

Nature and Promise of Individualized Learning Plans as an Effective Strategy for Promoting College *and* Career Readiness Skills



Presentation Objectives

- Introduction
- What is an Individualized Learning Plan (ILP)?
- What does our ILP-related research indicate?

Conclusion

ILPs are the bridge that link college and career readiness processes and outcomes

Efforts over Past Three Years

- States mandating ILPs without a research base
- Four states identified with promising state level language regarding ILPs
- Identified 14 schools to participate in research and technical assistance

What is an ILP?

- A portfolio *document* that is created and maintained
- A *process* that helps students engage in:
 - Self-exploration,
 - Career exploration
 - Career planning and management

What is the purpose of an ILP?

Create a personalized learning environment in which the student manages and regulates course plans in pursuit of desired life and career goals.

Key Words

- Personalized learning environment
- Self-management and self-regulation
- Course planning – Career and Tech Ed.
- Career and life goals – Self-exploration, Career exploration, Career planning and management

Learner Name
Learner Signature
Parent/Guardian Signature (if required)

Date
Advisor Signature

Your plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

High School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	English 9	English 10	English 11	English 12
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Trigonometry or Statistics	Trigonometry or Statistics or Calculus
	Physical Science	Biology I	Chemistry	Physics or Environmental Science
	Geography/State History	World History	American History	Economics/Government
	Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology	Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology	Additional High School Electives Parenting & Child Development Marriage & Family Life Psychology Sociology	
	Career Electives Healthy Life Choices	Career Electives Career Orientation		
Post-Secondary	Technical College		Two Year College	College/University
	<input type="checkbox"/> Child Care For more information visit : http://www.witechcolleges.com/		<input type="checkbox"/> Pre-Education <input type="checkbox"/> Family Services and Child Development <input type="checkbox"/> Secondary Education <input type="checkbox"/> Health, Physical Education & Recreation <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> History For more information visit:: http://www.uwc.edu/	<input type="checkbox"/> Early Childhood Education <input type="checkbox"/> Elementary Education <input type="checkbox"/> Secondary Education <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Mathematics Education <input type="checkbox"/> Music/Vocal and Instrumental Ed <input type="checkbox"/> Science Education <input type="checkbox"/> Career & Technology Education For more information visit:: http://uwhelp.wisconsin.edu/index.asp
Career Enhancement Options	Work-based Learning Options		Short-Term Training Options	
	Job-Shadowing: Internship/Mentorship: On-The-Job Training:		<input type="checkbox"/> Teacher Aide <input type="checkbox"/> Child Care as a Profession <input type="checkbox"/> Physical and Intellectual Development <input type="checkbox"/> Planning a Safe, Healthy Learning Environment <input type="checkbox"/> Conversational Spanish	

What are the Essential Elements of an ILP?

- Selection of a Program of Study that aligns course plans with career goals.
- Process that engages student in career development activities
- Storage document that includes college and career readiness artifacts

Research Areas

- Focus group study
- Career decision-making patterns
- Predicting college and career readiness

Year 1 Focus Group Consensus

Parents, educators, and students found ILPs to be an enjoyable and meaningful experience

Consensus

- Better communication
- Stronger connections between home and school
- More school engagement
- More rigorous course selection

Promising Practices

- Use advisory class periods to implement ILPs using all teachers.
- Use ILPs to conduct student-led parent-teacher conferences.
- Use ILPs that are linked to online career information systems.

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Research Areas

- Focus group study
- **Career decision-making patterns**
- Predicting college and career readiness

Identifying Career Decision-Making Patterns (Van Esbroeck et al.)

- Decision-Making Model
 - Sensitization
 - Self-exploration
 - Environment exploration
 - Exploration of relationship between self and environment
- Decision

Sample

- 1653 Participants
 - 49% 10th grade and 51% - 12th grade
 - 51% White; 29% African American; 13% Latino/a; 4.2% Native American; 2% Asian American
 - 39% free/reduced lunch
 - 7.7% Students with disabilities

Method

- Online responses to 18 open-ended items
 - What are some occupations you are considering right now?
 - What are you doing right now to prepare you for these occupations?
 - What are the next steps you need to take to prepare to enter one of the selected occupations?

Analytic Plan

- Grounded-theory approach
- Marica's (1966, 1980) four ego-identity status were used to create a rubric

Grounded Theory Approach

- Word by word followed by generating higher order categories
- Two coders coded each narrative in the training phase
- Triangulation achieved through cross-validation with other team of coders
- Auditor evaluated responses and made further recommendations

Narratives Classified into Decision-Making Patterns

Marcia's Ego Statuses	Decision-Making Pattern
Achieved	Deliberate
Moratorium	Exploring
Foreclosure	Impulsive
Diffusion	Overwhelmed

Results

	Career Decision Making Patterns			
	Deliberate	Exploring	Impulsive	Overwhelmed
Disabilities	19%	21%	53%	7%
Without Disabilities	22%	18%	56%	4%

Grade Level Comparison

	Career Decision Making Patterns			
	Deliberate	Exploring	Impulsive	Overwhelmed
10 th Grade	18%	17%	63%	1%
12 th Grade	21%	13%	62%	4%

