
  - 10%: Several times each term
  - 9%: Once each term
  - 39%: Once each academic year
  - 41%: Never, not sure, n/a

- **9th Grade**
  - 19%: Several times each term
  - 24%: Once each term
  - 49%: Once each academic year
  - 9%: Never, not sure, n/a

- **10th Grade**
  - 19%: Several times each term
  - 24%: Once each term
  - 48%: Once each academic year
  - 10%: Never, not sure, n/a

- **11th Grade**
  - 24%: Several times each term
  - 24%: Once each term
  - 43%: Once each academic year
  - 10%: Never, not sure, n/a

- **12th Grade**
  - 33%: Several times each term
  - 21%: Once each term
  - 36%: Once each academic year
  - 12%: Never, not sure, n/a
ILP Effectiveness and Best Practices
Counselors’ Views of ILPs’ Contribution to Student Outcomes

- 46% Greatly improves
- 24% Somewhat improves
- 12% Does not improve
- 3% Not sure
- 15% No response

Effective ILP Practices: 
Survey Respondent Observations

- Focus on career and college guidance
- Consistent and continual review of ILP by students, staff, and parents
- Individual student meetings, oftentimes with parents
- Graduation course plan and requirements
- Develop ILPs early
Improving ILP Effectiveness: Survey Respondent Observations

- More time with students/smaller student-to-counselor ratio
- More access to technology
- More student, parent, staff buy-in
- More staff, resources, training, and funding
- More use in the classroom and by teachers
- Broader range of ILP elements/more student-driven ILP
- Better guidance from school, state, and/or district
- More data, tracking, and evaluation
Implications/Observations

- About 1/3 of survey respondents had used ILPs for 5 or fewer years
  - Not enough time to assess effectiveness of ILP
- At 29 percent of survey respondent schools, ILPs were initiated in 9th grade or later; 38 percent in 8th grade
  - Outcomes could be improved by starting earlier
- 44 percent of counselors using ILPs reported that they received no training related to ILP implementation
  - High need for counselor training
- Nearly ¾ of survey respondents do not track student outcomes beyond high school graduation
  - Access to post-high school outcomes would improve ability to evaluate ILP process
- Survey results indicate that counselors are more involved with ILP implementation than with ILP design and evaluation
  - School districts would benefit from utilizing counselor expertise in designing ILPs
- At 35 to 40 percent of schools, parents do not meet annually with school personnel about student ILPs
  - Parent involvement could improve student engagement with the ILP process
More Information

- Melissa Clinedinst: mclinedinst@nacacnet.org

Paradise Valley Schools Overview

- Schools
  - 30 Elementary Schools
  - 7 Middle Schools
  - 5 High Schools
  - 2 Alternative High Schools

- Population
  - 32,000 Students

- Staff
  - 3800 Employees
Arizona ECAP Law

- Requires all students grades 9-12 to complete an ECAP prior to graduation
- Plans must be monitored, reviewed, or updated at a minimum once per year

- Plans must include:
  - Academic goals - including coursework aligned with goals
  - Career Goals - identifying career plans, options, interests, and skills needed
  - Postsecondary Education Goals - state progress toward meeting admission requirements
  - Extracurricular Activities Goals - including documentation of participation
ECAP Activities by Grade Level

- 9th Grade
  - Personality Profiler
- 10th Grade
  - Career Interest Profiler
  - Career Cluster Finder (CTE)
- 11th Grade
  - Class scheduling and adjustments as needed
- 12th Grade
  - Counselors meet with each student twice per year to review transcripts, college options, scholarship options, etc.
ECAP Implementation Successes

- Success with tracking with technology (Naviance)
  - Better access for parent involvement
  - Four year academic planner
  - Uniform focus across the district
  - Plethora of tools for students and parents
ECAP Implementation Challenges

- Student interests change over a four-year period
- Career fair required
- Financial literacy
- 500:1 counselor load
Thank You!

Questions?

Please type your questions into the webinar platform. We will answer as many as possible during the allotted time.