Compared to Impulsive Decision Makers

Deliberate and Exploring types:

Reported more:

- Access to quality learning environments
- Academic motivation
- Goal setting

Reported less:

- Academic stress

Compared to Impulsive and Exploring Decision Makers

Deliberate types:

Reported more:

- Career search self-efficacy

Reported less:

- Career decision-making difficulty

Compared to Impulsive Decision Makers

Deliberate types:

Reported more:

- Academic self-efficacy

Reported less:

- Psychological and emotional distress

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Year 2 In Depth Interviews

- Sample: 34 students with disabilities who were interviewed to learn more in depth about the nature of their career decision-making
- Same rubric from Study 1 was used to classify identity domains

Comparing Commitment

Achieved Identity

- “I want to go to Eastern and I want to get my adaptive education degree and teach special education.”

Foreclosed Identity

- “I would like to go into the Air Force and cook.”

Exploration: Achieved Identity

- R: I've been working with special ed(ucation) kids for about three years.
- I: Where?
- R: Here, and I worked at the hospital, at the speech center. So, I've done a lot of that kinds of stuff. There's a group home in my neighborhood and I go and talk to the ladies there.
- I: What information do you currently know about being a special education teacher?
- R: I know you have to specialize in special ed, and I know it takes a special kind of person to do it. A very patient person. I mean, I can do it all...It helps special ed students get a job, like with autism and that kind of stuff. It helps them be able to get a job. And, they learn so one day they can go out and make a living.

Exploration: Foreclosed Identity

- R: I'm thinking about going to, at least, a two-year college.
- I: What do you want to do there?
- R: Mainly, like, brick laying and all this other construction work.
- I: What would you do after that?
- R: I don't know. Probably find a good place to live and get a good job.
- I: What would that be?
- R: Probably building houses, laying floors, or something.
- I: Anything else that you'd be interested in?
- R: No.

Exploration: Foreclosed Identity

- I: In terms of the things that you'd have to do in order to become a construction worker, can you tell me a little bit about that?
- R: Not really.
- I: What are some of the things that you'd have to do before you become a construction worker?
- R: Doing side jobs, like building little things here and there.
- I: Like what?
- R: Like little chairs or something. Start there and work your way up to houses.

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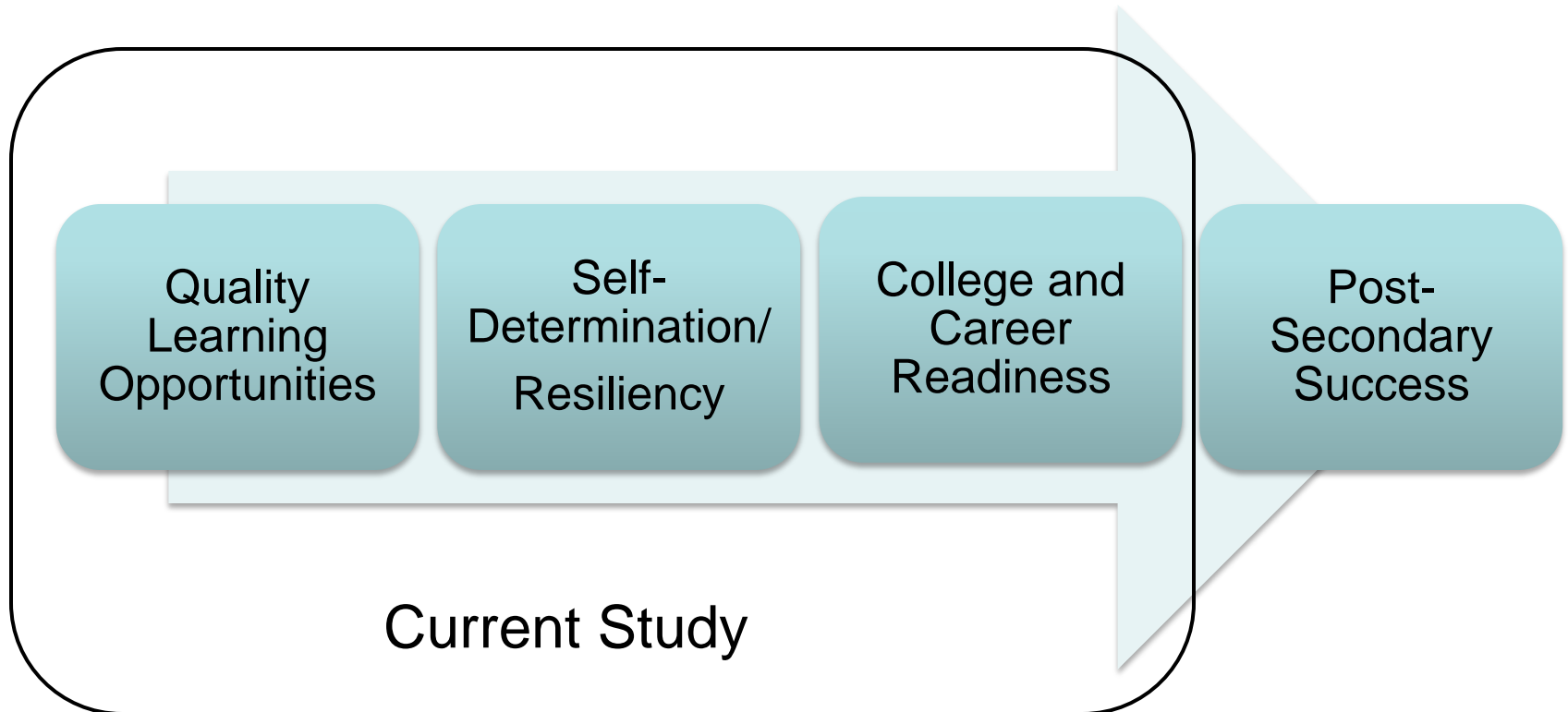
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Research Areas

- Focus group study
- Career decision-making patterns
- Predicting college and career readiness

Longitudinal Study Overview



Predictors

- School context
 - Access to quality learning environments and engagement in ILPs
- Self-determination/Resiliency skills
 - Career search and academic self-efficacy
 - Goal setting
 - Academic motivation

College and Career Readiness Processes

- Motivated
- Learn how to learn
- Proactive
- Adaptable
- Decision-maker

Secondary College and Career Readiness Markers

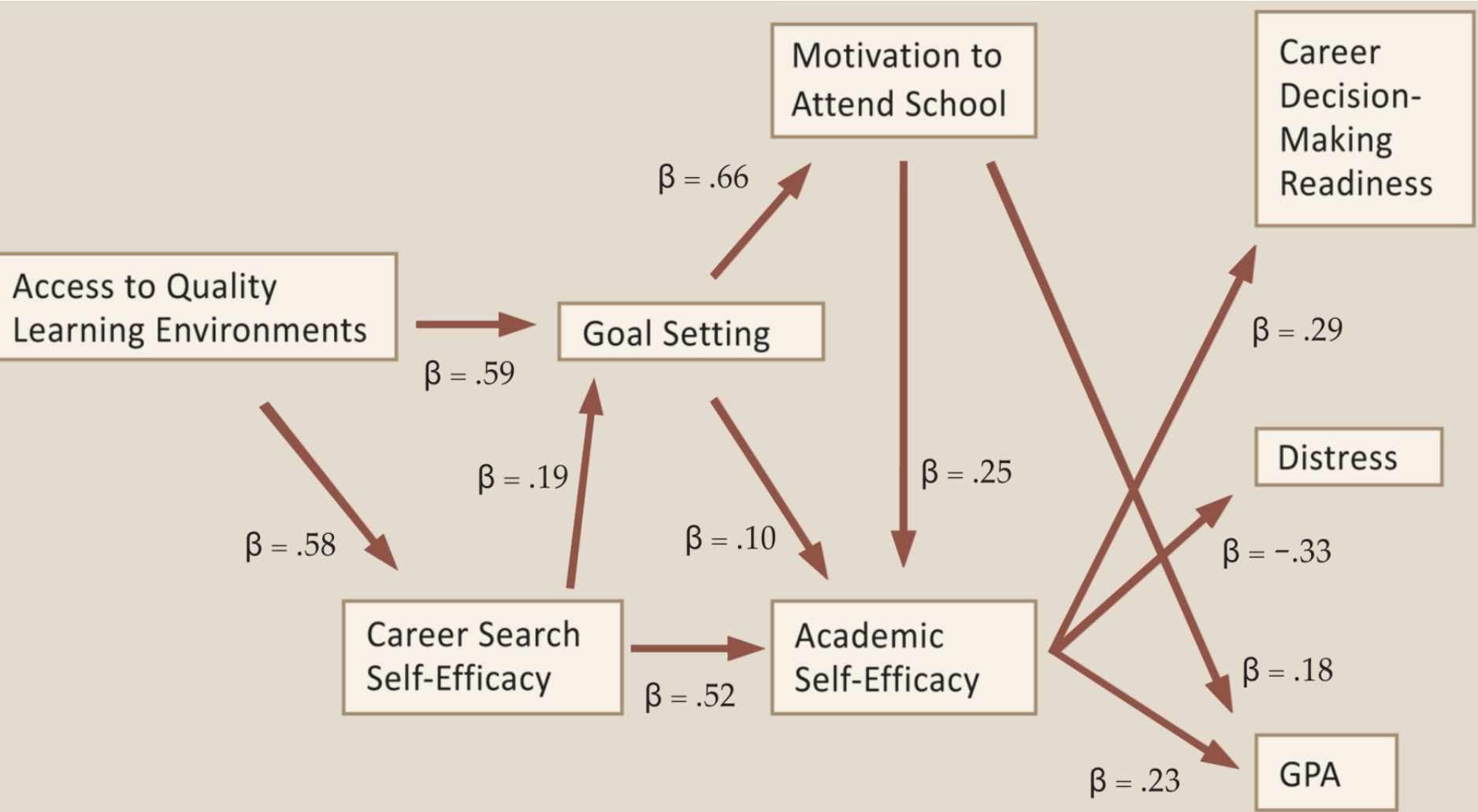
- GPA
- Distress
- Career decision-making readiness

General Sample

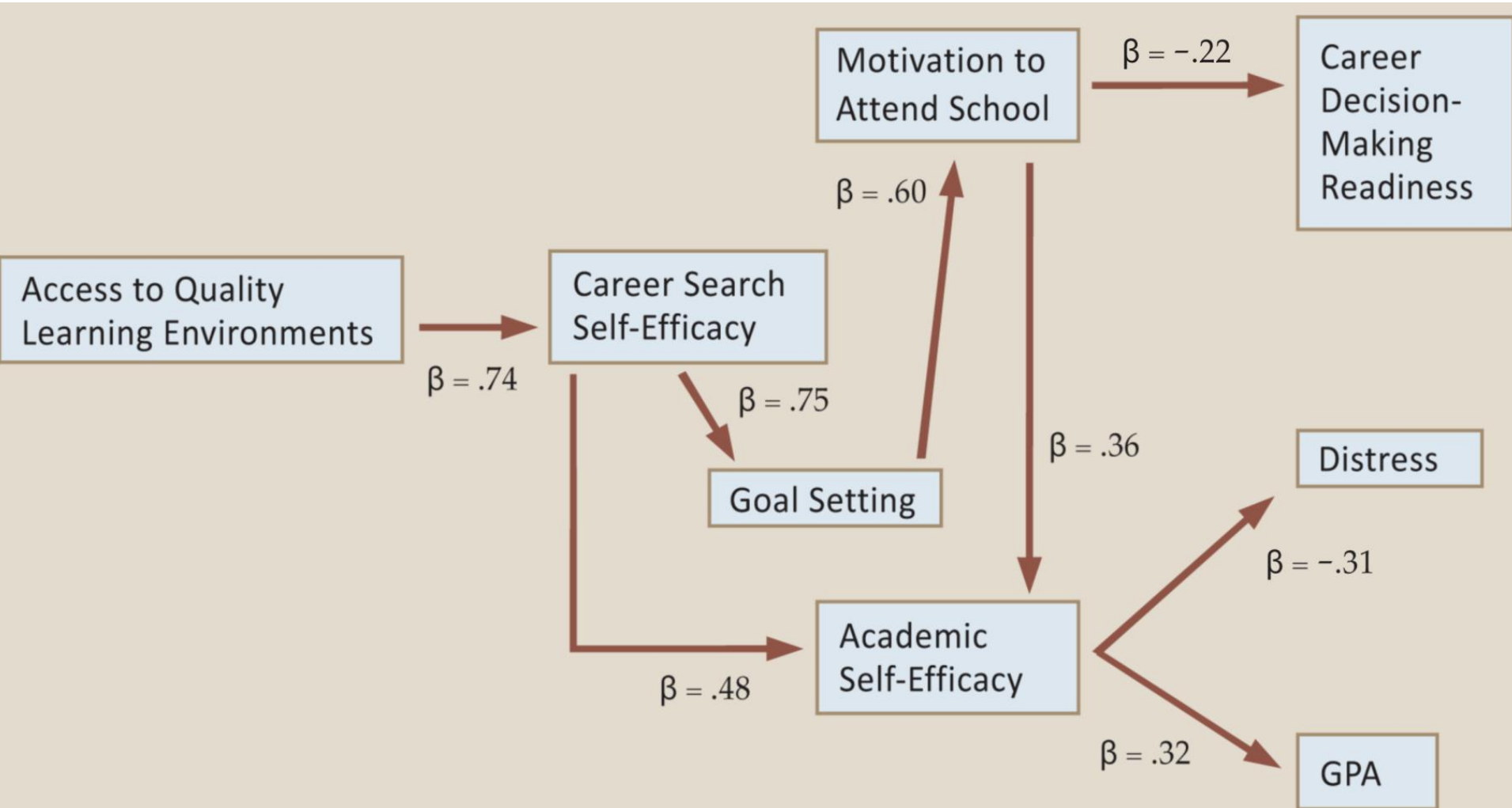
- 558 Participants
 - Female – 54%
 - 85% White; 9% African American; 3% Latino/a; 1% Native American; 3% Asian American
 - 5.4% Students with disabilities

Students with Disabilities

- 135 Participants
 - Female – 39%
 - 38% White; 36% African American; 16% Latino/a; 9% Native American



Final Model General Sample

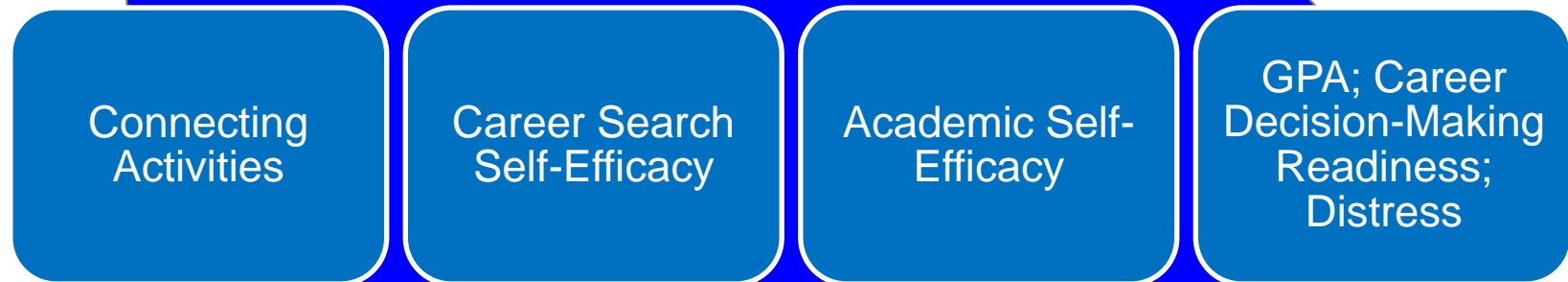


Final Model Students with Disabilities

Analytic Plan

Examine the indirect paths in order to evaluate what type of quality learning environment combined with which self-determination/ resiliency factors are likely to predict GPA, Career Decision-Making Readiness and Distress

Connecting Activities



General Sample

GPA (std. est. = .042, $p < .000$).

Career decision-making readiness (std. est. = .054, $p < .000$).

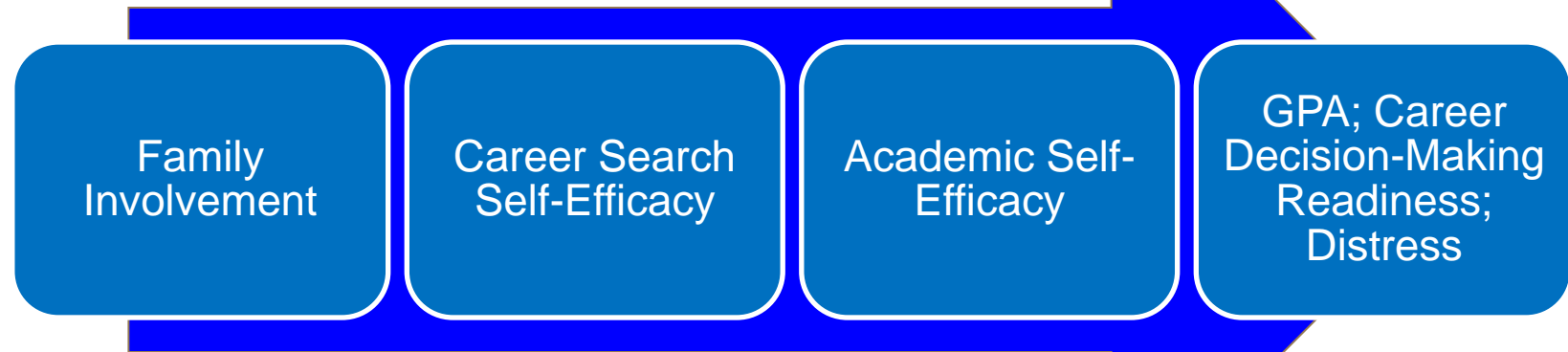
Distress (std. est. = -.062, $p < .000$).

Disability Sample

GPA (std. est. = .047, $p < .034$).

Distress (std. est. = -.048, $p < .023$).

Family Involvement



General Sample:

GPA (std. est. = .023, $p < .001$).

Career decision-making readiness (std. est. = .030, $p < .000$).

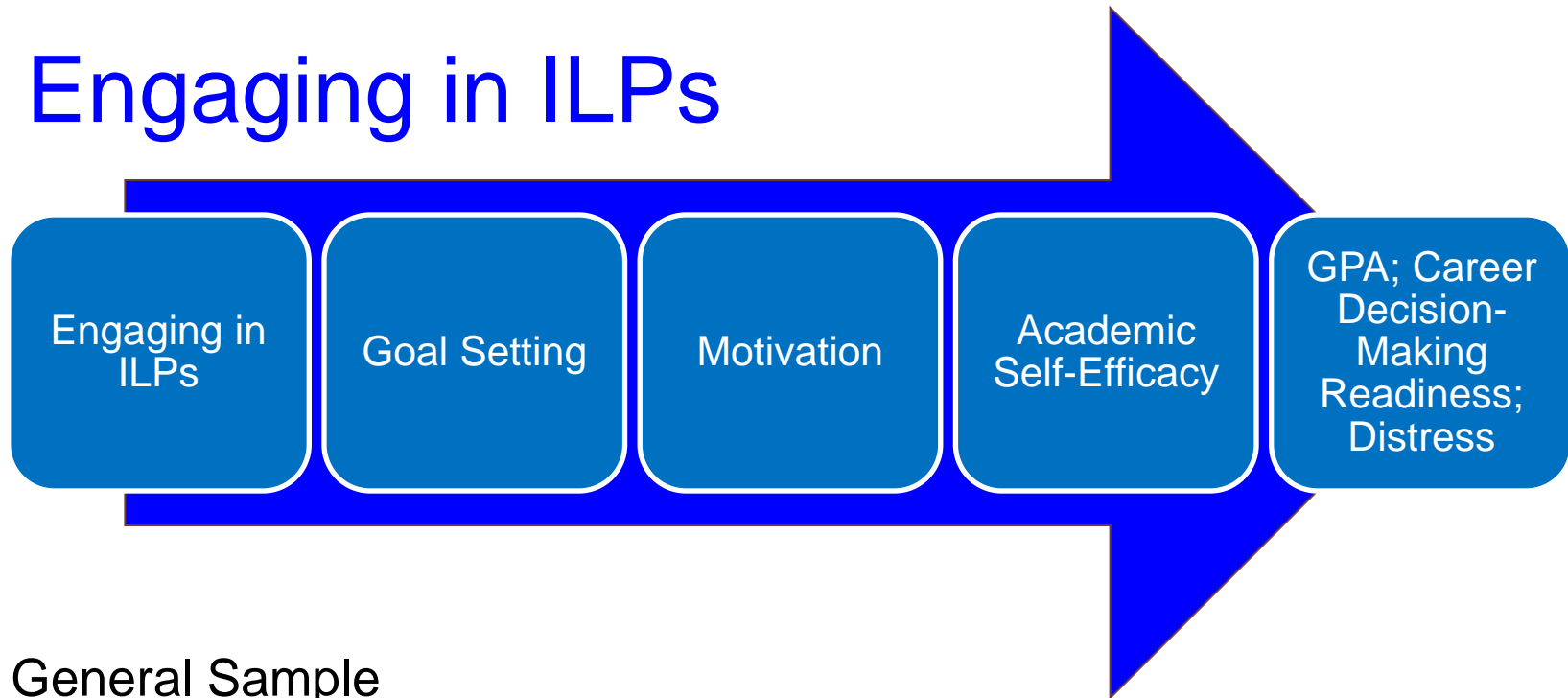
Distress (std. est. = -.034, $p < .000$).

Disability Sample:

GPA (std. est. = .023, $p < .001$)

Distress (std. est. = -.046, $p < .027$).

Engaging in ILPs



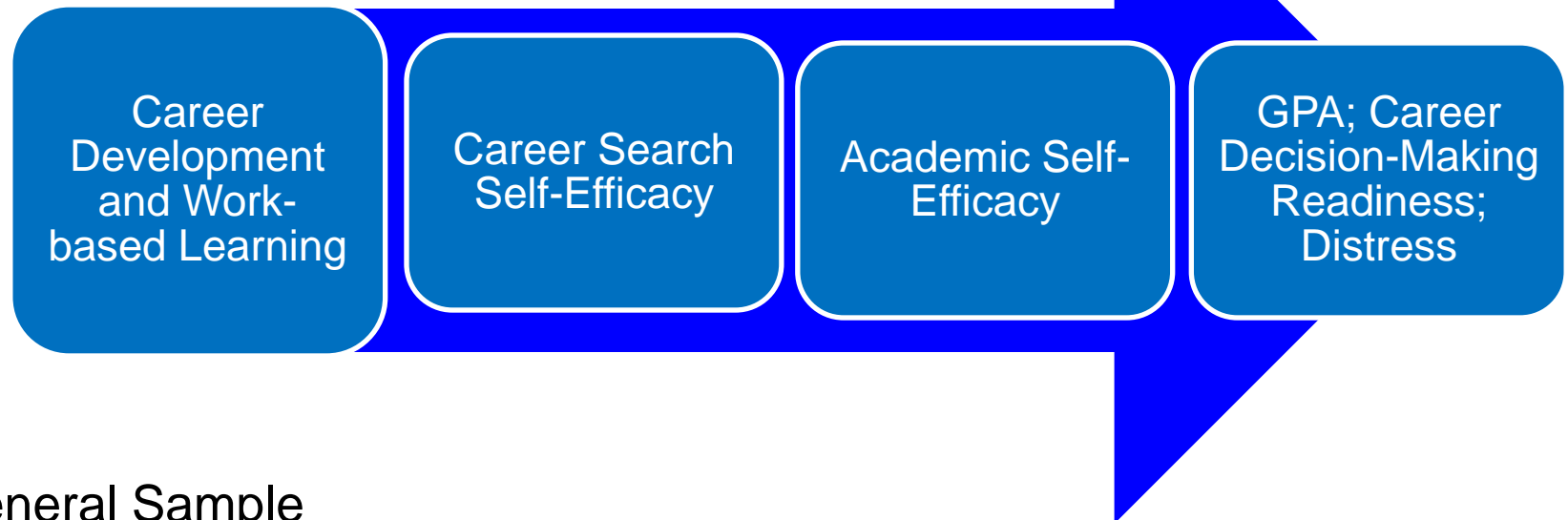
General Sample

GPA (std. est. = .027, $p < .001$).

Career decision-making readiness (std. est. = .011, $p < .000$).

Distress (std. est. = -.012, $p < .000$)

Career Development and Work-Based Learning



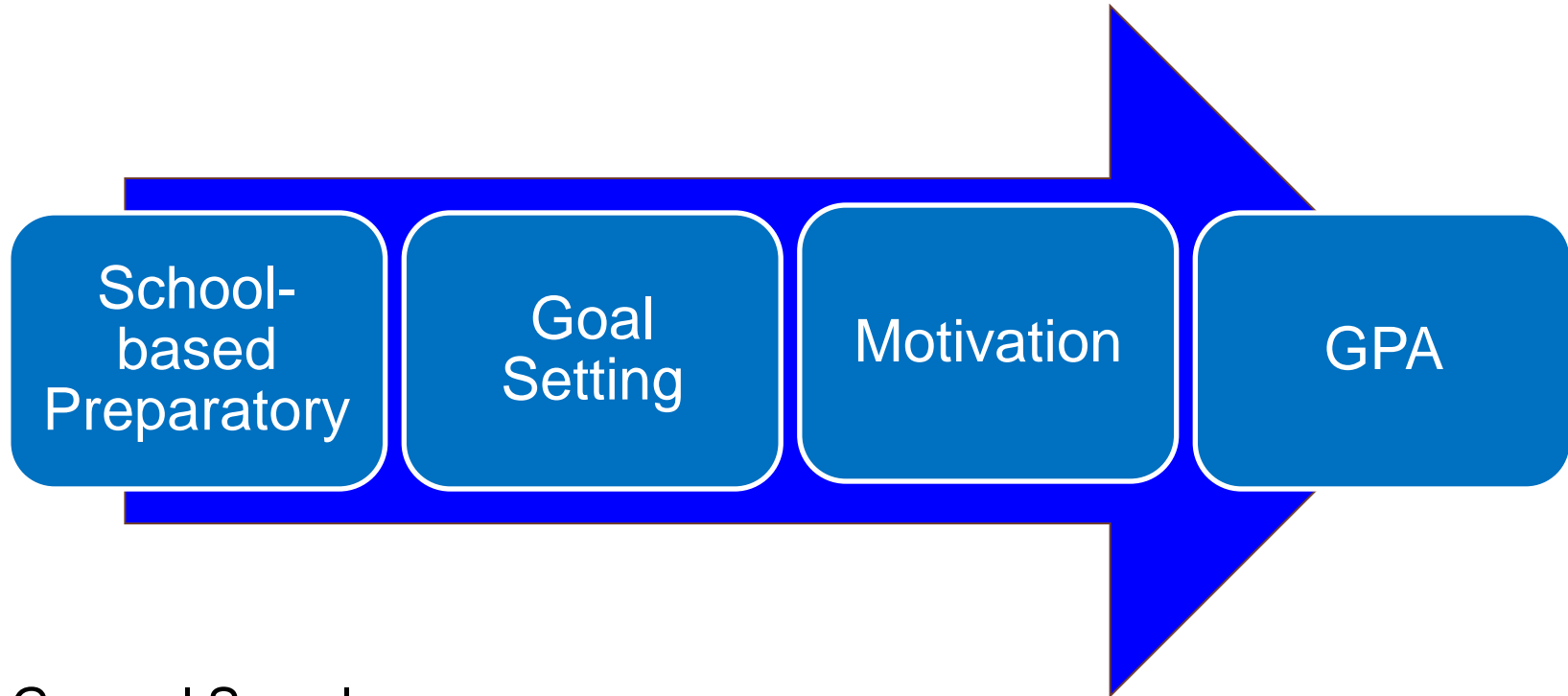
General Sample

GPA (std. est. = .015, $p < .025$).

Career decision-making readiness (std. est. = .019, $p < .020$).

Distress (std. est. = -.022, $p < .018$)

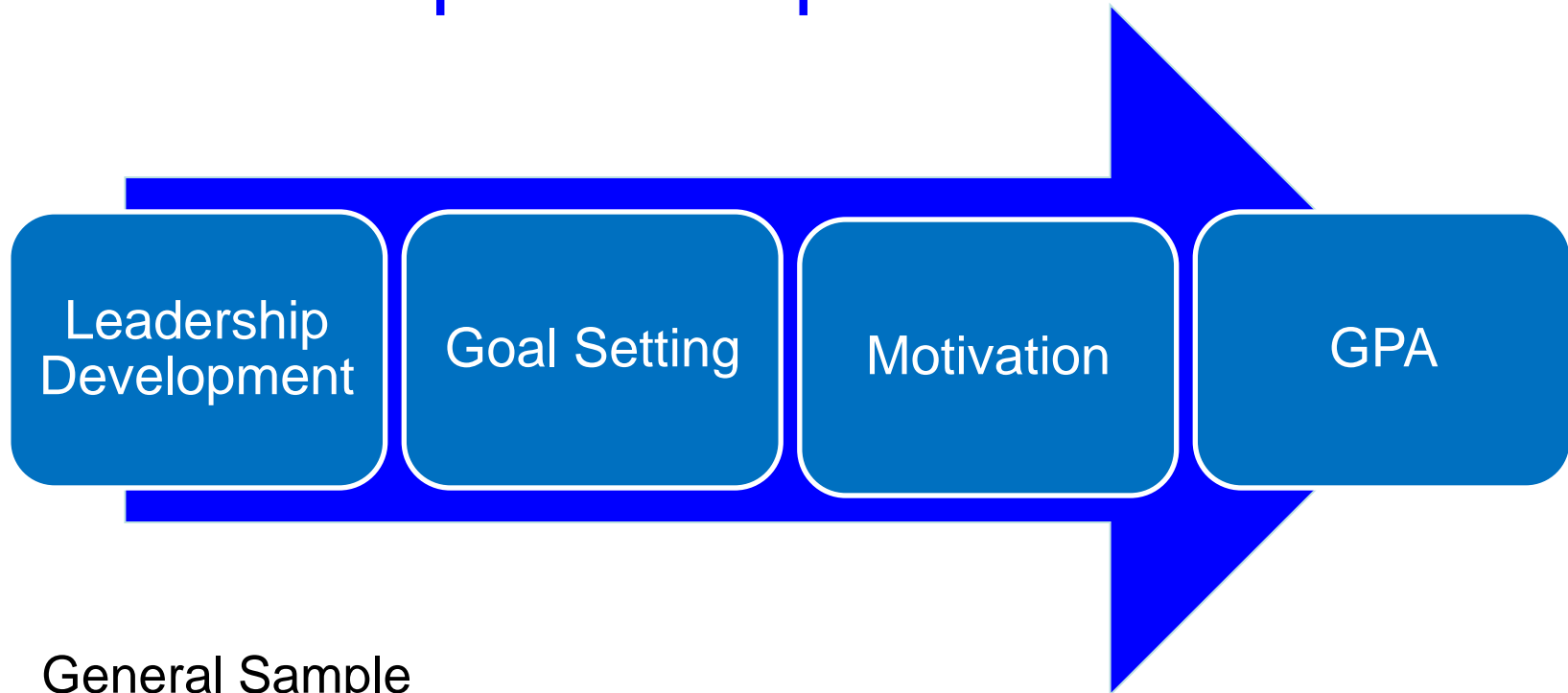
School-Based Preparatory



General Sample

GPA (std. est. = .015, $p < .029$).

Leadership Development



General Sample

GPA (std. est. = .015, $p < .013$).

Co-Authors

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Implication 1

Learning environments offering connecting activities, parent involvement, and career development produce college and career readiness by helping students become competent to engage in self-exploration, career exploration, and career planning and management which supports their ability to develop academic competence.

Implication 2

Learning environments offering opportunities to engage in ILPs, quality academic preparation, and leadership opportunities produce college and career readiness by helping students become autonomous, self-regulated learners who actively set goals and perceive the relevance of academic courses.

Implication 3

There are similar and different processes for students with disabilities. The translation from being exposed to a quality learning environment to college and career readiness is more complex and does not translate as readily as it does for students from the general student population.

How Do ILPs Bridge College and Career Readiness?

As a document, ILPs provide a record of college and career readiness accomplishments, career goals, and secondary and post-secondary programs of study

How Do ILPs Bridge College and Career Readiness?

As a process, engaging in ILPs impacts on college and career readiness by helping students become autonomous, self-regulated learners.

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Websites

ODEP

www.dol.gov/odep

NCWD-Youth

www.ncwd-youth.info

Disability.Gov

www.disability.gov

PACER Center

www.pacer.org



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College and Career Readiness

- Identify of one or more career options
- Align courses to pursue options
- Identify in-school and out-of-school learning opportunities that support skill development
- Describe one or more post-secondary training, credential or degree options to pursue career options

Marcia's Identity Theory

Diffusion

- Overwhelmed

Foreclosure

- Impulsive Decision

Moratorium

- Actively Exploring

Achieved

- Deliberate Decision

Study 1

- Used a grounded-theory approach to classifying 1650 10th and 12th grade participants into one of four career decision-making patterns based on Marcia's (1966; 1980) identity status model.
- The results indicated:
 - 21% of the students were classified with Achieved career decision-making patterns,
 - 19% with moratorium career decision-making patterns,
 - 55% with foreclosed decision-making patterns and
 - 4% with diffuse decision-making patterns.

Study 1 Continued

- No significant differences were found between
 - 10th and 12 grade students ($\chi^2 [3, 742] = 3.73, ns$)
 - Students with disabilities and without disabilities ($n = 121; \chi^2 [3, 1625] = 7.06, ns$).
- Girls were found to be more actively engaged in career exploration than boys ($\chi^2 [3, 1625] = 14.82, p < .002$).

Study 1 Continued

- There were significant ethnicity effects ($\chi^2 [21, 1625] = 95.10, p < .000$) with:
 - 74% of the students from Native American (n=67) and
 - 69% from Latino/a (n = 207) backgrounds not actively engaged in career decision-making.

Coauthors:

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Study 2

- Sample: 34 students with disabilities who were interviewed to learn more in depth about the nature of their career decision-making
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Study 2: Comparing Commitment

Achieved Identity

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Foreclosed Identity

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Study 2: Exploration: Achieved Identity

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Closing Thought

Career readiness efforts drive college readiness outcomes by helping students perceive the relevance of their courses to helping them achieve self-defined career and life goals.

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